

The College of Saint Rose
Counseling and CSSA Program
PRACTICUM & INTERNSHIP HANDBOOK
2016

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GUIDELINES FOR FIELD PLACEMENT IN THE COUNSELING AND CSSA PROGRAMS

Field placements are designed to foster the professional development of graduate students in the Counseling & CSSA programs and are viewed as the capstone(s) to your academic preparation. Students on practicum and/or internship must meet both academic and professional standards as outlined in this handbook. Great care should be given to setting up your field placements as these experiences will contribute significantly to your professional development as school counselors, clinical mental health counselors or college student services administrators.

Students on practicum and/or internship are required to be knowledgeable of and agree to follow the ethical and professional guidelines for practice based on the American Counseling Association's Ethical Guidelines/ACPA/ASCA. Field experiences are meant to be developmental in nature, and thus must be completed over the full course of the semester. Students enrolled in practicum and internship should plan on being at their site for the duration of the semester in which they are enrolled. Extended absences are discouraged as they interfere with both continuity of client care and the learning process.

Practicum placement and internships should not be served in a setting that may create dual relationship problems and/or limit one's professional development. For example, they should generally not be served in a school that the counseling student or his/her children attend(ed), a school in which a relative works, or a school located in the counseling student's community. They are not to be served as part of a graduate assistantship. Generally, field placements should not be served in the student's current work setting, unless prior approval by the program is granted.

Students wishing to complete a practicum or internship are required to attend an orientation meeting early in the semester to complete the application process. Advisor approval is required as part of this process, and students may find it helpful to talk about their plans with their advisor well in advance of seeking out their field placement(s).

The practicum and internship application will be evaluated primarily in terms of potential dual relationship conflicts and the degree to which the faculty believes the proposed setting would meet the requirements of the program. Students should carefully read this handbook to familiarize themselves with the requirements for both students and sites.

Students are required to follow all steps as outlined in this handbook. **Prior approval** is needed from the student's **academic advisor** in accordance with the enclosed guidelines before beginning any field placement. **Intent forms** as well as the **Cooperative Agreement** must be completed and handed in before the student can begin to accrue hours towards internship. The cooperative agreement must be completed with all signatures and handed in to Field Placement/the Internship Coordinator prior to the start of practicum or internship.

Fingerprinting and Background Check Policy

Students applying for practicum or internship must follow the fingerprinting and background check policy as stated in the graduate catalog/program handbook. Students must

complete the appropriate checks prior to starting practicum or internship. Failure to do so will result in temporary suspension from practicum or internship until the policy is followed.

For School Counseling students: Fingerprinting clearance for the New York State Department of Education is required prior to the school counseling practicum or internship. Fingerprinting information is available on the TEACH website <http://www.highered.nysed.gov/tcert/teach/> More information can be found at <http://www.strose.edu/academics/schools/school-of-education/field-placement-advisement/> and will be reviewed at the school counseling internship orientation meeting. Submit proof of fingerprinting to Field Placement.

For Clinical Mental Health Counseling students: You must follow whatever fingerprinting/backgrounds checks are required by the agency at which you are interning. If the agency does not require any type of background check, then you need to complete a background check through www.certifiedbackground.com and provide the results to the Internship Coordinator prior to starting your internship.

For College Student Services Administration students: You will need to complete a background check through www.certifiedbackground.com and provide the results to the Internship Coordinator prior to starting your internship.

Internship Log

All interns will be required to keep a log of hours. Separate hours for separate tasks completed during the internship should be logged (overall hours, individual counseling, group counseling, programming, presentations, etc.). These logs should be reviewed with your faculty liaison and site supervisors upon request. (See example of “Weekly Caseload and Activity Record” in Appendix A).

Supervision

Students are required to receive weekly supervision with their on-site supervisor during practicum and internship. Students will also meet regularly throughout the semester with a faculty liaison (a minimum of 4 times) during internship.

Faculty liaisons are required to submit a written report [following every contact with](#) practicum student or intern. [The purpose of the report is to track students’ progress in addition to the mid-term and final evaluations](#) completed by the site supervisor.

Group supervision is provided for Counseling students on campus during required weekly supervision sessions accompanying practicum and internship. Part of this supervision involves reviewing digital recordings of students’ work with their clients. This is standard practice that provides an opportunity for students to receive feedback on their skills. The emphasis of these group supervision sessions includes case management, ethics, and case conceptualization.

Dismissal from Practicum or Internship

In addition to meeting the requirements for admission to the Counseling/CSSA program and complying with the expectations set forth by the department for securing a practicum or internship, students are expected to conduct themselves according to the standards of a graduate

level professional. These standards are outlined in the graduate catalog, the Counseling/CSSA program handbook and this field placement handbook. Students are also expected to abide by the professional standards of behavior outlined in the Professional Qualities Assessment for the School of Education (see Appendix B) as well as the Code of Ethics of the American Counseling Association (ACA), the American School Counselor Association (ASCA), and/or the American College Personal Association (ACPA).

Throughout the curriculum, students acquire an increasing understanding of what constitutes professional behavior and activity for counselors and student services professionals. Inappropriate or unprofessional behavior and violation of the ACA Code of Ethics/ASCA Code of Ethics/ACPA code of Ethics and/or the College's procedures for academic misconduct will be grounds for dismissal from the practicum or internship or the Counseling/CSSA program. Student misconduct, on or off campus towards other students, faculty, or staff may result in dismissal from the Counseling/CSSA program. When legal or illegal behavior does not affect current or potential clients, but violates the mission, function, or process of the College, proceedings will follow the College's procedures for academic misconduct.

Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients is a violation of the ethical and academic standards of the Counseling/CSSA program.

Should any of these situations arise, program faculty along with practicum/internship supervisors will initiate the Procedures for Dismissal or restriction listed below:

Procedure for Inappropriate or Unethical Behavior*:

**Steps will not necessarily occur in the order in which they appear below*

- Meeting and discussion between student and designated faculty liaison and Internship Coordinator (if appropriate)
- Documentation of complaint (e.g. letter of dismissal from practicum/internship site; letter of complaint from supervisor; unsatisfactory final evaluation)
- Notice to be given to student in writing
- Meeting with student, college supervisors/faculty liaison, site supervisor, and other department members (if appropriate)
- Recommendation or Implementation of action to be taken
- In cases of inappropriate or unethical behavior on practicum or internship, the department utilizes the Professional Qualities Assessment (PQA; see Appendix B) to work with a student to individualize a remediation plan. If the student fails practicum or internship and/or does not meet the requirements of the remediation plan, they will be unable to continue in the program.

Possible outcomes:

- Continuation on practicum/internship as a probationary student
- Termination from practicum/internship
- Termination from the Counseling/CSSA program

Students may also be terminated from practicum/internship for reasons other than a violation of ethics and conduct. Some of these may include:

- Student does not fulfill the roles and responsibilities of the practicum/internship.

