



SCHOOL COUNSELING

SITE SUPERVISOR PRACTICUM & INTERNSHIP HANDBOOK 2022-2023



Counselor Education Department
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<https://www.newpaltz.edu/counselor-education/>

INTRODUCTION LETTER

Dear Site Supervisor,

Greetings from the State University of New York at New Paltz and welcome to our network of training partners from practicum and internship sites all over the greater Hudson Valley! We are excited and thankful that you have agreed to host one of counselors-in-training at your agency/practice. The experience that our counselors-in-training have in the field is an invaluable educational opportunity and the cornerstone of their training. We look forward to sharing a great working relationship with you!

Please find attached the Site Supervisor's Handbook that contains information about our department, a description of our policies and procedures, and copies of the forms used during the practicum/internship year.

The primary point of contact between the Counselor Education Department and your agency will be our Clinical Placement Coordinator. Feel free to direct any questions or concerns to directly to her. Please find her contact information, for your reference, below:

Dr. Amy Tully
Wooster Hall 311
845-257-3473
tullya@newpaltz.edu

Thank you for your many contributions to the training of our students! I hope your experience with our department is an enriching one.

Sincerely yours,

Melanie S. Hill

Melanie S. Hill, Ph.D., NCC
Chair, Counselor Education Department
State University of New York at New Paltz

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COUNSELOR EDUCATION DEPARTMENT OVERVIEW

The Counselor Education Department offers two 60-credit MS programs: one in Clinical Mental Health Counseling and one in School Counseling. We also offer an Advanced Certificate in Mental Health Counseling for those who already have a counseling-related degree but need the “bridge” to get licensed as a Mental Health Counselor. The School Counseling Program is a 60-credit practitioner-scholar oriented training program that prepares Master’s student counselors-in-training for licensure as professional school counselors. Our faculty are themselves experienced counselors in the field, which helps ensure that our students have access to the most up-to-date theories and practices in counseling.

Throughout the entirety of the program, we place particular emphasis on educating our students to understand and appreciate the social and cultural dimensions of counseling and the influence these factors have on individual and group behavior. Our program curriculum covers counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career development, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on school counseling training experiences under supervision of licensed professionals. The degree can be completed full-time in two years, including summer classes; however, many of our students complete the program in 3 years. The program is registered with the State Education Department as meeting the educational requirements necessary for school counseling licensure in New York and is nationally accredited by CACREP (Council for the Accreditation of Counseling and Related Educational Programs). Detailed information on the Licensure and Practice of the Mental Health Professions in New York is available from the Office of the Professions (OP) at <http://www.op.nysed.gov/prof/mhp/>.

M.S. IN SCHOOL COUNSELING DEGREE

SCHOOL COUNSELING MISSION STATEMENT

The Counselor Education Department at SUNY New Paltz trains highly skilled school counselors knowledgeable in both the practice and science of counseling. The program’s climate combines rigorous academic standards with a collegial and supportive mentoring environment that conceptualizes counselors-in-training as emerging professionals. The program is committed to academic and personal development of counseling trainees within an atmosphere that values cultural and intellectual diversity. The program’s goal is to prepare school counselors who:

- Possess the knowledge and skills necessary to practice as highly competent counselors
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency
- Understand and model the professional standards and ethics of their profession
- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation

- Are open-minded and respectful of multicultural and intellectual diversity
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve
- Function as highly skilled and ethical counselors able to work effectively in a variety of school settings with students of different ages
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them appropriately and effectively within schools
- Have strong foundational knowledge in the area of human growth and development and are able to use this knowledge to inform their understanding of the students with whom they work
- Value and respect diversity and demonstrate multicultural competency working with students from diverse backgrounds
- Attend to and understand the system of teachers, parents, administrators, and community members that makes up a school setting and are able to work with these various constituencies effectively
- Are able to utilize data to effectively assess and evaluate student academic achievement, career, and personal/social development as well as the school counseling program as it relates to their school's broader mission
- Possess an adjustment-oriented approach that emphasizes not only addressing administrative responsibilities of school counselors, but also their role as counselors providing intervention and advocacy in both preventative and remedial forms for the students they serve.

CACREP STANDARDS

The School Counseling Program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation benefits our students in many ways, including making their certification more portable to other states. To keep the accreditation, we must continue to meet CACREP Standards (2016). These standards cover the qualifications of the faculty and site supervisors, the content we teach, and how we evaluate our program. CACREP outlines common competencies for all accredited programs in eight core content areas. Furthermore, CACREP has student learning objectives for specific counseling specializations (e.g., school counseling, clinical mental health counseling, couples & family counseling). The CACREP core standards and school counseling competencies are described in detail in Appendices A and B, respectively. Additional information related to CACREP standards can be found at <https://www.cacrep.org/>.

PROGRAM OBJECTIVES

The Counselor Education Department program objectives were revised in Fall 2019 and are in alignment with CACREP's Professional Identity Standards.

CACREP Professional Identity Standard	Program Objective #	SUNY New Paltz Counselor Education Department Objectives
Professional Counseling Orientation & Ethical Practice	PO-01	Students develop strong professional identities as mental health and school counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.
	PO-02	Students understand the various professional roles that mental health and school counselors engage in, including - but not limited to - supervision, consultation, leadership, and social advocacy.

Social & Cultural Diversity	PO-03	Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.
Human Growth & Development	PO-04	Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.
	PO-05	Students learn theories of normal and abnormal personality development.
	PO-06	Students learn theories and etiology of addictions and addictive behaviors
Career Development	PO-07	Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.
Counseling & Helping Relationships	PO-08	Students learn theories and models of counseling, including a systems approach to conceptualizing clients.
	PO-09	Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions.
Group Counseling & Group Work	PO-10	Students learn the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice.
Assessment & Testing	PO-11	Students will gain knowledge needed to administer, interpret, and utilize psychological tests and other sources of assessment data in school, community, clinic, and other mental health settings.
Research & Program Evaluation	PO-12	Students will understand how to apply principles of effective research to the evaluation of counseling research to inform their counseling practice and to participate in practice-based research at their counseling site.
Professional Orientation and Ethical Practice; Human Growth & Development; Counseling & Helping Relationships	PO-13	Students learn theory, research, and practice in crisis counseling and disaster mental health.
Professional Dispositions	PO-14	Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner expected of professional counselors.
School Counseling	PO- SC-01	Students understand the theories and models of school counseling and are able to effectively use guidance lessons client case conceptualizations to assess, diagnose, and identify, and apply appropriate treatment modalities to a wide range of client situations.

SCHOOL COUNSELING DEGREE REQUIREMENTS (60-CREDITS)

Counseling Foundations

COU510 Counseling Theories (3)

COU515 Counseling Skills (3)

COU520 Career Development, Counseling, & Assessment (3)

COU525 Multicultural Counseling (3)

COU575 Human Growth and Development (3)

Child Abuse ID/Reporting
School Violence Prevention
Dignity for All Students Act Training
Health & Safety Education Training
Fingerprinting

Practicum & Internship

COU535 Practicum in School Counseling (3)

COU781 Internship in School Counseling 1 (3)

COU782 Internship in School Counseling 2 (3)

Professional Practice

COU545 Group Dynamics & Counseling (3)

COU550 Couple & Family Counseling (3)

COU565 Disaster Counseling & Crisis Intervention (3)

COU570 Substance Use & Addictions Counseling (3)

Measurement & Diagnosis

COU610 Research Methods & Program Evaluation (3)

COU540 Psychopathology (3)

COU 555 Assessment (3)

Professional Identity & Training

COU502 Ethics & Professional Identity in SC (3)

COU506 Professional Roles in SC (3)

Specialization (* indicates repeatable course)

SPE565 Teaching in Inclusive Classrooms

* COU585 Contemporary Issues (3)

Elective

CHOOSE ONE COURSE (3 credits)

COU 561 Evidence-Based Assess/Tx Traumatic Stress (3)

COU 562 Assessment/Interventions of Children, Adolescents,
& Families (3)

COU 563 Assisting Veterans & First Responders (3)

COU 566 Assisting Vulnerable Populations (3)

COU 567 Grief, Loss, and Bereavement (3)

COU 585 Contemporary Issues (3)

Mandated Training

SCHOOL COUNSELING TWO-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	FALL 1 (12 CREDITS) COU 502 Ethics & Prof. Iden in SC COU 510 Counseling Theories COU 515 Counseling Skills COU 520 Career Counseling	SPRING 1 (12 CREDITS) COU 506 Professional Roles in SC COU 535 Practicum in SC COU 540 Psychopathology COU 545 Group Counseling	SUMMER 1 (6 CREDITS) SPE 565 Teach in Inclusive Classrooms COU 565 Disaster & Crisis Interventions
Year 2	FALL 2 (12 CREDITS) COU 525 Multicultural Counseling COU 575 Human Growth & Dev COU 781 Internship in SC I COU 555 Assessment	SPRING 2 (12 CREDITS) COU 550 Couple & Family Counseling COU 610 Research Meth & Prgrm Eval COU 782 Internship in SC II Elective	SUMMER 2 (6 CREDITS) COU 570 Substance Use & Addictions COU 585 Contemporary Issues

