



SITE SUPERVISOR PRACTICUM & INTERNSHIP HANDBOOK 2016-2017



Mental Health Counseling Graduate Program
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www.newpaltz.edu/psychology/graduate/counseling

Dear Site Supervisor,

Greetings from the State University of New York at New Paltz and welcome to our network of colleagues from practicum and internship sites all over the greater Hudson Valley! We are excited and thankful that you have agreed to host one of students at your agency. Our students' experiences in the field are invaluable educational opportunities, and we look forward to a great working relationship with you.

Please find attached the Site Supervisor's Handbook that contains information about our program, 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 University and your agency will be our Practicum and Internship Coordinator. Feel free to direct any questions or concerns to directly to him. Please find his contact information, for your reference, below:

Matt Maher, LMHC, LBA, BCBA
maherm@newpaltz.edu
845-257-2983

Thank you for your contribution to the training of our students, and I hope your experience with our program is an enriching one.

Sincerely yours,

Melanie S. Hill, Ph.D.
Program Director
Mental Health Counseling and School Counseling Program
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COUNSELING GRADUATE PROGRAM OVERVIEW

The Mental Health Counseling Program is a 60-credit practitioner-scholar oriented training program that prepares Master's students for licensure as professional mental health counselors. MHC graduates find employment in a wide variety of settings in the mental health and human service field. Our faculty are experienced counselors in the mental health field, which helps ensure that students have access to the most current theories and practices in mental health counseling. We educate students to have an understanding and appreciation for the social and cultural contexts of counseling and the influence of these factors on individual and group behavior. The curriculum covers mental health counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals. The degree can be completed full-time in two years, including summer classes. It is registered with the State Education Department as meeting the educational requirements necessary for mental health counseling licensure in New York. 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/mhclhc.htm>.

MENTAL HEALTH COUNSELING MISSION STATEMENT

The Counseling Graduate Program at SUNY New Paltz trains highly skilled mental health counselors knowledgeable in both the practice and science of counseling. The program's climate combines rigorous academic standards along with a collegial and supportive mentoring environment that conceptualizes students 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 mental health 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 in individual, couples, and group settings
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them therapeutically in clinical settings
- Have strong foundational knowledge in the area of human growth and development and are able to use this knowledge to inform their therapeutic work with individuals, couples, and groups
- Value and respect diversity and demonstrate multicultural competency working with therapy clients from diverse backgrounds
- Show mastery of skills necessary to work therapeutically with clients who have experienced crises, disasters, and trauma
- Possess an adjustment-oriented approach that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy

EXPECTATIONS FOR STUDENT PROFESSIONAL, PERSONAL, AND ACADEMIC DEVELOPMENT

The Counseling Graduate Program emphasizes professional, personal, and academic development as essential to counselor education. Students must not only excel academically, but must (a) **adhere to the professional and ethical standards of the profession**, (b) **demonstrate adequate counseling skills and competencies**, and (c) **attend to their personal development as it impacts their ability to work effectively and ethically as counselors**.

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.

Therefore, graduation from the program requires that students successfully complete the academic, laboratory skill application (e.g., role plays), and practicum/internship experiences with regard to both clinical and personal development. Students must, in the professional judgment of the faculty and clinical supervisors, understand and behave in (a) **accordance with the professional and ethical standards of the profession**, (b) **meet the requisite counseling competencies and skills to work as an effective professional counselor**, and (c) **be free from any psychological impairment that may act as a barrier to effective professional counseling**. The counseling faculty and clinical supervisors will evaluate students based on these criteria and students must consent to this in writing prior to commencing their coursework.

The next several pages present descriptive criteria for professional performance that counseling trainees will be held to. These criteria cover twelve basic areas on which student progress will be regularly reviewed as students proceed through the program. These twelve areas are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own 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

These twelve criteria are presented in greater detail along with operational examples in the pages that follow. However, 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.