- Student does not complete the required hours for practicum/internship.
- Failure to follow agency, school, practicum/internship setting procedures and policies.
- Failure to complete practicum/internship requirements in CSL 591/592/593/594/596 or maintain academic standards for the program.

Students need to successfully pass their internship in order to earn a P for the internship class. Passing an internship is determined by successful behavior on internship and passing marks on the mid-term and final evaluation barring any egregious violation of the above policy.

Students must score a minimum of novice on each of the CSR 8 areas to successfully complete an internship. If a student scores less than novice on any area, a PQA will be initiated. Furthermore, if 3 or more areas are scored less than novice (i.e. unsatisfactory), the student will fail internship.

Dismissal from Practicum/Internship Not Related to Student Behavior, Conduct, or Academic Standing

As part of the field placement process for the Counseling/CSSA Program, a Cooperative Agreement is signed between the student, Counseling/CSSA program, and the placement site. Rarely, the placement site will fail to meet the requirements of the Cooperative Agreement. In this instance the following procedures should be followed:

- 1) Student or site supervisors should inform the college supervisor/faculty liaison of any violations of the Cooperative Agreement.
- 2) The college supervisor/faculty liaison should document these problems.
- 3) The college supervisor/faculty liaison and Internship Coordinator will meet with the student and site supervisor or site administrator (if appropriate) and appropriate faculty.
- 4) A course of action will be implemented:
 - a.) solution to the violation in accordance with program and college policies or
 - b.) re-assignment of student to another supervisor or portion of the practicum/internship site (requirements of supervisor and practicum/internship must meet program and college policies) or
 - c.) removal of the student from the practicum/internship and re-assignment (following the procedures for attaining a field placement) at another site.

Students are expected to inform faculty **immediately** of any difficulties or problems (potential or actual) that may arise during the practicum or internship.

Counseling and CSSA Steps for Practicum & Internship

Step 1

- ▶ Meet with academic advisor **at the beginning of the semester & prior to the internship meeting** to review coursework and obtain permission to apply for an internship.
- ▶ Submit **Advisor Approval for Internship** form to the Internship Coordinator.

Step 2

- ▶ Attend the **mandatory** Counseling/CSSA practicum/internship meeting/orientation.

Step 3

- ▶ Complete the practicum/internship application on Chalk & Wire and submit current [electronic \(word document preferred\)](#) resume to the Internship Coordinator/Field Placement Office by the deadline identified at the meeting.. All paperwork (ADVISOR APPROVAL, RESUME & APPLICATION) must be completed by the application deadline in order to go on internship the following semester

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Step 4

- ▶ After Steps 1 through 3 have been completed successfully, the FPO and the Internship Coordinator will contact sites based on your area of interest and current location. **REMEMBER:** we cannot start looking for your placements until the advisor approval form, application & resume have been submitted.
- ▶ If the site is appropriate, your resume will be sent to that site. Sites will contact you for an interview if interested.
- ▶ If the sites are unable, uninterested in having an intern, or do not meet the program's qualifications for practicum/internship sites, other sites similar to your interests will be contacted by the Internship Coordinator or FPO. **Our priority is to secure a practicum/internship that meets the program's standards.**
- ▶ Once you have interviewed and selected a site, **contact the Internship Coordinator and/or FPO** to let them know of your selection. This can be done my mail or email.

Step 5

- ▶ Once you have selected a practicum/internship site, complete the appropriate **Practicum or Internship Intent Form** and **Cooperative Internship Agreement**. The cooperative internship agreement must be signed by the intern and the site representative (e.g. site supervisor). The cooperative agreement must be completed with all signatures and handed in to Field Placement/the Internship Coordinator prior to the start of practicum or internship. **Students will not be allowed to start practicum or internship or accrue hours until this step is completed.**
- ▶ **If the cooperative agreement is not turned in by the deadline**, the intern *will* be withdrawn from the practicum/internship and seminar class roster for the next semester.
- ▶ **The fingerprinting/background check policy must be followed. If the fingerprinting and background checks/agency policy is not completed by the start of practicum/internship, the intern will be temporarily suspended from practicum/internship until this step is complete.**

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PRACTICUM

The counseling practicum is a 100-hour professional experience primarily aimed at developing proficiency in counseling skills. Practicum will give students hands on, supervised experience in the field prior to internship. Students will achieve growth towards becoming informed, ethical, and competent professionals by using appropriate counseling skills with clients in supervised experiences in school-based and agency settings. Students will demonstrate knowledge appropriate to professional counseling and to the setting, application of learned skills, and a disposition toward counseling. A return to campus for weekly supervision is required. Individual and group counseling skills are highlighted, as is work with various populations. Students are required to provide digital recordings of some of their counseling sessions and to receive weekly scheduled case supervision from their on-site supervisor.

The counseling practicum requires students to:

- complete the 100 hour practicum over the full course of the semester at approved sites, with 40 of those hours in direct service to individuals and groups
- have a diverse case load in terms of age/ gender/ race/ ethnicity/ability/ socio-economic status/sexual orientation/students with English as a second or other language
- return to campus for weekly supervision sessions
- conceptualize clients from a variety of theoretical perspectives
- provide digital recordings of work with clients
- actively participate in giving and receiving feedback on cases and evaluating work with clients and students
- meet the requirements of practicum as outlined in this handbook and the College of Saint Rose Counseling program handbook

CSL 508 Practicum in School Counseling (*Spring*)

Requirements

Complete 100 hours at school-based practicum site. The 100 hour requirement includes:

- A minimum of 40 hours of **direct services** at the site. Direct service includes direct work by the intern with clients in individual and group counseling. A limited amount of hours may be counted for classroom guidance work by the intern.
- **Indirect Service** includes services such as needs assessment, leadership opportunities, program evaluation and planning, counselor staff meetings, professional development

workshops, planning for guidance and group counseling, student information and testing, appropriate use of student data, community resources, guidance information, student placement and special guidance projects, on site supervision, report writing, training/orientation, case conferences, team meetings, monthly meeting with faculty liaison.

Attend weekly practicum class meetings over the semester.

Submit all required documentation prior to and during practicum.

Complete fingerprinting/background checks prior to the start of practicum.

CSL 509 Practicum in Clinical Mental Health Counseling (*Summer*)

Requirements

Complete 100 hours at a clinical practicum site. The 100 hour requirement includes:

- A minimum of 40 hours of **direct services** at the site. Direct service includes direct work by the intern with clients in individual and group counseling.
- **Indirect Service** includes services such as counselor staff meetings, professional development workshops, planning for group counseling/testing, appropriate use of client data, community resources, on site supervision, report writing, training/orientation, case conferences, team meetings, monthly meeting with faculty liaison.

Attend weekly practicum class meetings over the semester.

Submit all required documentation prior to and during practicum.