SCHOOL COUNSELING THREE-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	FALL 1 (9 CREDITS) COU 502 Ethics & Prof. Iden in SC COU 510 Counseling Theories COU 515 Counseling Skills	SPRING 1 (9 CREDITS) COU 506 Professional Roles in SC COU 540 Psychopathology COU 545 Group Counseling	SUMMER 1 (6 CREDITS) SPE 565 Teach in Inclusive Classrooms COU 565 Disaster & Crisis Interventions
Year 2	FALL 2 (9 CREDITS) COU 525 Multicultural Counseling COU 575 Human Growth & Dev COU 520 Career Counseling	SPRING 2 (9 CREDITS) COU 535 Practicum in SC COU 550 Couple & Family Counseling COU 610 Research Meth & Prgrm Eval	SUMMER 2 (6 CREDITS) COU 570 Substance Use & Addictions COU 585 Contemporary Issues
Year 3	FALL 3 (6 CREDITS) COU 781 Internship in SC I COU 555 Assessment	SPRING 3 (6 CREDITS) COU 782 Internship in SC II Elective	

FACULTY

FULL-TIME COUNSELOR EDUCATION FACULTY

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PRACTICUM AND INTERNSHIP

OVERVIEW

The M.S. in School Counseling Program at the State University of New York at New Paltz is a 60-credit program built upon the tenets of the ASCA National Model. It prepares counselors-in-training to be elementary, middle, and high school counselors. School counselors-in-training complete intensive supervised practicum and internship experiences during which they actively work with students in school counseling settings. The counseling practicum and internship constitute the primary applied training experiences and involve accruing many hours of direct client contact under the supervision of trained professionals. School counselors-in-training are expected to complete a total 100 hours for their practicum and 600 hours for their internship. As a practitioner-scholar oriented program, we believe these experiences are central to the education at SUNY New Paltz.

The practicum (100 hours) is the fieldwork experience that occurs during the student's first year. The experience is designed to reflect the student's initial experience working with clients. The internship (600 hours) begins the following year and involves increased expectations for direct client contact and additional responsibilities. Both the practicum and internship experience carry the expectation of increasingly independent practice under close supervision. The School Counseling practicum and internship experience are designed to meet the New York State requirements for Initial/Professional Certification.

Sample school counseling activities include:

- Collaborating with parents, teachers, and school administrators
- Classroom Guidance Lessons
- Evaluation of Classroom Guidance Lessons
- Individual Counseling (academic, career, and personal/social-emotional)
- Group Counseling
- School-wide Programming
- Attending Child Study meetings
- Participating in a Peer Mediation Program
- Attending District-wide School Counselor Meetings
- Attending and participating in Committee on Special Education Meetings
- Participating in child study or school-based assessment team meetings

COLLEGE SUPERVISION

During the one semester of practicum and two semesters of internship, counselors-in-training enroll in a course supervised by a Counselor Education Department faculty member. These courses examine the wide range of professional issues often encountered when doing clinical work in schools, including, but not limited to, questions of ethical standards, dealing with difficult students/parents, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a counselor-in-training. The Faculty Supervisor is responsible for evaluating counselor-in-trainings' counseling skills, ensuring that the learning objectives are being met, and monitoring counselor-in-trainings' progress in their clinical work with students. Supervision provided by the faculty supervisor

supplements, but does not replace or supersede, on-site individual supervision by clinical staff. The on-site supervisor is clinically responsible for all cases and therefore has absolute authority in dictating client therapy.

The **Clinical Placement Coordinator** serves as a liaison between the program (including the Chair and Faculty Supervisor) and the practicum/internship site and serves as the primary point of contact for the site supervisor.

SCHOOL COUNSELING PRACTICUM

REQUIREMENTS

1. **Duration:** during the Spring semester, January – May.
2. **Time:** School Counseling Practicum counselors-in-training are expected to complete **100 hours of on-site training in a K-12 setting over the semester that must include individual counseling, group counseling, and delivering curricula.**
 - a. **At least 40 of these hours must be spent in direct service working with students.**
 - i. According to CACREP, Direct Service is defined as “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, and (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - ii. If the student counselor engages in co-counseling with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - iii. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals are facilitated in the group.
 - b. **At least 60 of these hours must be spent developing, implementing, and evaluating key school counseling program elements.**
3. **Supervision:** There is a minimum requirement of **one hour per week** of onsite individual or triadic supervision of the counselor-in-training by the site supervisor. Counselor trainees should not schedule a student meeting if they do not have direct access to a supervisor; counselor trainees should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must:
 - i. Be a certified school counselor,
 - ii. Have a minimum of two years post-masters school counseling experience,
 - iii. Be familiar with the program’s expectations, requirements, and evaluation procedures for counselors-in-training, and
 - iv. Complete relevant training in counseling supervision.
 - b. Counselor trainees are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms via Via for site supervisors to complete (see Appendix C).
4. **Annual Supervisor Orientation & Supports:** CACREP 2016 Standards state that “orientation, assistance, consultation, and professional development opportunities are provided by counseling

program faculty to site supervisors” (CACREP 2016, Standard III.Q). Supervisors will be provided an orientation at the beginning of the Practicum and/or Internship placement which includes a review of policies, procedures, and updates on the Counselor Education Department. In addition, Counselor Education faculty, including the Clinical Placement Coordinator, are available for consultation on an ongoing basis. Supervisors are encouraged to reach out early and frequently, especially when there are concerns regarding the student’s performance (however small these concerns may seem). Supervisors are also invited to professional development events hosted on campus.

5. **Live Supervision & Audio/Video Recording:** CACREP requires that the supervision of counselors-in-training include “program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients” (Standard III.B.). To meet this standard:
 - a. Site supervisors are required to either supervise the work of the counselor-in-training live, or via audio/video tape, *at a minimum* of twice per semester (including once prior to the midpoint of the semester).
 - b. Counselors-in-training are expected (if the site population and policies allow) to bring recorded samples of their work into their Practicum or Internship course. To aid this process, the Counselor Education Department developed an Audio/Video Recording Policy (see Appendix E) that includes signed release forms (Audio/Videotape & Case Presentation Consent Form, Appendix F; Certification of Client Consent Form, Appendix G; Field Site Confidentiality Agreement, Appendix H).
6. **Counselor Education Practicum and Internship Site Contract:** At the beginning of each Practicum and/or Internship experience, a Site Contract must be completed. The Site Contract lists the specifics of the training experience and what is expected of the site supervisor, faculty supervisor, and student (see Counselor Education Practicum and Internship Site Contract, Appendix D). This contract will be completed as a paper document, then uploaded by the student into Via.
7. **Time Log:** Counselors-in-training are required to record their on-site hours using Via on a weekly basis. Supervisors will be required to sign off on these hours in Via on a monthly basis. Hour logs must be up-to-date, current, and approved by site supervisors at the midpoint and end of the semester.
8. **Site Visits:** Site visits are conducted periodically when needs arise to support supervisors, ensure program requirements are being met, and/or provide general information. Supervisors may request a visit if needed.

Note: Although each placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION INTO PRACTICUM

Prerequisites for Practicum Admission:

- Matriculated student in School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU502: Ethics & Professional Identity in School Counseling
 - COU510: Counseling Theories
 - COU515: Counseling Skills
- Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Practicum Application Process:

- Students who meet the prerequisite requirements and wish to begin practicum must **submit a Practicum Application by the date listed below.**

- At the **mid-point** and **end** of the relevant semester, the counseling core faculty, the Clinical Placement Coordinator, and any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into practicum. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development.
 - Instructors will complete a “**Midterm Feedback Form**,” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education faculty advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form; another copy is placed in the student’s file.
 - Any student who is not making satisfactory progress in any of the four areas by the end of the semester is **held back from proceeding to practicum or put on probation** and a remediation process is initiated in order to address the deficits.
- **Important note to site supervisors:** Placement sites always reserve the right to determine which students will be placed at their site. At any point before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement.

SELECTION PROCESS

Practicum Selection Process (specific dates will be shared at the information meeting and published in the monthly newsletter):

- **Second week in September:** Practicum Information Meeting will be held.
- **End of September:** Spring Practicum Application due (along with any necessary supporting materials such as CV/Resume, cover letter, transcript, sample work).
- **Beginning of October:** Students will begin contacting approved sites for interviews. To ensure they get a placement, students are encouraged to interview with at least 3 different possible approved placement sites.
- **Mid-October:** Midterm feedback provided; students informed regarding approval to proceed.
- **Mid-November:** All interviewing must be completed. Students will submit a list of the sites where they interviewed to the Clinical Placement Coordinator (via email) with a ranking of preferred sites (ranked most to least preferred).
- **Beginning of December:** Clinical Placement Coordinator will communicate with students where they have been placed.
- **Mid-December:** The Clinical Placement Coordinator will work with any students left unplaced to match them with any sites that still have openings. Please note that if a student has not interviewed at the minimum of 3 approved sites, and/or has turned down an offer for a placement that has been extended to them, we cannot guarantee a placement will be found.

Note: Receiving a practicum placement is dependent on the student successfully completing her/his coursework and being deemed ready to proceed to practicum by the program. In the rare case that a student is not deemed ready once a placement has already been made, the Clinical Placement Coordinator will communicate with the site directly to explain the decision.

To take the practicum class, a student must be offered a practicum placement by an approved site. Even if given the go-ahead by the faculty, students are never guaranteed practicum placements; the offer of a placement is always at the discretion of the training sites.

PRACTICUM POLICIES GUIDED BY CACREP

- Counselors-in-training are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (Standard III.A.).

- Supervision of practicum counselors-in-training includes program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients (Standard III.B.).
- Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum (Standard III.C.).
- Counselors-in-training have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (Standard III.D.).
- In addition to the development of individual counseling skills, during *either* the practicum or internship, counselors-in-training must lead or co-lead a counseling or psychoeducational group (Standard III.E.).
- Counselors-in-training complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum 10-week academic term (Standard III.F.).
- Practicum counselors-in-training complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (Standard III.G.).
- Practicum counselors-in-training have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (Standard III.H.)
- Practicum counselors-in-training participate in an average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum. Group supervision must be provided by a Counselor Education Department faculty member (Standard III.I.).

SCHOOL COUNSELING INTERNSHIP

REQUIREMENTS

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** School Counseling Interns are expected to complete **600 hours** of training over the two semesters. To meet NYS Requirements 300 of these hours must be done in a K-8 setting and 300 hours done in a 9-12 setting.
 - a. At least **240 of these hours must be in direct service** working with students.
 - i. According to CACREP, Direct Service is defined as “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.
 - These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
 - The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - ii. If the counselor-in-training engages in co-counseling with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - iii. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
 - b. At least **360 of these hours must be spent developing, implementing, and evaluating key school counseling program elements.**

3. **Supervision:** There is a minimum requirement of **one hour per week** of onsite individual or triadic supervision of the counselor-in-training by the site supervisor. Interns should not schedule a client meeting if they do not have direct access to a supervisor; interns should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must possess:
 - i. A minimum of a master's degree in school counseling or related field,
 - ii. Relevant certifications and/or licenses
 - iii. A minimum of two years post-masters school counseling experience,
 - iv. Knowledge of the program's expectations, requirements, and evaluation procedures for counselors-in-training, and
 - v. Relevant training in counseling supervision.
 - b. Counselor trainees are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms via Via for site supervisors to complete (see Appendix C).
4. **Annual Supervisor Orientation & Supports:** CACREP 2016 Standards state that, "orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors" (CACREP 2016, Standard III.Q). Supervisors will be provided an orientation at the beginning of the Practicum and/or Internship placement which includes a review of policies, procedures, and updates on the Counselor Education Department. In addition, Counselor Education faculty, including the Clinical Placement Coordinator, are available for consultation on an ongoing basis. Supervisors are encouraged to reach out early and frequently, especially when there are concerns regarding the student's performance (however small these concerns may seem). Supervisors are also invited to professional development events hosted on campus.
5. **Live Supervision & Audio/Video Recording:** CACREP requires that the supervision of counselors-in-training include "program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients" (Standard III.B.). To meet this standard:
 - a. Site Supervisors are required to either supervise the work of the counselor in training live, or via audio/video tape, at a minimum of twice per semester (once prior to the midpoint of the semester).
 - b. Counselors-in-training are expected (if the site population and policies allow) to bring recorded samples of their work to their Practicum or Internship course. To aid this process, the Counselor Education Department developed an Audio/Video Recording Policy (see Appendix E) that includes signed release forms (Audio/Videotape & Case Presentation Consent Form, Appendix F; Certification of Client Consent Form, Appendix G; Field Site Confidentiality Agreement, Appendix H).
6. **Counselor Education Practicum and Internship Site Contract:** At the beginning of each Practicum and/or Internship experience, a Site Contract must be completed. The Site Contract lists the specifics of the training experience and what is expected of the site supervisor, faculty supervisor, and student (see Counselor Education Practicum and Internship Site Contract, Appendix D). This contract will be completed as a paper document, then uploaded by the student into Via.
7. **Time Log:** Counselors-in-training are required to record their on-site hours using Via on a weekly basis. Supervisors will be required to periodically sign off on these hours. Site Supervisors are strongly encouraged to log into Via and sign off on hours on a regular basis to improve accuracy. Hour logs must be up-to-date, current, and approved by site supervisors at the midpoint and end of the semester.
8. **Site Visits:** Site visits are conducted periodically when the need arises to insure program requirements are being met, support supervisors, and provide general information. Supervisors may request a visit if needed.

Note: Although each off-campus placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established off-campus environments will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION INTO INTERNSHIP

Prerequisites for Internship Admission:

- Matriculated student in the School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU535: Practicum in School Counseling
- Currently enrolled in or have taken COU545 Group Counseling
- Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Internship Application Process:

- Students who meet the prerequisite requirements and wish to begin internship **must submit an Internship Application by the date listed below.**
- At the **mid-point** and **end** of the relevant semester, the counseling core faculty, the Clinical Placement Coordinator, and any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into internship. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development.
 - Instructors will complete a “**Midterm Feedback Form**” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education faculty advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form; another copy is placed in the student file.
 - Any student who is not making satisfactory progress in any of the four areas by the end of the semester is **held back from proceeding to internship or put on probation** and a remediation process is initiated in order to address the deficits.
- In order to take the internship classes, a student must be offered an internship placement by an approved site. Even if given the go-ahead by the faculty, students are never guaranteed internship placements; the offer of a placement is always at the discretion of the training sites.
- **Important note to site supervisors:** Placement sites always reserve the right to determine which students will be placed at their site. At any point before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement.
 - Further, all students completing the first semester of their year-long internship will be evaluated before being allowed to proceed to the second semester.

SELECTION PROCESS

Internship Selection Process (specific dates will be shared at the information meeting and published in the monthly newsletter):

- **First week in February:** Internship Information Meeting will be held.
- **Mid-February:** Internship Applications due (along with any necessary supporting materials such as CV/resume, cover letter, transcript, sample work).
- **Beginning of March:** Students will begin contacting approved sites for interviews. To ensure they get a placement, students are encouraged to interview with at least 3 different possible approved placement sites.
- **Mid-March:** Midterm feedback provided; students informed regarding approval to proceed.
- **Mid-April:** All interviewing must be completed. Students will submit a list of the sites where they interviewed to the Clinical Placement Coordinator (via email) with a ranking of preferred sites (ranked most to least preferred).
- **Beginning of May:** Clinical Placement Coordinator will notify students of their placement decision.
- **Mid-May:** The Clinical Placement Coordinator will work with any students left unplaced to match them with any sites that still have openings. Please note that if a student has not interviewed at the minimum of 3 approved sites, and/or has turned down an offer for a placement that has been extended to them, we cannot guarantee a placement will be found.

Note: Receiving an internship placement is dependent on the student successfully completing her/his coursework and being deemed ready to proceed to internship by the program. In the rare case that a student is not deemed ready once a placement has already been made, the Chair of Counselor Education will communicate with the site directly to explain the decision.

INTERNSHIP POLICIES GUIDED BY CACREP

- Counselors-in-training are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (Standard III.A.).
- Supervision of practicum counselors-in-training includes program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients (Standard III.B.).
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum (Standard III.C.).
- Counselors-in-training have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (Standard III.D.).
- In addition to the development of individual counseling skills, during *either* the practicum or internship, counselors-in-training must lead or co-lead a counseling or psychoeducational group (Standard III.E.).
- After successful completion of the practicum, counselors-in-training complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (Standard III.J.).
- Internship counselors-in-training complete at least 240 clock hours of direct service (Standard III.K.).
- Internship counselors-in-training have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor (Standard III.L.).
- Internship counselors-in-training participate in an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship. Group supervision must be provided by a Counselor Education Department faculty member (Standard III.M.).

MANDATED TRAINING

CHILD ABUSE REPORTING TRAINING

Counselors-in-training in both the Mental Health Counseling and School Counseling degree programs must complete a child abuse reporting session prior to graduating. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider.

For a list of approved providers, see <http://www.op.nysed.gov/training/camemo.htm>.
To take the training online, go to <http://www.childabuseworkshop.com/>.

For the on-campus workshop, pick up a registration form at SCB 105. For more information, visit SCB 105; they will assist counselors-in-training in making sure that proof of workshop completion is documented on their transcripts once the workshop is completed.

Otherwise, take the workshop on-line at www.childabuse.com and enter the registration code *NewPaltz9* for the same rate as on-campus. This code only works for SUNY New Paltz counselors-in-training.

Counselors-in-training who take the workshop online or off-campus from an approved provider should have proof of workshop completion put on their transcript by sending copies of their workshop certificates of completion to Records & Registration in HAB 19 or faxing them to (845) 257-3103.