Complete fingerprinting/background checks prior to the start of practicum.

INTERNSHIP

The internship experience is a structured, supervised field placement that will give students hands on experience in professional counseling. Students are required to complete two 300 hour internships over the course of the Fall and Spring semesters. Students are required to provide digital or process recordings of some of their counseling sessions and to receive weekly scheduled case supervision from their on-site supervisor. A return to campus for weekly group supervision in a seminar format is required. In addition, interns receive supervision from a Saint Rose faculty liaison that will include at least four meetings throughout the semester and at least one site visit.

The counseling internship requires students to:

- * complete each 300-hour internship over the full course of the semester at approved

internship sites (i.e. 600 hours over the Fall and Spring semesters)

- * have a diverse case load in terms of age/ gender/ race/ ethnicity/ability/ socio-economic status/sexual orientation/students with English as a second or other language
- * have at least six individual clients for personal counseling
- * co-lead/ lead a counseling group
- * have at least 40 hours of direct counseling experience of which 10 hours must be group counseling
- * provide at least 120 hours of direct services
- * meet regularly with a Saint Rose faculty liaison for either group or individual supervision
- * conceptualize clients from a variety of theoretical perspectives
- * provide digital or process recordings of work with students/clients
- * actively participate in giving and receiving feedback on cases and evaluating work with clients and students

It is essential that interns be aware of school or agency policies regarding the limits of confidentiality, including the policies/protocols for suicidal ideation, pregnancy, alcohol, or drug use, running away from home, and physical or sexual abuse.

CSL 591/592 Internship: School Counseling I & II

The school counseling internships will give students hands on experience in professional school counseling in school-based settings under the supervision of experienced, certified school counselors and faculty liaisons. Students will achieve growth towards becoming ethical and competent professionals with a focus on reducing barriers to student achievement, culturally competent individual and group counseling, classroom interventions designed to promote the academic, career, and personal/social development of students, and a focus on performing the services of a professional school counselor as leaders and change advocates in the schools.

School Counseling Internship Requirements

Students are required to complete two (2) 300-hour internships over the course of the following Fall and Spring semesters. The internships are aimed at developing expertise in the roles and responsibilities of a professional K-12 school counselor. Students must be supervised by a New York State certified school counselor. Students are encouraged to complete their school counseling internships at sites that follow a developmental model that involves parents, that

serves a diverse student body, and that provides individual and group counseling services as part of a comprehensive, developmental school counseling program.

The school counseling internship requires students to:

- * meet the general requirements of the program
- * receive K-12 experience by completing 300 hours of internship over the course of a semester at one level, and 300 hours of internship over the course of another semester at a different level.
- * carry a diverse caseload in terms of age/ gender/ race/ ethnicity/ability/ socio-economic status/sexual orientation/students with English as a second or other language
- * provide a variety of individual counseling services including academic, career and personal/social counseling
- * provide a variety of group counseling services (small and large groups)
- * collaborate with parents
- * collaborate with the teachers, staff and administrators of the students they are counseling
- * organize and conduct on-going large group guidance activities
- * gain experience with at-risk students and special needs students, including ESOL students
- * gain experience with the Committee on Special Education process; this could include contact with BOCES
- * participate in committee meetings (i.e. Child Study Team, Academic Intervention Team, etc.)
- * apply a developmental model to their work
- * meet with the faculty liaison on a regular basis

Students are expected to meet the requirements of internship as outlined in The College of Saint Rose Counseling program and internship handbook.

Each 300 hour requirement includes:

Completion of **120 hours of direct services** at the site, including:

- o a minimum of **30 hours** of individual counseling with case notes for one client of at least sessions, minimum of six clients
- o Audio or videotape at least *three* sessions for self-evaluation and supervisory purposes and submit written statements from your field supervisor indicating that she/he has reviewed and discussed the tape with you. *Alternatively*, your supervisor may provide live observation/supervision and submit written statements to that effect. Forms for supervisors to complete these evaluation statements are included in the manual.
- o minimum of **10 hours** of group counseling
- o present at least one large group guidance lesson/educational program based on needs assessment at your site

180 hours of indirect service at site including on site supervision, report writing, training/orientation, team meetings, monthly meeting with faculty liaison

Attend weekly seminar meetings during the entire length of the internship.

Attend collaboratively scheduled monthly meetings with your faculty liaison.

Complete weekly logs documenting time and activities on internship; to be reviewed with faculty liaison.

Submit all required documentation prior to and during internship.

Complete fingerprinting/background checks prior to the start of internship.

Suggested School Counseling Internship Activities

Developmental/large group guidance activities (social skills training, character education, positive thinking strategies, etc)

Small group counseling (grief and loss, banana splits, etc.)

Individual Counseling

Therapeutic play activities (drawing, games, stories, music, etc)

Crisis intervention

Parent/teacher conferences

Consultation with special education classrooms

Collaboration with child study teams, teaching teams, guidance committees, etc.

Behavioral assessment/management including parent and teacher interviews along with student observations

Parent education groups

Career fairs/college night/open houses

Career development activities (employability skills training)

Working with college and non-college bound students

New student enrollment/orientation

Academic advising/scheduling/transition planning

School-to-work/college transition planning

CSL 593/594 Internship: Clinical Mental Health Counseling I & II

Students are required to complete a year long internship across the Fall & Spring semesters (600 hours). The internships are aimed at developing knowledge and expertise in the practice of clinical mental health counseling. Students receive supervision from an experienced, licensed mental health professional and faculty liaison. Students will achieve growth towards becoming ethical and competent professionals by performing the duties of a mental health counseling professional with a focus on individual, family and group counseling skills. Students will demonstrate competence in assessment, case management, and consultation. A return to campus for weekly supervision is a requirement.

The clinical mental health counseling internship requires students to:

- * meet the general requirements of the program

- * develop intake, assessment, and evaluation skills
- * become familiar with crisis management and intervention protocols
- * become familiar with managed health care systems (insurance reviews)
- * carry a diverse caseload in terms of age/ gender/ race/ ethnicity/ability/ socio-economic status/sexual orientation/persons with English as a second or other language
- * carry a multi-problem caseload in terms of presenting problems
- * develop expertise in individual counseling
- * develop expertise in group counseling
- * develop expertise in couples counseling, family treatment, and consultation in case management with collateral agencies and programs
- * gain experience with other social services agencies
- * develop and present a workshop
- * meet with the faculty liaison/college supervisor on a regular basis

Students are expected to meet the requirements of internship as outlined in The College of Saint Rose Counseling program and internship handbook.