SCHOOL VIOLENCE PREVENTION

Students in the **School Counseling** degree program must complete a School Violence Prevention training **prior to practicum**. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider.

- For a list of approved providers, see <http://www.highered.nysed.gov/tcert/certificate/save.html>.
- To take the training online, go to <http://www.violenceworkshop.com/> and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.
- For more information the **on-campus workshop**, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage:
<https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

Students who take the workshop online or off-campus from an approved provider should have proof of workshop completion put on their transcript by sending copies of their workshop certificates of completion to Records & Registration.

DASA (DIGNITY FOR ALL STUDENTS TRAINING)

Students in the **School Counseling** program must complete the Dignity for All Students Act training (DASA) **prior to practicum**. Workshops will be offered:

- Toward the end of each semester on campus <http://www.newpaltz.edu/schoolofed/certification.html> and
- Throughout the semester at our local BOCES Center for School Safety
<http://www.ulsterbooces.org/SchoolSafety.cfm?subpage=763>.
 - Registration forms will be available the month prior to the workshop.
- For more information the on-campus workshop, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage:
<https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

Note: Fall on-campus workshops fill up quickly as they are less expensive. Make sure to register early!

Students who take the workshop online or off-campus from an approved provider should have proof of workshop completion put on their transcript by sending copies of their workshop certificates of completion to Records & Registration.

HEALTH & SAFETY EDUCATION TRAINING

According to New York State Education Department Law, candidates who are pursuing **School Counseling** certification must complete a training course in four different areas of Health & Safety Education: Fire and Arson Prevention; Child Abduction Prevention; Bicycle and Highway Safety; and Prevention of Alcohol and Drug Abuse. In other words, if you are graduating from the school counseling program and we are recommending you to NYSED for certification, this training must appear on your NP transcript **prior to graduation**.

To comply with NYSED Law, we have created a 0-credit online training titled, **EDI095 “Training in Health & Safety Education.”** It is comprised of four video modules on Blackboard and each module is followed by a short 5 question quiz. Each quiz is worth 5 points. You must score at least 4 out of 5 points on each quiz to pass the training. If you do not achieve the required score the first time around, you can take the quizzes two more times. Also, the training is repeatable from one semester to the next if necessary.

EDI095 is listed under the schedule of classes under “EDI –Education Interdisciplinary.” The training will be offered every fall and spring semester [Note: for the spring semester, you will have until **March 1st** to complete the training modules and pass the quizzes; during the fall semester, the training end date will be October 1st]. **Please make special note of these deadlines.**

FINGERPRINTING

All **School Counseling** candidates must be fingerprinted through MorphoTrust upon acceptance into the School Counseling program. These **must be completed prior to Practicum**.

For more information about how to get your fingerprints taken and verified, see the School of Education website: <https://www.newpaltz.edu/schoolofed/certification.html#Fingerprints>

LIABILITY AWARENESS AND MALPRACTICE INSURANCE

Considering the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that counseling trainees must have adequate liability coverage for themselves during their training period. Therefore, each student must present evidence of adequate personal liability coverage. Counselors-in-training must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate.

Student membership in the American Counseling Association makes counselors-in-training eligible for free malpractice insurance that meets or exceeds the above requirements. See the student page of the ACA website for details: <http://www.counseling.org/Counselors-in-training/>.

In providing this information about ACA’s free insurance for student members, SUNY New Paltz is not endorsing or recommending this coverage. It is the student’s responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her own personal insuring agent if that company can provide satisfactory coverage.

Counselors-in-training will be asked to submit proof of insurance coverage to the Counselor Education Department Administrative Assistant, and it will be placed in their file. This coverage must remain in place while they are enrolled in Practicum and Internship. Courses where proof of insurance is required are: COU 530, 535, 771, 772, 781, and 782.

If a change occurs in a student's insurance during clinical course work, the student is required to notify immediately the current instructor(s).

EVALUATION AND RETENTION POLICY

OVERVIEW

The American Counseling Association (ACA) Code of Ethics and Standards (2014) states that "Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures." (Section F.9.b).

The Counselor Education Department emphasizes professional, personal, and academic development as essential to counselor education. Counselors-in-training must not only (a) **excel academically** but must also (b) **adhere to the professional and ethical standards of the profession**, (c) **demonstrate adequate counseling skills and competencies**, and (d) **attend to their personal development as it impacts their ability to work effectively and ethically as counselors**.

The Counselor Education Faculty and clinical on-site supervisors will evaluate counselors-in-training based on these criteria throughout the program. A student's acceptance in the program does not guarantee his or her fitness to remain in the program. Counselors-in-training who cannot or choose not to adhere to or meet these criteria will be subject to probation, remediation and/or dismissal from the respective programs.

The following section presents a detailed outline of:

1. How and when counselors-in-training can be expected to be evaluated;
2. Faculty and students' responsibilities as well as students' rights;
3. Policies and procedures on how faculty will identify and work with counselors-in-training who exhibit some type of deficiency;
4. The procedures for how such issues will be adjudicated;
5. How such issues may be resolved (i.e., probation, remediation, or dismissal from program).

EVALUATION CRITERIA

Students are formally and informally evaluated throughout the program on their: (a) academic performance, (b) adherence to professional and ethical standards of the profession, (c) demonstration of counseling skills and competencies, and (d) attending to personal development as it influences the ability to work effectively and ethically as counselors.

ACADEMIC PERFORMANCE

- A cumulative B average (GPA of 3.0) or better must be maintained across all graduate level courses. See section on Academic "Good Standing" for policies if these requirements are not maintained.
- No more than two grades below B- (2.67 on the 4.00 scale) will be permitted.
- Students must receive a grade of B or better in the following prerequisite courses:
 - COU501 Ethics & Professional Identity in MHC or COU502 Ethics & Professional Identity in SC,
 - COU510 Counseling Theories,

- COU515 Counseling Skills,
- COU545 Group Dynamics & Counseling,
- COU530 MHC Practicum or COU535 SC Practicum,
- COU771/772 MHC Internship or COU781/782 SC Internship.
- The “Replace Course Grading Option” is available to matriculated graduate students as a *one-time*, single course option, subject to the approval of the Program Chair.
- Students should refer to academic policies on incomplete grades, withdrawals, academic probation, and grade appeal procedures outlined in The Office of Graduate, Professional and Interdisciplinary Studies Catalog: <https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/>

A student in serious academic difficulty will receive a letter from the Assistant Vice President of The Office of Graduate, Professional and Interdisciplinary Studies and should meet with his/her academic advisor. The student and advisor will develop a specific written plan to remedy the situation according to The Office of Graduate, Professional and Interdisciplinary Studies Policy. If the problem is serious, the student may be encouraged to withdraw from the program or take a leave of absence. If the student is forced to discontinue the program for academic difficulty, he/she must apply for reinstatement. Reinstatement is not automatic.

Students are encouraged to be proactive regarding academic difficulties by meeting with their academic advisor to develop a remediation plan.

PROFESSIONAL AND ETHICAL STANDARDS

Students are expected to be familiar with and abide by the following ethics codes, available on each organization’s website:

- American Counseling Association (ACA): <http://www.counseling.org/>
- American Psychological Association (APA): <http://www.apa.org/>

CLINICAL PERFORMANCE

Counselors-in-training in both the CMHC and SC programs will be required to demonstrate several core counseling skills throughout the program.

WHAT COUNSELING SKILLS WILL BE ASSESSED?

Counselors-in-training will be assessed on 12 core counseling skills and 10 counseling dispositions (see attached). While we expect continual demonstration of basic dispositions, counselors-in-training will be required to demonstrate more advanced counseling skills as they progress throughout the program. In other words, the counseling skills counselors-in-training will be required to demonstrate new and more sophisticated skills in COU530/535 compared to COU515.

HOW WILL COUNSELING SKILLS BE ASSESSED?

Depending on the course, counseling skills may be assessed in any of the following ways: in-class role-plays, out-of-class mock sessions, supervisor-verified transcripts, or audio/video taped sessions with clients/students.

Counseling skills may be assessed by the course instructor as well as the on-site supervisor according to the following five-point Likert scale: 4 = Highly Developed, 3 = Well Developed, 2 = Developing, 1 = Continue Practice, 0 = Major Adjustments Needed.

WHERE WILL COUNSELING SKILLS BE ASSESSED?

While these core counseling skills may be assessed in many of the COU courses, they will be the foundational assessment in the following courses: COU515 Counseling Skills, COU530 CMHC Practicum, COU535 SC Practicum, COU771 CMHC Internship I, COU772 CMHC Internship II, COU781 SC Internship I, and COU782 SC Internship II.

HOW OFTEN WILL COUNSELING SKILLS BE ASSESSED?

Counselors-in-training will be assessed at least twice a semester (mid-term and end of semester) on their counseling skills in the foundational assessment courses. In other courses, the number of and timing of counseling skills assessment will vary.

WHAT SCORES NEED TO BE ACHIEVED ON THE COUNSELING SKILLS ASSESSMENT TO PASS?