Each 300 hour requirement includes:

Completion of **120 hours of direct services** at the site, including:

- o a minimum of **30 hours** of individual counseling with case notes for one client of at least sessions, minimum of six clients
- o Audio or videotape at least *three* sessions for self-evaluation and supervisory purposes and submit written statements from your field supervisor indicating that she/he has reviewed and discussed the tape with you. *Alternatively*, your supervisor may provide live observation/supervision and submit written statements to that effect. Forms for supervisors to complete these evaluation statements are included in the manual.
- o minimum of **10 hours** of group counseling
- o present at least one educational program to clients or staff based on a needs assessment at your site

180 hours of indirect service at site including on site supervision, report writing, training/orientation, team meetings, monthly meeting with faculty liaison

Attend weekly seminar meetings during the entire length of the internship and complete all requirements.

Attend collaboratively scheduled monthly meetings with your faculty liaison.

Complete weekly logs documenting time and activities on internship; to be reviewed with faculty

liaison.

Submit all required documentation prior to and during internship.

Complete fingerprinting/background checks prior to the start of internship. Students are required to complete whatever background checks/fingerprinting/health clearance their internship site requires of them prior to starting internship. For those students interning at a placement without any requirements, students must follow the departmental policy in place regarding background checks/fingerprinting/health clearance prior to starting their placements.

Suggested Clinical Mental Health Counseling Activities

- Intakes
- Assessment
- Crisis intervention
- Individual therapy
- Group counseling
- Parent education/support groups
- Social skills training
- Behavioral assessments
- Consultation with schools
- Coordination of community services
- Family counseling
- Supervision of individual, group, and family work
- Case conferences/staffing/treatment planning
- Parent consultation

CSS 596 Internship: College Student Services Administration

The college student services administration internship is a professional 300-hour experience aimed at developing knowledge and expertise in student affairs practice. Students are encouraged to work in an office that serves a diverse student body, that provides direct services to students, and that bases its service delivery practice on a theoretical or research base.

The college student services administration internship requires students to:

- * complete the internship over the course of the semester
- * organize and to conduct at least two programs for the student body
- * organize and conduct a staff development workshop for college personnel, resident assistants, etc.
- * participate in multicultural student group activities
- * participate in campus groups/ committees aimed at enhancing the campus climate/ student development
- * provide direct services to students including programming, staff development, and small group work
- * meet with the faculty liaison on a regular basis

**Students wishing to intern at a career center must take CSL 554 before their internship

Suggested CSSA Activities

- Staff development training
- Consultation with student services staff
- Programming with resident students
- Programming with non-resident students
- Programming with non-traditional students
- Programming with at risk students
- Participation in minority student activities
- Participation in college governance
- Providing direct services to students
- Career exploration and counseling

Minimum Requirements For Internship/Interview Checklist

College Student Services Administration

Internship location _____

Internship supervisor (name & phone #): _____

	YES	NO
Will the site provide the opportunity to assess students' needs and to develop and implement appropriate programs? (ie. workshops, training sessions, classroom presentations, activities, fairs, etc.)	_____	_____
Will the intern have the opportunity to develop outreach skills?	_____	_____
Will the intern learn about and be involved in typical administrative work for this area?	_____	_____
Will the intern work with a diverse student population in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?	_____	_____
Will the intern learn about collaborative relationships within student affairs?	_____	_____
Will the intern be involved in committee		

work? _____

Will the intern attend staff meetings? _____

Will the site provide a minimum of one hour per week of scheduled supervision with a Master's level practitioner with a minimum of two years' experience? _____

Will the site provide training on appropriate policies? (ie. confidentiality, referral, etc.) _____

Who will make the intern aware of these policies? _____

RESPONSIBILITIES OF THE FACULTY LIAISON/COLLEGE SUPERVISOR

*For Interns in the Graduate Counseling and CSSA Programs
The College of Saint Rose*

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LIAISON WITH SITE SUPERVISORS

- ▶ Contact site supervisors the first week of the semester.
- ▶ Visit each intern's site and spend time with the site supervisor getting feedback on the intern's progress overall and the site in general **at least once** during the semester.
- ▶ Consult with site supervisor regularly (approx. once every 2 weeks) to check on intern's progress via email or phone.
- ▶ Consult as needed with Internship Coordinator for questions related to hours, supervision or placement issues.

ASSIGNMENTS

- ▶ **Contact with Interns**
Make contact with interns at least one week after the start of the semester.
- ▶ **Regular Meetings with Interns**
Meet with interns on a regular basis to develop their learning objectives and to make sure the goals of internship are being met. You should meet with students at least 4 times during the semester (an initial meeting, meetings to review the mid-term & final evaluations, and a meeting to check weekly activity records to ensure hours are being met). Complete the Faculty Liaison Report Form after each visit and submit to the Internship Coordinator. Alert coordinator immediately with concerns.
- ▶ **Mid-term & Final Evaluations**
Mid-term and final evaluations will be sent to site supervisors through Chalk & Wire. Please review the evaluations with your interns (they can print you a hard copy or save it to a PDF and email it to you).
- ▶ **Weekly Caseload & Activity Records**
Interns will also be reviewing their weekly caseload and activity records with you to ensure quality and quantity of experiences at their site(s). These records help to make sure the intern is on track in terms of meeting their requirement for hours. Be sure to check the logs every time you meet with your students.
- ▶ **Documentation of Hours**
At the end of the internship, it is the student's responsibility to have his/her site supervisor sign off that the required number of hours for internship has been met on school/agency letterhead. Be sure to remind your students to get this information, and keep the intern coordinator informed if a student is in danger of not completing his/her hours (most likely, s/he will need to take an Incomplete – this will be arranged between the student & the intern coordinator with input from you).
- ▶ **Learning Objectives: Personal & Professional Goals**
Encourage students to review their personal and professional goals with their site supervisors. You can use the goals as a starting point for your meetings with them as well. Students will complete & review these goals in their seminar classes and are expected to review them with you within the 1st month of internship.

REPORT OF MONTHLY MEETING

A written report should be submitted following every contact with student and/or site supervisor. The purpose of this report is to track students' progress in addition to their mid-term and final evaluations. The form is to be submitted to the Internship Coordinator by either hard copy or electronically (See Liaison Report Form).

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CLINICAL SUPERVISION

Only as needed in cases where on-site supervision is inadequate or problems arise.

THE COLLEGE OF ST ROSE COUNSELING/CSSA PROGRAM
FACULTY LIAISON REPORT

STUDENT NAME: _____ **DATE:** _____

INTERNSHIP SITE: _____

FACULTY LIAISON: _____ **MEETING #** _____

ISSUES DISCUSSED: i.e. hour requirements, case load, evaluations, _____

STRENGTHS/ACHIEVEMENTS: _____

CONCERNS: _____

CONTACT WITH SITE: i.e. email, phone, site visit? _____

WHAT BEST DESCRIBES STUDENT'S PROGRESS TO DATE? i.e. on-target, have some concerns,

etc _____

THIS INFORMATION HAS BEEN SHARED WITH STUDENT YES NO

SIGNATURE OF LIAISON: _____

APPENDIX A
PRACTICUM AND INTERNSHIP FORMS

**FIELD PLACEMENT
SITE SCREENING FORM: SCHOOL COUNSELING PRACTICUM**

Site Name: _____

Potential Practicum Supervisor:

Name: _____ Phone #: () _____ - _____

Email: _____

Credentials:

Degree & Certification(s): _____

Resume on file? Yes ___ No ___ (If no, please provide should you choose to supervise a counseling student).