For each required counseling skill and disposition, the benchmark (i.e., rubric rating that needs to be achieved) will vary depending on the class (see attached). In order to successfully pass a course, without being on probation, counselors-in-training must meet each of the required benchmarks for that course.

If the highest rubric rating a student earns on any required counseling skill is the “**probation**” rating they will be placed on **probation**. Students on probation will be required to complete a remediation project to be determined by the Chair of the Counselor Education Department. The remediation project may include things such as:

- A 2-3 page (double-spaced paper) describing the counseling micro-skill you are remediating (e.g., “supportive confrontation”), including the benefit to clients, instances in which it should be used, and how it can be used to facilitate the relationship between the counselor and client.
- A transcript in which you highlight at least 2 instances where they demonstrate the skill.

If, by the end of the semester, the highest rubric rating a student earns is “**unacceptable**” on any required counseling skill, they will be required to **repeat the course** (see Appendix for list of skills and benchmarks by course).

PERSONAL & PROFESSIONAL DISPOSITIONS

Students in the program are expected to attend to their own social and emotional functioning. Counseling training requires that trainees be self-reflective, open to new and challenging ideas, willing to examine their own assumptions, able to receive feedback, and generally willing to engage in personal growth. At times this may involve examining one’s own life experiences and facing one’s own emotional issues. Willingness to do this important personal work is an integral part of any counselor’s training.

Counseling graduate students are encouraged by the faculty to seek personal counseling services for themselves during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students to empathize more fully with clients who seek counseling services.

A distinction is made between advisement and counseling. Advisement focuses on academic and professional goals and growth whereas counseling assists people with personal concerns and psychological adjustment.

Although Graduate Counselor Education Faculty members are qualified to fulfill both functions, ethics of the counseling profession prohibit them from engaging in dual relationships with their students. Because faculty members are asked to evaluate students’ academic and professional growth, they are asked to refrain from providing personal

counseling services to students and their family members. Students who would like to seek professional counseling may consult with Counseling Program faculty regarding other services and referrals.

Requests for personal counseling referrals are encouraged and will not be judged negatively by the Counselor Education Faculty. Please see Student Support Services for therapist recommendations.

Students will be evaluated regularly as they proceed through the program in twelve basic areas that are **considered “essential attributes” for counselors.**

These twelve areas (described more thoroughly below) are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Development of professional skills and competencies
12. Psychological functioning and self-management

1. OPENNESS TO NEW IDEAS

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Was dogmatic about own perspective and ideas.</p> <p>Ignored or was defensive about constructive feedback.</p> <p>Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own.</p> <p>Accepts constructive feedback without defensiveness.</p> <p>Some evidence of effort to incorporate relevant feedback received to change own behavior.</p>	<p>Solicited others' opinions and perspectives about own work.</p> <p>Invited constructive feedback and demonstrated interest in others' perspectives.</p> <p>Showed strong evidence of incorporation of feedback received to change own behavior.</p>

2. FLEXIBILITY

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed little or no effort to flex own response to changing environmental demands.</p> <p>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</p>	<p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.</p> <p>Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</p> <p>Flexed own response to changing environmental demands when directed to do so.</p>	<p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed effort to accurately flex own response to changing environmental demands as needed.</p> <p>Independently monitored the environment for changing demands and flexed own response accordingly.</p>

Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.
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3. COOPERATIVENESS WITH OTHERS

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p>

4. WILLINGNESS TO ACCEPT AND USE FEEDBACK

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of feedback of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through over-explanation of own actions, but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>

5. AWARENESS OF OWN IMPACT ON OTHERS

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Effort toward recognition of how own words and actions impacted others was evident and accurate.</p> <p>Initiates feedback from others regarding impact of own words and behaviors</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>

6. ABILITY TO DEAL WITH CONFLICT

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Was unable or unwilling to consider others' points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving when directed.</p>	<p>Always willing and able to consider others' points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem-solving efforts in conflicts.</p> <p>Actively participated in problem solving efforts.</p>

7. ABILITY TO ACCEPT PERSONAL RESPONSIBILITY

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Refused to admit mistakes or examine own contribution to problems.</p> <p>Lied, minimized, or embellished the truth to extricate self from problems.</p> <p>Consistently blamed others for problems without self-examination.</p>	<p>Was willing to examine own role in problems when informed of the need to do so.</p> <p>Was accurate and honest in describing own and others' roles in problems.</p> <p>Might blame initially, but was open to self-examination about own role in problems.</p>	<p>Monitored own level of responsibility in professional performance.</p> <p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and responded to them as opportunity for self-improvement.</p> <p>Avoided blame in favor of self-examination.</p>

8. ABILITY TO EXPRESS FEELINGS EFFECTIVELY AND APPROPRIATELY

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting.</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurately.</p> <p>Expressions of feeling usually appropriate to the setting. Responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>	<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feelings in supervision.</p>

9. ATTENTION TO ETHICAL AND LEGAL CONSIDERATIONS

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the wellbeing of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal / professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment in way(s) that could have put client safety and wellbeing at risk.</p> <p>Used judgment in way(s) that could have put client confidentiality at risk.</p>	<p>Maintained clear personal / professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>

10. INITIATIVE AND MOTIVATION

1 (Unmet)	2 (Met)	3 (Exceptional)
<p>Often missed deadlines and classes.</p> <p>Rarely participated in class activities.</p> <p>Often failed to meet minimal expectations in assignments.</p> <p>Displayed little or no initiative and creativity in assignments.</p>	<p>Missed the maximum allowable classes and deadlines.</p> <p>Usually participated in class activities.</p> <p>Met only the minimal expectations in assigned work.</p> <p>Showed some initiative and creativity in assignments.</p>	<p>Met all attendance requirements and deadlines.</p> <p>Regularly participated in class activities.</p> <p>Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p>

11. DEVELOPMENT OF PROFESSIONAL SKILLS AND COMPETENCIES

1 (Unmet)	2 (Met)	3 (Exceptional)
Inadequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.	Demonstrated some difficulty in understanding and applying counseling skills and competencies in classroom/laboratory environment.	Adequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.
Inadequately demonstrated ability to establish rapport and build therapeutic alliance with clients/counselors-in-training.	Demonstrated an ability to establish rapport and build a therapeutic alliance with clients/counselors-in-training with some effort.	Demonstrated adequate ability to establish rapport and build therapeutic alliance with clients/counselors-in-training.
Inadequately demonstrated ability to use appropriate counseling skills/interventions with clients/counselors-in-training.	Demonstrated some difficulty in terms of ability to use appropriate counseling skills/interventions with clients/counselors-in-training.	Adequately demonstrated ability to use appropriate counseling skills/interventions with clients/counselors-in-training.
Showed an inability to effectively integrate and apply case conceptualization skills and theory to working with counselors-in-training/clients.	Demonstrated an ability to integrate and apply case conceptualization skills to work with clients/counselors-in-training. However, showed some inflexibility in seeing cases from different theoretical orientations.	Adequately demonstrated ability to integrate and appropriately apply case conceptualization skills in working with clients/counselors-in-training, and to use multiple theoretical orientations.
Demonstrated inability to develop and use appropriate intervention strategies based on theory.	Showed some difficulty in developing and using intervention strategies based on theory.	Developed and used appropriate intervention strategies based on theory.
Exhibited lack of understanding of and/or ineffective use of assessment	Demonstrated some difficulty in understanding and effectively using	Demonstrated appropriate ability in understanding and effectively use

data (i.e., interviews, psychosocial history, observational report data, standardized test data) in conceptualizing clients'/counselors-in-training' issues and in working with clients/counselors-in-training.	assessment data in conceptualizing clients'/counselors-in-training' issues and in working with clients/counselors-in-training.	assessment data in conceptualizing clients'/counselors-in-training' issues and in working with clients/counselors-in-training.
Did not demonstrate an ability or willingness to explore oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.	Exhibited some resistance to or lack of understanding about how to explore oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.	Exhibited an open and willing attitude towards exploring oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.
Did not demonstrate an understanding of how one's cultural background and biases may affect the counseling process.	Demonstrated some difficulty in understanding how one's cultural background and biases may affect the counseling process.	Demonstrated an adequate understanding of how one's cultural background and biases may affect the counseling process.
Demonstrated inadequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.	Exhibited some difficulty in ability to integrate relevant information regarding cultural and individual differences in human diversity into a meaningful and coherent conceptualizations and interventions.	Demonstrates adequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.

12. PSYCHOLOGICAL FUNCTIONING AND SELF-MANAGEMENT

1 (Unmet)	2 (Met)	3 (Exceptional)
Demonstrated inability to recognize and manage personal stress, which interfered with learning and/or working with clients/counselors-in-training.	Recognized personal stress. However, demonstrated some issues with ability to effectively manage it. With assistance found strategies to deal with stress. Issues not seen as significantly impairing work with clients/counselors-in-training.	Demonstrated ability to effectively cope with and manage personal stress.
Denied, did not recognize, or did not know how to deal with issues with one's own psychosocial and/or emotional functioning when they negatively affected personal and professional functioning; and took no steps to act accordingly when pointed out.	Did not recognize or did not know how to deal with issues with one's own psychosocial and/or emotional functioning when they negatively affected personal and professional functioning. However, when pointed out, took relevant and immediate steps to address the issue(s).	Recognized when own psychosocial and/or emotional issues may have negatively impacted personal and professional functioning and took steps to manage the issue(s).