Please indicate below if you are able to meet the requirements of our accrediting body by circling YES or NO to the practicum requirements:

1. YES NO Is the supervisor a NYS certified school counselor with at least 2 years experience in the field?
2. YES NO If you answered no to number 1, does the supervisor have a Master's Degree in a counseling-related field with at least 2 years of experience?

If Yes to either 1 or 2, then...

YES NO Interns must receive a minimum of one hour per week of clinical supervision to discuss cases, receive feedback on their progress, etc. Can the supervisor commit to a minimum of one hour per week of scheduled supervision?

3. YES NO Can the site provide the intern with 40 hours of direct services of the 100 total hours required? *Direct service includes direct work by the practicum student with students in individual and group counseling. A limited amount of hours may be counted for classroom guidance work by the practicum student.*
4. YES NO Can the site provide the intern access to a minimum of six students for academic, career and/or personal counseling (*of which several students can be seen for multiple sessions*)?
5. YES NO Interns need to record counseling sessions for clinical supervision. If permission to record counseling sessions cannot be obtained, the supervisor can provide live supervision instead. Can the site provide such access to either record sessions or provide live supervision?
6. YES NO Preparing students to run groups is a crucial part of their preparation. Can the site provide the intern with the opportunity to run at least one counseling-related group?
7. YES NO Can the site provide a diverse caseload in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?
8. YES NO Interns must have confidential space in which to work. Does the site have space for the intern, with a workspace conducive to the job of a counselor?
9. YES NO Interns need to follow the policies and procedures of the host site. Will the site make the intern aware of its of confidentiality policies regarding mandatory reporting, suicide, violence, pregnancy, substance use, etc.?
10. YES NO Can the site provide regular access to the duties and responsibilities of a professional school counselor including but not limited to: contact with parents and teachers, contact with students in a classroom setting, access to CSE meetings, staff meetings, and other meetings relevant to working in schools?

**FIELD PLACEMENT
SITE SCREENING FORM: CMHC PRACTICUM**

Site Name: _____

Potential Practicum Supervisor:

Name: _____ Phone #: () _____ - _____

Email: _____

Credentials:

Degree & License No./Additional Certifications(s): _____

Resume on file? Yes ____ No ____ (If no, please provide should you choose to supervise a counseling student).

Please indicate below if you are able to meet the requirements of our accrediting body by circling YES or NO to the practicum requirements:

1. YES NO Is the supervisor a licensed mental health professional with at least 2 years experience in the counseling field?
2. YES NO Practicum students must receive a minimum of one hour per week of clinical supervision to discuss cases, receive feedback on their progress, etc. Can the supervisor commit to a minimum of one hour per week of scheduled supervision?
3. YES NO Can the site provide the practicum student with 40 hours of direct services of the 100 total hours required? *Direct service includes direct work by the practicum student with clients in individual and group counseling (and may include work with families and couples).*
4. YES NO Can the site provide the practicum student access to a minimum of six clients for counseling (*of which several clients can be seen for multiple sessions*)?
5. YES NO Practicum students need to record counseling sessions for clinical supervision. If permission to record counseling sessions cannot be obtained, the supervisor can provide live supervision instead. Can the site provide access to record sessions or commit to providing live supervision?
6. YES NO Preparing practicum students to run groups is a crucial part of their preparation. Can the site provide the practicum student with the opportunity to run at least one counseling-related group?
7. YES NO Can the site provide a diverse caseload in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?
8. YES NO Practicum students must have confidential space in which to work. Does the site have space for the practicum student, with a workspace conducive to the job of a counselor?
9. YES NO Practicum students need to follow the policies and procedures of the host site. Will the site make the practicum student aware of its of confidentiality policies regarding mandatory reporting, suicide, violence, pregnancy, substance use, etc.?
10. YES NO Can the site provide regular access to the duties and responsibilities of a clinical mental health counselor including but not limited to: individual, couples and/or family counseling, group counseling and/or psychoeducational groups, intake/assessment /evaluation, consultation (with parents/staff/collaterals), crisis intervention?

ADVISOR APPROVAL FORM PRACTICUM
Clinical Mental Health Counseling
School Counseling

Student's Name: _____

Today's Date: _____

Program (please circle): CMHC SC

I am applying for a 100 hour practicum for next semester in the following program:

_____ Clinical Mental Health Counseling

_____ School Counseling

I have met with my academic advisor to review my coursework and obtain permission to apply for practicum.

Student Signature Date

Advisor's signature Date

Note to Advisors: If necessary, practicum approval for this advisee is contingent on the following:

School Counseling students: Please submit to Mike Richter in the Field Placement Office (1st floor Lally)

PRACTICUM INTENT FORM

I, _____, am accepting a practicum at the following site for the upcoming academic semester. I understand that I must complete 100 hours of practicum over the full course of the academic semester. I understand that prior to beginning my practicum, a completed and signed cooperative agreement must be turned into the Field Placement office/Internship Coordinator.

Semester I am completing my practicum at this site: _____ / _____
Semester Year

A phone number where I can be reached: () _____ - _____

Location:

Name of Site: _____

Complete Address of Practicum Site including zip code:

Phone Number of Site: () _____ - _____

Supervision:

Supervision will be provided by (*name of supervisor, degree and certification of supervisor*):

Consistent with the requirements of internship outlined in the Program Handbook, the site has agreed to provide formal supervision which will occur at least once per week for an hour, tentatively scheduled for (*date/time*): _____

Phone number of site supervisor if different from above: () _____ - _____

Practicum Start & End Dates:

Please specify the following:

Start date: _____
Day/Month/Year

Ending date: _____
Day/Month/Year

Please initial:

____ Initial here. I understand that this Intent Form must be submitted to the Field Placement Office/Internship Coordinator for approval and must be approved prior to having the Cooperative Agreement signed.

____ Initial here. Beginning and ending my practicum prior to or after the academic semester at The College of Saint Rose requires prior approval from the Internship Coordinator. If my start date is prior to the semester, I understand that it is my responsibility to get approval from the internship coordinator and approval from the site supervisor to provide supervision until The College of Saint Rose semester begins.

____ Initial here. I understand that if I go past the end of the academic semester, I am agreeing to pay for an Incomplete until my hours are finished. I also understand this requires prior approval from the Internship Coordinator.

____ Initial here. I understand that I may not complete a practicum in my current place of employment. I understand that I will not be placed in the same building/agency with an immediate relative who is a student, client or an employee. I certify that I have not, to the best of my knowledge, requested placements in a building/agency with an immediate relative. Additionally, after receiving placements from the Field Placement Office/Internship Coordinator, I will notify the office as soon as possible if any such situation exists.

____ Initial here. I understand that my obligation is to complete my practicum across the length of the semester, without extended absences due to vacations, holidays, or other personal matters. I understand that all time away from placement must be approved by my site supervisor.

Signature: _____ Date: _____

**FIELD PLACEMENT
School Counseling
Internship Site Screening Form**

Site Name: _____

Potential Internship supervisor:

Name: _____ Phone #: () _____ - _____

Email: _____

Credentials:

Degree & Certification(s): _____

Resume on file? Yes ____ No ____ (If no, please provide should you choose to supervise an intern).

Please indicate below if you are able to meet the requirements of our accrediting body by circling YES or NO to the internship requirements:

1. YES NO Is the supervisor a NYS certified school counselor with at least 2 years experience in the field?
2. YES NO If you answered no to number 1, does the supervisor have a Master's Degree in a counseling-related field with at least 2 years of experience?

If Yes to either 1 or 2, then...

YES NO Interns must receive a minimum of one hour per week of clinical supervision to discuss cases, receive feedback on their progress, etc. Can the supervisor commit to a minimum of one hour per week of scheduled supervision?

3. YES NO Can the site provide the intern with 120 hours of direct services (*of which at least 30 hours are direct counseling and 10 hours must be group counseling*)?
4. YES NO Can the site provide the intern with a minimum of six students for academic, career and/or personal counseling (*of which several students can be seen for multiple sessions*)?
5. YES NO Interns need to record counseling sessions for clinical supervision. If permission to record counseling sessions cannot be obtained, the supervisor can provide live supervision instead. Can the site provide access to record sessions or commit to providing live supervision?
6. YES NO Preparing students to run groups is a crucial part of their preparation. Can the site provide the intern with the opportunity to run at least one counseling-related group?
7. YES NO Can the site provide a diverse caseload in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?
8. YES NO Interns must have confidential space in which to work. Does the site have space for the intern, with a workspace conducive to the job of a counselor?
9. YES NO Interns need to follow the policies and procedures of the host site. Will the site make the intern aware of its of confidentiality policies regarding mandatory reporting, suicide, violence, pregnancy, substance use, etc.?
10. YES NO Can the site provide regular access to the duties and responsibilities of a professional school counselor including but not limited to: contact with parents and teachers, contact with students in a classroom setting, access to CSE meetings, staff meetings, and other meetings relevant to working in schools?

**FIELD PLACEMENT
Mental Health Counseling
Internship Site Screening Form**

Site Name: _____
Potential Internship supervisor:
Name: _____ Phone Number: () ____ - ____
Email: _____
Credentials:
Degree & License No./Certifications: _____
Resume on file? Yes ___ No ___ (If no, please provide should you choose to supervise an intern.

Please indicate below if you are able to meet the requirements of our accrediting body by circling YES or NO to the internship requirements:

1. YES NO Is the supervisor a Licensed Mental Health Professional in NY State with at least 2 years experience in the field?
2. YES NO Interns must receive a minimum of one hour per week of clinical supervision to discuss cases, receive feedback on their progress, etc. Can the supervisor commit to a minimum of one hour per week of scheduled supervision?
3. YES NO Can the site provide the intern with 120 hours of direct services (*of which at least 60 hours are direct counseling and 10 hours must be group counseling*)?
4. YES NO Can the site provide the intern with a minimum of six clients for individual, couples or family counseling (*of which several clients can be seen for multiple sessions*)?
5. YES NO Interns need to record counseling sessions for clinical supervision. If permission to record counseling sessions cannot be obtained, the supervisor can provide documented live supervision instead. Can the site provide access to record sessions or commit to providing live supervision?
6. YES NO Preparing interns to run groups is a crucial part of their preparation. Can the site provide the intern with the opportunity to run at least one counseling-related group?
7. YES NO Can the site provide a diverse caseload in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?
8. YES NO Interns must have confidential space in which to work. Does the site have space for the intern, with a workspace conducive to the job of a counselor?
9. YES NO Interns need to follow the policies and procedures of the host site. Will the site make the intern aware of its of confidentiality policies regarding mandatory reporting, suicide, violence, pregnancy, substance use, etc.?
10. YES NO Can the site provide regular access to the duties and responsibilities of clinical mental health counselor including but not limited to: individual, couples and/or family counseling, group counseling and/or psychoeducational groups, intake/assessment /evaluation, consultation (with parents/staff/collaterals), crisis intervention?

ADVISOR APPROVAL FOR INTERNSHIP

College Student Services Administration
Clinical Mental Health Counseling
School Counseling

Student's Name: _____

Today's Date: _____

I am applying for internship in the following program (please circle):

_____ College Student Services Administration

_____ Clinical Mental Health Counseling

_____ School Counseling*

**Please also circle: This is my 1st 2nd internship.*

I have met with my academic advisor to review my coursework and obtain permission to apply for an internship. I understand it is my obligation to obtain my advisor's signature prior to the internship meeting in order for my application for internship to be complete.

Student Signature

Date

Advisor's signature

Date

Note to Advisors: If necessary, internship approval for this advisee is contingent on the following:

School Counseling students: Please submit to Mike Richter in the Field Placement Office (1st Floor Lally)

INTERNSHIP INTENT FORM

I, _____, am accepting an internship at the following site for the upcoming academic semester. I understand that I must complete 300 hours of internship over the full course of the academic semester. I understand that prior to beginning my internship, a completed and signed contract must be turned into the Field Placement office.

Semester I am interning at this site: _____ / _____
Semester Year

This is my: 1st or 2nd internship

A phone number where I can be reached: () _____ - _____

Location:

Name of Site: _____

Complete Address of Internship Site including zip code:

Phone Number of Site: () _____ - _____

Supervision:

Supervision will be provided by (*name of supervisor, degree and certification of supervisor*):

Consistent with the requirements of internship outlined in the Program Handbook, the site has agreed to provide formal supervision which will occur at least once per week for an hour, tentatively scheduled for (*date/time*): _____

Phone number of site supervisor if different from above: () _____ - _____

Internship Start & End Dates:

Please specify the following:

Start date: _____ Ending date: _____
Day/Month/Year Day/Month/Year

If the start date begins prior to the semester start date, the site supervisor has agreed to provide the supervision necessary until a Faculty Liaison has been assigned.

YES NO

Please initial:

____ Initial here. I understand that this Intent Form must be submitted to Field Placement Office for approval and must be approved prior to having the Cooperative Agreement signed.

____ Initial here. Beginning and ending my internship prior to or after the academic semester at The College of Saint Rose requires prior approval from the Internship Coordinator. If my start date is prior to the semester, I understand that it is my responsibility to get approval from the internship coordinator and approval from the site supervisor to provide supervision until The College of Saint Rose semester begins.