It is important to keep in mind that these operational definitions are meant to be examples and are not an exhaustive list of potential behaviors on which students can be evaluated. They are drawn directly from the following sources:

Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *The Clinical Supervisor, 22*(1), 87-98.

McAdams III, C.R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*, 212-229.

EVALUATION PROCESS

Students are formally and informally evaluated throughout the program on their: (a) academic performance, (b) adherence to professional and ethical standards of the profession, (c) demonstration of counseling skills and

competencies, and (d) attending to personal development as it influences the ability to work effectively and ethically as counselors.

According to the ACA Code of Ethics (2014) “F.9.a. Evaluation of Students Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.”

On the first day of each class, professors will specifically address—both in class and in their syllabi—how students will be evaluated in areas other than their academic performance. Generally, in addition to academic performance, this evaluation will include (a) students’ understanding and adherence to professional and ethical behavior, (b) their demonstration of their mastery over the relevant professional skills and competencies, and (c) their social-emotional and interpersonal functioning as relevant to their work as counselors.

In addition, members of the Counselor Education Faculty meet formally to evaluate student fitness and performance at the midpoint of fall and spring semesters. In some cases, students will be evaluated at other points during the year as well. The faculty make judgments of the students’ professional fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisor’s evaluations of students’ performances in clinical situations, and their adherence to their discipline’s code of ethics. Faculty will identify additional help students may need to be successful, as well as recognize outstanding achievements of students in their work utilizing the “Midterm Evaluation Form.”

Students will be evaluated using the following rubric:

- 4 = exceeds standards (A/A-)
- 3 = meets standards (B+/B)
- 2 = approaches standards (B-/C+/C)
- 1 = does not meet standards (D/F)

PROCEDURES FOR REVIEWING STUDENT COMPETENCY

MID-TERM EVALUATION PROCEDURES & PROGRAM PROBATION

- Students who receive a "2" in any of the areas for any course evaluated on their midterm evaluation (i.e., academics, counseling skills, professional development, personal development) will be placed on “program probation.”
- Students are expected to attend to the areas of concerns and demonstrate improvement in order for the student to successfully progress in the program.
- Students on program probation will be reviewed at the midpoint and end of every semester until enough significant progress has been noted for them to be removed from probation. For those on probation for receiving a "2" in either (a) academic performance or (b) counseling skills, this may be as soon as the end point of the semester in which they were placed on probation.
- At the discretion of the Counselor Education Faculty, students who are on program probation may be required to devise a written plan that addresses the concerns raised in their evaluation. This written plan should include goals and timeline by which the goals will be met.
- In instances where a student withdraws from a course, any academic concerns from that course will be disregarded in future evaluations.
- If there is not significant improvement made, then a professional competency review process may be initiated. See section describing professional competency review for additional information.

Proceeding to Practicum & Internship:

- Students who receive a “2” or lower in (a) COU prerequisite courses, (b) counseling skills, (c) professional development, or (d) personal development, cannot proceed on to practicum or internship.
- Students who have applied for and been denied a practicum or internship twice will automatically be removed from the program.

PROFESSIONAL COMPETENCY REVIEW PROCEDURES

Step 1: If at any time during the semester, a faculty member identifies a concern with a student, *the faculty member will meet with the student on an informal basis* to see if some informal remediation can resolve the issue. Faculty members will attempt to identify and address any concerns with a student’s performance as early as possible in the semester.

Step 2: If the issue cannot be resolved in this manner, the faculty member will initiate the *Student Professional Competency Review* procedure by filling out the “Call for Student Professional Competency Evaluation” and the relevant sections of the “Professional Counseling Performance Evaluation Form.”

1. The faculty member will provide the “Call for Student Professional Competency Evaluation” to the Counselor Education Department Chair.

Note: If the Chair of the Counselor Education Department is the one completing the “Call for Student Professional Competency Evaluation,” another Counselor Education Faculty member will be nominated by the Counselor Education Faculty to serve in the Chair’s role for these proceedings.

2. The Counselor Education Department Chair will, within 2 weeks, designate a “Faculty Review Committee” consisting of three members from the Counselor Education, Music Therapy, or Communication Disorders faculty. The purpose of the Faculty Review Committee is to assess the student’s performance and recommend a course of action to the student and Counselor Education Department Chair.

Note: In the instance that three Counselor Education faculty members are not available to serve, affiliated faculty with appropriate counseling training may be nominated to serve on the Faculty Review Committee.

3. Once a Faculty Review Committee has been established, the Counselor Education Department Chair will inform the student in writing that the Faculty Review Committee will be meeting, and that the student’s presence is required. This written notice will occur within a week of the Faculty Review Committee being established. The specific time and date of the meeting will be shared with the student by the Chair of the Faculty Review Committee (giving the student approximately two weeks’ notice). The student will be allowed to bring a representative to the meeting with whom the student can consult, but who may not speak during the meeting. A notice of this meeting will also be provided to the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
4. At the conclusion of the meeting, the Faculty Review Committee will recommend one of three courses of action:
 - a. The student’s professional and interpersonal functioning is okay, and the student can continue in the program with **no remediation** or further concern.
 - b. The student should undergo some form of **remediation**. (See further information below)
 - c. The student should be **dismissed** from the program.
5. Within two weeks of making their decision, the Faculty Review Committee will inform the Counselor Education Department Chair of their decision.
6. Within two weeks of receiving the decision from the Faculty Review Committee, the Counselor Education Department Chair will officially inform the student in writing of the committee’s decision. A copy of this decision will also be provided to the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
7. If at any point the student does not agree with the Faculty Review Committee’s decision and/or does not

believe that the proper procedures for the review have been followed, the student may appeal the decision (see Disposition Appeal Procedures described below).

REMEDIATION

- The form of remediation is determined by the committee.
- Examples of remediation include but are not limited to: course repetition, denial of advancement to sequenced courses, recommendation to receive personal counseling, increased supervision, reduced clinical load, written warnings, placement on formal probation, advisement to take a leave of absence, disciplinary action, receiving tutoring, attending special seminars, extra assignment or coursework, attending peer support groups, and repetition of practicum/internship.
- If the review committee and the Counselor Education Department Chair recommend that the student receive some type of remediation and the student agrees to this recommendation:
 1. A time-based and outcome-focused plan will be developed which clearly documents steps and actions to be taken by the student (and perhaps faculty) to help student remediate the issue.
 2. A date for a follow-up review procedure will be identified to determine if the student has met the goals and expectations of the remediation.
 3. At the date indicated, the Counselor Education Faculty as a whole determines the student's future status in the program based on their assessment of whether the remediation has been successful. They inform the student and the Dean of Liberal Arts and Sciences and the Assistant VP of Graduate and Extended Learning about whether (a) they believe the remediation has worked, (b) further remediation is required, or (c) the student should be dismissed from the program. If the remediation is successful, then the student continues with the program under no further sanction. If it has not been successful, then the Counselor Education Faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.
 4. If the Counselor Education Faculty chooses to dismiss the student from the program, the Counselor Education Faculty will report this in writing to the student, the Dean of Liberal Arts and Sciences, and the Associate Provost for Academic Planning and Learning Innovation.
 5. If at any point the student does not agree with the Counselor Education Faculty's decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal the decision (See Graduate Academic Appeals Procedures described below).

GRADUATE ACADEMIC APPEALS PROCEDURE

Students who wish to appeal an course grade, academic integrity decision, or a professional dispositions decision should use the Graduate Academic Appeals Procedure described in detail in the Graduate Catalog: <https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/graduate-appeals-procedures/>

STUDENT EVALUATION OF THE PROGRAM

All currently enrolled students can evaluate individual courses and instructors throughout their enrollment. Further, they will be given the opportunity to evaluate their on-site supervisors and practicum/internship placements. Graduates are contacted shortly after they graduate and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Graduates and students currently enrolled in the program are encouraged to provide up-to-date contact information.

APPENDIX

While all forms are completed and submitted using VIA, the pages that follow include samples of the many forms you will need as you work with our counselors-in-training during their practicum and/ or internship experience. Printable copies of these forms are available online via the Counselor Education Department website (<https://www.newpaltz.edu/counselor-education/>).