____ Initial here. I understand that if I go past the end of the academic semester, I am agreeing to pay for an Incomplete until my hours are finished. I also understand this requires prior approval from the Internship Coordinator.

____ Initial here. I understand that I may not complete an internship in my current place of employment. I understand that I will not be placed in the same building with an immediate relative who is a student, client or an employee. I certify that I have not, to the best of my knowledge, requested placements in a building with an immediate relative. Additionally, after receiving placements from the Field Placement Office, I will notify the office as soon as possible if any such situation exists.

____ Initial here. I understand that my obligation is to complete my internship across the length of the semester, without extended absences due to vacations, holidays, or other personal matters. I understand that all time away from placement must be approved by my site supervisor.

Signature: _____ Date: _____

The College of Saint Rose

Comment [k4]: add back of form here

432 Western Avenue, Albany, NY 12203-1490

1.800.637.8556

www.strose.edu

**THE COLLEGE OF SAINT ROSE
COUNSELING PROGRAM
CSSA, School Counseling and Clinical Mental Health Counseling
Cooperative Agreement**

Name of Organization (School/Agency): _____

Address, City, State Zip Code: _____

This agreement between The College of Saint Rose and the above named Organization shall be effective from _____ to _____ unless either party desiring
MM/DD/YYYY *MM/DD/YYYY*
to terminate this agreement gives written notice of such termination at least thirty days before the effective date.

Statement of Agreement

The College shall:

- (1) Develop, organize, and implement the Counseling/CSSA Curriculum to meet the criteria of the New York State Department of Education standards.
- (2) Provide all coordination and assignments of students to the Organization for counseling experience.
- (3) Follow proper channels in planning student observation and/or counseling experience at the Organization.
- (4) Provide a faculty liaison with the affiliating Organization so that the field supervisor may be aware of the students' educational level, previous experience, and insure that the supervision requirements of the Counseling/CSSA Curriculum are being met.
- (5) Maintain all personal and academic records of students' internship, furnish the field supervisors with class schedules, counseling assignments, and such other records as may be necessary for effective learning experience in the counseling setting.
- (6) Encourage students to carry health insurance covering accidents and sickness.
- (7) Provide to the Organization a Certificate of Insurance showing that students and faculty members are covered by Professional Liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate prior to entering any counseling experience under this agreement. The College will name the Organization as an Additional Insured on the policy during the terms of this contract.
- (8) Require students and instructors to abide by the policies and procedures of the affiliating institution, and that it is understood that client care takes priority over the student's internship program.
- (9) Respond promptly and to the best of its ability to any unforeseen contingency, which causes concern to the Director, and staff of the Organization in implementation of the

terms of this agreement.

- (10) The faculty member shall have the responsibility to assign the grade for the internship experience.

The Organization Shall:

- (1) Provide an internship supervisor for interns who have appropriate credentials, time, interest, and training for the intern. Supervisors are Master's level professionals with a minimum of two years experience.
- (2) Provide opportunities and experience for designated students enrolled in the Counseling or CSSA Program. These opportunities will allow the student to engage in a variety of professional activities under supervision and for evaluating the student's performance. The intern shall at no time be considered an employee of the Organization.
- (3) Permit the designated Internship Supervisor to meet with the college faculty for evaluating the student intern's progress and for planning, implementing and improving the program.
- (3) Retain full and final responsibility for the supervision of client care objectives for clients selected for the student's learning experience.
- (4) Provide appropriate space, supplies, materials and support staff to conduct activities relating to the counseling affiliation (office space is preferred).
- (5) Provide a minimum of one hour of weekly supervisory contact, which involves examination of student intern work, discussion of cases, review and evaluation of the counseling/CSSA practices, and feedback to develop competencies.
- (6) Make emergency medical care available to the student intern who may become ill or injured at the Organization.
- (7) Notify the Internship Coordinator of any unusual situation or behavior involving the student wherein safety of any person is threatened or the cooperative content of this agreement is jeopardized.
- (8) Provide to the College a Certificate of Insurance showing that the Organization is covered by Professional Liability insurance in the minimum amount of \$1,000,000.00 per occurrence and \$3,000,000.00 in the aggregate prior to entering into this agreement. The Organization will name the College as an Additional Insured on the policy during the terms of this contract.

Indemnification:

THE COLLEGE OF SAINT ROSE and _____ shall each hold harmless and indemnify the other party and its agents, servants, employees, directors and trustees from and against any liability, loss, damage, cost or expense, including attorney's fees, that it or its agents, servants, employees, directors or trustees may suffer, from any claim, demand suit or action against it or them by reason of any act or failure to act on the part of the indemnifying party or its agents, servants, employees, directors or trustees in connection with or arising out of this Agreement. The party seeking indemnification hereunder shall promptly notify the indemnifying party in writing or receipt of notice of commencement of any action with respect to which a claim for indemnification is to be made hereunder. The indemnifying party will be entitled to assume the defense of such action with counsel reasonably acceptance to the indemnified party,

and after notice from the indemnifying party will not be liable to the indemnified party in connection with the defense thereof. The provisions of this paragraph shall survive any termination of this Agreement for any reason.

NOTIFICATION:

All correspondence or other contact between The College of Saint Rose and the above named Organization should be to the following:

This section below to be completed by College of St. Rose Representative:

Internship Coordinator or
Field Placement and Advising Coordinator
The College of Saint Rose
432 Western Avenue
Albany, New York 12203
Phone: (518) 454-5169

CSR Representative please sign below:

By: _____

Date: _____

Witness: _____

Date: _____

Student Agreement:

Interns should know specific policies of the internship site regarding the limits of confidentiality and organizational policies regarding suicidal ideation, pregnancy, alcohol or drug use, or abuse. Interns acknowledge that the internship is a 300 hour experience over the full course of an academic semester.

This agreement is made between _____ and
(Organization's Designated Supervisor)

(Counseling/CSSA Student Intern)

from _____ to _____ for _____ hours per week.
(MM/DD/YYYY) (MM/DD/YYYY) Organization

Supervisor's Signature: _____ Date: _____

Student Signature: _____ Date: _____

This section below to be completed by Organization Representative:

Name of Representative: _____
Title of Representative: _____
Organization Name: _____
Address: _____
City, State, Zip Code: _____
Phone: () _____
Email: _____

Organization Representative please sign below:

By: _____

Date: _____

Witness: _____

Date: _____

Formatted: Underline

LEARNING OBJECTIVES

Personal and professional growth is a primary objective of the field-based experience you will acquire on practicum & internship. Part of this process can be facilitated by stating learning objectives at the beginning of your field experience. You may consult with your site supervisor and faculty liaison in developing these objectives. Learning objectives are to be reviewed with your seminar professor/faculty liaison within the first month of practicum/internship. Please indicate 1-2 professional and 1-2 personal growth goals as part of your learning objectives using the format below:

Professional Growth

Goal One:

Objectives to meet this goal:

1. _____
2. _____
3. _____

Goal Two:

Objectives to meet this goal:

1. _____
2. _____
3. _____

Personal Growth

Goal One:

Objectives to meet this goal:

1. _____
2. _____
3. _____

Goal Two:

Objectives to meet this goal:

1. _____
2. _____
3. _____

The College of Saint Rose
Department of Counseling
LIVE SUPERVISION RECORD

Date of session: _____ Time: _____ Length: _____

Supervisee name: _____ Client first name/ initials: _____

Session objective(s): (intern writes these before session)

1. _____
2. _____
3. _____

Supervisor: Please write 2-3 interventions, as close to verbatim as possible, that exemplify your supervisee's work in this session.

Supervisor overall observations/ impressions:

Please rank the supervisee on the following skills, using the scale described below. If the supervisee does not have the opportunity to demonstrate a skill in this session, please indicate "N/A." When opportunities are present to demonstrate the following skills and are either missed or met, please use the following rating scale to evaluate his/ her performance in this session.

(4) Exceptional/ Distinguished: *Excellent skills, understanding, and/or application. Consistently meets standards and expectations at the highest level. Can function independently with little supervision in this area.*

(3) Typical/Proficient: *Adequate skills, understanding, and/or application. Typically meets standards and expectations. Can function independently with modest level of supervision in this area.*

(2) Emerging/Novice: *Emerging skill development, understanding, and/or application. Requires high level of supervision and guidance in this area.*

(1) Unsatisfactory: *Insufficient skills, understanding, and/or application. Does not meet minimum standards and expectations in this area. **Opportunities to demonstrate this skill were present but missed.***

N/A: *Opportunities to demonstrate this skill were not present in the session.*

Establishes rapport	N/A	4	3	2	1
Explores problem	N/A	4	3	2	1
Reflection of feeling and content	N/A	4	3	2	1
Congruent verbal and nonverbal behavior	N/A	4	3	2	1
Active listening	N/A	4	3	2	1
Summarizing	N/A	4	3	2	1
Reframing	N/A	4	3	2	1
Demonstration of empathy	N/A	4	3	2	1
Posture	N/A	4	3	2	1
Uses confrontation and challenging appropriately	N/A	4	3	2	1
Uses self-disclosure appropriately	N/A	4	3	2	1
Times interventions appropriately	N/A	4	3	2	1
Uses here-and-now/ immediacy when appropriate	N/A	4	3	2	1
Uses interventions and language consistent with client's/ student's developmental level	N/A	4	3	2	1
Attends appropriately to various aspects of culture	N/A	4	3	2	1
Demonstrates appropriate level of professionalism	N/A	4	3	2	1
Attends to objectives and/ or appropriately addresses most urgent needs	N/A	4	3	2	1
Uses time in the session effectively, including an appropriate opening and closing	N/A	4	3	2	1
Adheres to ethical and legal standards	N/A	4	3	2	1
Comments:					

Signature of supervisor: _____ Date: _____

Signature of student (following review w/ supervisor): _____

Appendix B

Professional Qualities Assessment

Candidates at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Education Unit's Conceptual Framework. As candidates progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty considers these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all candidates prior to completion of professional education programs.

The department faculty will rate candidates on a 3-point scale in each of the three categories. The scale is as follows:

1. Candidate demonstrates less than acceptable behavior in this category; given the current level of performance and unless the candidate can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the candidate is suited for a professional role in education.
2. Candidate's current performance is marginal; the candidate should be able to reach an acceptable level of performance with support and coaching.
3. Candidate's performance in this category is appropriate to the profession.

Each department will establish benchmark points in their programs at which time the faculty will review candidates in their programs for the performance in these areas. Candidates who are rated either 1 or 2 in *any* category at the first benchmark point will be notified by a faculty member (designated by the department), and at least two faculty members will meet together with the candidate to provide feedback and help the candidate to develop a plan to address the performance issues. Faculty will continue to monitor candidates whose professional qualities performance are limited and to provide feedback, make suggestions about career options, and ultimately assess the candidate's readiness for the final field experience in the program.

If a candidate considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the candidate is enrolled. If the Chair has referred the candidate for review, then the candidate may request a review from the Dean.

On the following pages are the Professional Qualities Assessment (PQA) Report, Conference Documentation form, and PQA Review Schedule. The PQA Review is completed and shared with candidates exhibiting marginal or less than acceptable behavior. The Conference Documentation form is used to summarize the meetings between faculty and the candidates.

Professional Qualities Assessment Report

Student's Name _____ Date _____

Faculty Member _____

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the student is suited for a professional role in education.
2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
3. Student's performance in this category is appropriate to the profession.

- Communication Skills** **Rating: 1** **2** **3**
- effectively communicates orally in a constructive, direct, and appropriate manner
 - writes in a way that is clear, accurate, and professionally effective
 - is respectful in all communications
 - uses appropriate tone, tact, and pragmatics for a professional situation
 - demonstrates that s/he has heard what is being said and practices reciprocal listening skills
 - responds to people, work, and challenges in an emotionally mature manner
 - is respectful in communicating with others
 - solicits and gives feedback
 - engages in collaborative interactions with others
 - uses appropriate conflict resolution skills to handle differences of opinion
 - participates in an open exchange of ideas

- Professional Responsibility/Accountability** **Rating: 1** **2** **3**
- attends to and completes academic and professional duties in a timely fashion
 - reflects on his/her own performance
 - accepts, receives, and integrates feedback
 - collaborates with colleagues and works as a team member
 - displays an appearance that is consistent with professional expectations
 - shares in the workload of the group or organization
 - is accountable for his/her own work rather than deflecting responsibility elsewhere
 - works within the rules and expectations of the group or organization
 - demonstrates a commitment to continuing professional growth and development

- Ethics** **Rating: 1** **2** **3**
- values, models, and promotes respect for all individuals
 - demonstrates awareness and sensitivity to diverse populations
 - recognizes and works within role boundaries within the professional context
 - demonstrates honesty and integrity in all situations
 - gives credit where it is due
 - displays professional behavior in terms of language and dress
 - respects privacy and confidentiality where appropriate
 - models intellectual curiosity, open-mindedness, and critical analysis
 - demonstrates a commitment to providing educational services to diverse populations

**Professional Qualities Concerns Form
Conference Documentation**

Student's Name _____ Date _____

Program _____

The student has been referred on the basis of a performance concerns check on the attached Professional Qualities Assessment Report. The category (ies) of concern is:

- Communication Skills
- Professional Responsibility/Accountability
- Ethics

The following strategies have been identified to improve performance in the area(s) of concern:

Plans for follow-up to this meeting include:

Faculty Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Chair's Signature: _____ Date: _____

Received by Advisor _____
Date