You will find these forms in the pages that follow:

- A. [CACREP Core Competencies](#)
- B. [CACREP Clinical Mental Health Competencies](#)
- C. [Supervisor Evaluation](#)
- D. [Site Supervisor Evaluation of Counselor Education Department](#)
- E. [Counseling Skill Benchmarks by Class](#)
- F. [Call for Student Professional Competency Review](#)
- G. [Professional Counseling Competency Performance Evaluation](#)
- H. [Clinical Mental Health Field Site List](#)

CACREP CORE COMPETENCIES

1. PROFESSIONAL ORIENTATION AND PRACTICE

1. History and philosophy of the counseling profession and its specialty areas
2. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
4. The role and process of the professional counselor advocating on behalf of the profession
5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
8. Current labor market information relevant to opportunities for practice within the counseling profession
9. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
10. Technology's impact on the counseling profession
11. Strategies for personal and professional self-evaluation and implications for practice
12. Self-care strategies appropriate to the counselor role
13. The role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. Multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. The effects of power and privilege for counselors and clients
- f. Help-seeking behaviors of diverse clients
- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systemic and environmental factors that affect human development, functioning, and behavior
- g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. Theories and models of career development, counseling, and decision making
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. Ethical and culturally relevant strategies for addressing career development

5. COUNSELING & HELPING RELATIONSHIPS

- a. Theories and models of counseling
- b. A systems approach to conceptualizing clients
- c. Theories, models, and strategies for understanding and practicing consultation
- d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. The impact of technology on the counseling process
- f. Counselor characteristics and behaviors that influence the counseling process
- g. Essential interviewing, counseling, and case conceptualization skills
- h. Developmentally relevant counseling treatment or intervention plans
- i. Development of measurable outcomes for clients
- j. Evidence-based counseling strategies and techniques for prevention and intervention
- k. Strategies to promote client understanding of and access to a variety of community-based resources
- l. Suicide prevention models and strategies
- m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. Processes for aiding counselors-in-training in developing a personal model of counseling

6. GROUP COUNSELING & GROUP WORK

- a. Theoretical foundations of group counseling and group work
- b. Dynamics associated with group process and development
- c. Therapeutic factors and how they contribute to group effectiveness
- d. Characteristics and functions of effective group leaders
- e. Approaches to group formation, including recruiting, screening, and selecting members
- f. Types of groups and other considerations that affect conducting groups in varied settings
- g. Ethical and culturally relevant strategies for designing and facilitating groups
- h. Direct experiences in which counselors-in-training participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT & TESTING

- a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. Methods of effectively preparing for and conducting initial assessment meetings
- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. Procedures for identifying trauma and abuse and for reporting abuse
- e. Use of assessments for diagnostic and intervention planning purposes
- f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. Reliability and validity in the use of assessments
- i. Use of assessments relevant to academic/educational, career, personal, and social development
- j. Use of environmental assessments and systematic behavioral observations
- k. Use of symptom checklists, and personality and psychological testing
- l. Use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

- b. Identification of evidence-based counseling practices
- c. Needs assessments
- d. Development of outcome measures for counseling programs
- e. Evaluation of counseling interventions and programs
- f. Qualitative, quantitative, and mixed research methods
- g. Designs used in research and program evaluation
- h. Statistical methods used in conducting research and program evaluation
- i. Analysis and use of data in counseling
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP SCHOOL COUNSELING COMPETENCIES

Counselors-in-training who are preparing to specialize as school counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of school counseling. Counselor Education Departments with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

1. History and development of school counseling
2. Theories and models related to school counseling
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
4. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
5. Psychological tests and assessments specific to school counseling

2. CONTEXTUAL DIMENSIONS

- a. Roles and settings of school counselors
- b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. Impact of crisis and trauma on individuals with mental health diagnoses
- g. Impact of biological and neurological mechanisms on mental health
- h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. Legislation and government policy relevant to school counseling
- j. Cultural factors relevant to school counseling
- k. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- l. Legal and ethical considerations specific to school counseling
- m. Record keeping, third party reimbursement, and other practice and management issues in school counseling

3. PRACTICE

- a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. Techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. Strategies for interfacing with the legal system regarding court-referred clients
- d. Strategies for interfacing with integrated behavioral health care professionals
- e. Strategies to advocate for persons with mental health issues

SUPERVISOR'S EVALUATION (SCHOOL COUNSELING)

EVALUATION BY FIELDWORK SITE SUPERVISOR

Practicum Internship 1 Internship 2 (circle appropriate class)

Counselor Trainee: _____ Date: _____

Site: _____ Supervisor: _____

Evaluation: _____ Mid Term _____ Final

Please use the following scale in your evaluation of the Counselor Trainee:

Rating Scale

N- No Opportunity to Observe	M- Minimally meets criteria for program level (upper 25%, but not upper 10%)
D- Does not meet criteria for program level (lower half)	C- Consistently meets criteria at program level (upper 10%, but not upper 1 or 2%)
I- Inconsistently meets criteria for program level (upper half, but not upper 25%)	E- Exceeds criteria at program level (upper 1 or 2%)

A. PROFICIENCY IN COUNSELING & CONSULTATION:

- ___ 1. Behavior indicates an interest in client's problem rather than approaching client in mechanical, perfunctory manner.
- ___ 2. Portrays self-confidence and is genuinely relaxed and comfortable in the counseling session rather than rigid in counseling behavior.
- ___ 3. Is accepting of client and non-judgmental rather than lecturing and moralizing in counseling sessions.
- ___ 4. Can express thoughts and feelings clearly during counseling sessions.
- ___ 5. Demonstrates appropriate use of culturally responsive modalities for initiating, maintaining, and terminating counseling.

Demonstrates skills in....

- ___ 6. Group counseling.
- ___ 7. Integrating practical experience with theoretical knowledge.
- ___ 8. Treatment planning.
- ___ 9. Utilizing counseling theories and techniques appropriate to treatment plan.
- ___ 10. Record keeping.
- ___ 11. Diagnosis.
- ___ 12. Consulting with on-site agency staff.
- ___ 13. Consulting with "significant others" in a client's life.
- ___ 14. Promoting client understanding of and access to a variety of community resources.
- ___ 15. Promoting optimal human development, wellness, and mental health through prevention, education, and advocacy efforts.

B. PROFESSIONALISM AND ETHICS:

- ___ 1. Behaves in a professionally appropriate manner in all practicum/internship activities and interactions.
- ___ 2. Is present and on time during arranged hours at the site.
- ___ 3. Accepts responsibility and follows through on required tasks successfully.
- ___ 4. Is respectful of clients and staff and considers their well-being.
- ___ 5. Is developing an appropriate professional identity including a professional style of interacting with clients and others.
- ___ 6. Communicates effectively with clients, staff, and others.
- ___ 7. Communicates effectively with clients and those with whom it is necessary to consult.
- ___ 8. Demonstrates general knowledge of site policies and adheres to the rules.
- ___ 9. Demonstrates awareness and openness to diversity issues which may affect professional interactions with counselors-in-training, peers, supervisors, and faculty.
- ___ 10. Demonstrates a personal commitment to development of professional competencies.
- ___ 11. Recognizes the boundaries of her/his competencies.
- ___ 12. Adheres to or acts in accordance with professional ethical standards.
- ___ 13. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

C. SUPERVISION:

- ___ 1. Considers professional opinion of supervisor and others when the need arises.
- ___ 2. Participates actively and willingly in supervisory assignments.
- ___ 3. Keeps appointments on time and completes supervisory assignments.
- ___ 4. Has an awareness of the complexity of the therapeutic process and the continuing need for supervision and professional growth.

D. PERSONAL OUTCOMES

- ___ 1. Gives evidence of interest in personal development and professional growth, and how that relates to clients' growth.
- ___ 2. Demonstrates an understanding of situational variables that influence counselor behavior.
- ___ 3. Employs a developmentally appropriate approach and theory to working with clients through experimentation with different approaches to counseling.
- ___ 4. Works well with other professional personnel (teachers, counselors, case workers, etc.).

E. OVERALL EVALUATION

- ___ 1. Your overall evaluation of the student's level of performance this semester.
- ___ 2. Your overall evaluation of the student's level of performance this and previous semesters (if applicable).

F. ADDITIONAL COMMENTS (add attached letter if necessary):

1. PRIMARY STRENGTHS:

2. PRIMARY AREAS FOR IMPROVEMENT:

3. ADDITIONAL COMMENTS:

Supervisor Signature _____ Date _____

Site Supervisor should return this form to:

Clinical Placement Coordinator
Counselor Education Department
State University of New York at New Paltz
600 Hawk Drive
New Paltz, NY 12561-2440

SITE SUPERVISORS' EVALUATION OF THE SCHOOL COUNSELING GRADUATE PROGRAM

Results

Based on your experience with counselors-in-training of the SUNY New Paltz School Counseling Graduate Program, please indicate the extent to which you feel our program prepared our counselors-in-training for their internship experiences. Please use the following scale:

4 = well-prepared; 3 = adequately prepared; 2 = poorly prepared; 1 = unprepared; 0 = unable to evaluate

Item	Supervisor Rating
1. A commitment to personal and professional growth	
2. A commitment to his/her profession	
3. A commitment to collegiality	
4. A commitment to accountability/program evaluation	
5. A commitment to professional leadership	
6. A commitment to a professional identity	
7. A commitment to high ethical standards	
8. A commitment to professional organizations and activities pertinent to his/her work	
9. A commitment to ongoing professional development	
10. A commitment to the professional environment in which he/she works	
11. A commitment to supervision and feedback	
12. Knowledge of individual counseling theories	
13. Knowledge of group counseling theories	
14. Knowledge of assessment/appraisal processes	
15. Knowledge of career/lifestyle development counseling theories	
16. Knowledge of effective counseling relationships	
17. Knowledge of consultation processes	
18. Knowledge of data analysis	
19. Knowledge of conducting and applying research	
20. Knowledge of human growth and development	
21. Knowledge of working with specific populations	
22. Knowledge of multicultural/pluralistic characteristics of diverse cultural groups	
23. Knowledge of applying current and emerging technological resources for counselors	
24. Skills and techniques in individual counseling theories	
25. Skills and techniques in group counseling theories	
26. Skills and techniques in assessment/appraisal processes	
27. Skills and techniques in career/lifestyle development counseling theories	
28. Skills and techniques in effective counseling relationships	

Item	Supervisor Rating
29. Skills and techniques in consultation processes	
30. Skills and techniques in data analysis	
31. Skills and techniques in conducting and applying research	
32. Skills and techniques in human growth and development	
33. Skills and techniques in working with specific populations	
34. Skills and techniques in multicultural/pluralistic characteristics of diverse cultural groups	
35. Skills and techniques in applying current and emerging technological resources for counselors	
36. What would you like us to know about the counselors-in-training of our program and/or your experiences with them?	

Thank you for providing this valuable input for our educational program.

Please return this form to:

SUNY New Paltz

Counselor Education Department

Clinical Placement Coordinator

311 Wooster Hall

New Paltz, NY 12561

COUNSELING SKILL BENCHMARKS BY CLASS

Counseling Skill	Description	COU515 Counseling Skills	COU530 CMHC Practicum	COU771 CMHC Internship I	COU772 CMHC Internship II
1 Nonverbal Skills	Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.	Demonstrates effective nonverbal communication skills for the majority of counseling sessions.	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.
2 Encouragers	Includes minimal encouragers & door openers such as “Tell me more about...”, “Hmm...”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship.	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.
3 Questions	Use of appropriate open & closed questioning (<i>e.g., avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question.	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions.	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.
4 Reflecting-Paraphrasing	Basic reflection of content-paraphrasing (<i>With couples, families, or groups - paraphrasing the different clients’ multiple perspectives</i>)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach.	Demonstrates appropriate use of paraphrasing.	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.
5 Reflecting-Reflection of Feelings	Reflection of feelings (<i>With couples, families or groups - reflection of each clients’ feelings</i>)	Demonstrates appropriate use of reflection of feelings as a primary approach.	Demonstrates appropriate use of reflection of feelings.	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.
6 Reflecting-Summarizing	Summarizing content, feelings, behaviors, & future plans (<i>With couples, families or groups- summarizing relational patterns of interaction</i>)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans.	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans.	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).
7 Advanced Reflection (Meaning)	Advanced reflection of meaning, including values and core beliefs (<i>taking counseling to a deeper level</i>)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions.	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session.	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.

8	Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used.	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.
9	Goal Setting	Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals (<i>with couples, families, or groups- goal setting supports clients in therapeutic goals</i>)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.
10	Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (<i>i.e., purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment.	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment.	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.
11	Facilitate Therapeutic Environment: Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients (<i>includes immediacy and concreteness</i>)	Demonstrates consistent ability to be empathic & uses appropriate responses.	Demonstrates ability to be empathic & uses appropriate responses.	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.
12	Facilitate Therapeutic Environment: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates ability to be respectful, accepting, & compassionate with clients.	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.

PROFESSIONAL COUNSELING COMPETENCY PERFORMANCE EVALUATION

Professional Counseling Performance Evaluation Form

Rating Scale				
N- No Opportunity to Observe	I- Inconsistently or minimally meets criteria for program level			
D- Does not meet criteria for program level	C- Consistently meets criteria at program level			
I. Counseling Skills and Abilities				
1. Demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	D	I	C
2. Demonstrates effective communication skills including:				
a. Creates appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	D	I	C
b. Understands content – understanding the primary elements of the client’s story.	N	D	I	C
c. Understands context – understanding the uniqueness of the story elements and their underlying meanings.	N	D	I	C
d. Responds to feelings – identifying affect and addressing those feelings in a therapeutic manner.	N	D	I	C
e. Displays congruence – genuineness; external behavior consistent with internal affect.	N	D	I	C
f. Establishes and communicates empathy – takes the perspective of the individual without over-identifying, and communicating this experience to the individual.	N	D	I	C
g. Demonstrates effective non-verbal communication (e.g., use of head, eyes, hands, feet, posture, voice, attire, etc.).	N	D	I	C
h. Demonstrates immediacy – communicates by staying in the here and now.	N	D	I	C
i. Displays appropriate timing – responds at the optimal moment.	N	D	I	C
j. Demonstrates intentionality – responds with a clear understanding of the therapist’s therapeutic intention.	N	D	I	C
k. Demonstrates appropriate self-disclosure – skillfully and carefully – considered for a specific strategic purpose.	N	D	I	C
3. Demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	D	I	C
4. Collaborates with an individual to establish clear therapeutic goals.	N	D	I	C
5. Facilitates movement toward the individual’s goals.	N	D	I	C
6. Demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.	N	D	I	C
7. Creates a safe environment.	N	D	I	C
8. Demonstrates analysis and resolution of ethical dilemmas.	N	D	I	C

II. Professional and Ethical Responsibility				
1. Conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	D	I	C
2. Relates to peers, professors, and others in a manner consistent with stated professional standards.	N	D	I	C
3. Demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	D	I	C
4. Demonstrates application of legal requirements relevant to counseling training and practice.	N	D	I	C
5. Recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	D	I	C

6. Takes responsibility for compensating for her/his deficiencies.	N	D	I	C
7. Takes responsibility for ensuring other's welfare when encountering the boundaries of her/his expertise.	N	D	I	C
8. Provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	D	I	C
9. Maintains clear personal-professional boundaries with clients.	N	D	I	C
10. Demonstrates consistent sensitivity to diversity.	N	D	I	C
11. Appropriately safeguarded the confidentiality of clients.	N	D	I	C
III. Personal and Psychological Development				
A. Maturity				
1. Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	D	I	C
2. Demonstrates honesty, fairness, and respect for others	N	D	I	C
3. Demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	D	I	C
4. Demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	D	I	C
5. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	D	I	C
6. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	D	I	C
B. Openness				
1. Solicits others' opinions and perspectives about own work.	N	D	I	C
2. Invites constructive feedback and demonstrated interest in others' perspectives.	N	D	I	C
3. Shows strong evidence of incorporation of feedback received to change own behavior	N	D	I	C
C. Cooperativeness				
1. Works toward reaching consensus in collaborative activities.	N	D	I	C
2. Willing to initiate compromise in order to reach group consensus.	N	D	I	C
3. Shows concern for group as well as individual goals in collaborative activities.	N	D	I	C

D. Flexibility				
1. Shows accurate effort to recognize changing demands in the professional & interpersonal environment.	N	D	I	C
2. Shows accurate effort to flex own response to changing environmental demands as needed.	N	D	I	C
3. Independently monitored the environment for changing demands and flexed own response accordingly.	N	D	I	C
4. Accepts necessary changes in established schedule and attempted to discover the reason for them.	N	D	I	C
E. Initiative and Motivation				
1. Meets all attendance requirements and deadlines.	N	D	I	C
2. Regularly participates in class activities.	N	D	I	C
3. Meets or exceeds expectations in assigned work.	N	D	I	C
4. Displays initiative and creativity in assigned work.	N	D	I	C
F. Ability to Express Feelings Effectively				
1. Consistently willing and able to articulate the full range of own feelings.	N	D	I	C
2. Expression of own feelings consistently appropriate to the setting	N	D	I	C
3. Initiates discussion of own feelings in supervision.	N	D	I	C
G. Willingness to Accept and Use Feedback				
1. Invites feedback by direct request and positive acknowledgement when received.	N	D	I	C

2. Shows evidence of active incorporation of supervisory feedback received into own views and behaviors.	N	D	I	C
3. Demonstrates a balanced willingness to give and receive supervisory feedback.	N	D	I	C
H. Awareness of Impact on Others				
1. Recognizes how own words and actions impact others.	N	D	I	C
2. Initiates feedback from others regarding impact of own words and behaviors.	N	D	I	C
3. Incorporates feedback regarding impact of own words and behaviors to effect positive change	N	D	I	C
I. Ability to Deal with Conflict				
1. Willing and able to consider others' points of view.	N	D	I	C
2. Willing to examine own role in a conflict.	N	D	I	C
3. Open to supervisory critique about own role in a conflict.	N	D	I	C
4. Actively participates in problem-solving efforts.	N	D	I	C
J. Ability to Accept Personal Responsibility				
1. Monitors own level of responsibility in professional performance.	N	D	I	C
2. Invites constructive critique from others and applies it toward professional growth.	N	D	I	C
3. Accepts own mistakes and responded to them as opportunity for self-improvement.	N	D	I	C
4. Avoids blame in favor of self-examination.	N	D	I	C