APPENDIX

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

1. Openness to new ideas (1 = *closed* to 5 = *open*)

Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback.	Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness.	Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives.
Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Some evidence of effort to incorporate relevant feedback received to change own behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.

2. Flexibility (1 = *inflexible* to 5 = *flexible*)

Showed little or no effort to recognize changing demands in the professional & interpersonal environment.	Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was evident but sometimes inaccurate.	Showed accurate effort to flex own response to changing environmental demands as needed.
Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own response to changing environmental demands when directed to do so.	Independently monitored the environment for changing demands and flexed own response accordingly.
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.

3. Cooperativeness with others (1 = *uncooperative* to 5 = *cooperative*)

Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively toward reaching consensus in collaborative activities.
Undermined goal achievement in collaborative activities.	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback (1 = *unwilling* to 5 = *willing*)

Discouraged feedback from others through defensiveness and anger.	Was generally receptive to supervisory feedback. Showed some evidence of incorporating supervisory feedback into own views and behaviors.	Invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.
Showed little or no evidence of incorporation of supervisory feedback received.		

(Continued on next page)

APPENDIX (Continued)

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

4. Willingness to accept and use feedback (1 = *unwilling* to 5 = *willing*) (Continued)

Took feedback contrary to own position as a personal affront.	Showed some defensiveness to critique through "over-explanation of own actions"—but without anger.	Demonstrated a balanced willingness to give and receive supervisory feedback.
Demonstrated greater willingness to give feedback than receive it.	Demonstrated greater willingness to receive feedback than to give it.	

5. Awareness of own impact on others (1 = *unaware* to 5 = *aware*)

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

6. Ability to deal with conflict (1 = *unable* to 5 = *able*)

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

7. Ability to accept personal responsibility (1 = *unable* to 5 = *able*)

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

8. Ability to express feelings effectively and appropriately (1 = *unable* to 5 = *able*)

Showed no evidence of willingness and ability to articulate own feelings.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range.	Was consistently willing and able to articulate the full range of own feelings.
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APPENDIX (Continued)

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

8. Ability to express feelings effectively and appropriately (1 = *unable* to 5 = *able*)

(Continued)

<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 acknowledge others' feelings—sometimes inaccurate.</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>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>
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9. Attention to ethical and legal considerations (1 = *inattentive* to 5 = *attentive*)

<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 well-being 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 that could have put client safety and well-being at risk.</p> <p>Used judgment 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>
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10. Initiative and motivation

(1 = poor initiative and motivation to 5 = good initiative and motivation)

<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>
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Note. Column 1 = unacceptable professional performance; Column 2 = acceptable professional performance; Column 3 = excellent professional performance.

11. Development of Professional Skills and Competencies

<p>Showed little or no evidence of understanding various counseling theories and their hypothetical use with clients/students.</p>	<p>Demonstrated average understanding of counseling theories, yet had difficulty hypothetically applying their use with clients/students.</p>	<p>Showed accurate understanding of counseling theories and demonstrated a clear ability to apply their use with clients/students.</p>
<p>Inadequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.</p>	<p>Demonstrated some difficulty in understanding and applying counseling skills and competencies in classroom/laboratory environment.</p>	<p>Adequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.</p>
<p>Inadequately demonstrated ability to establish rapport and build therapeutic alliance with clients/students.</p>	<p>Demonstrated an ability to establish rapport and build a therapeutic alliance with clients/students with some effort.</p>	<p>Demonstrated adequate ability to establish rapport and build therapeutic alliance with clients/students.</p>
<p>Inadequately demonstrated ability to use appropriate counseling skills/interventions with clients/students.</p>	<p>Demonstrated some difficulty in terms of ability to use appropriate counseling skills/interventions with clients/students.</p>	<p>Adequately demonstrated ability to use appropriate counseling skills/interventions with clients/students.</p>
<p>Showed an inability to effectively integrate and apply case conceptualization skills and theory to working with students/clients.</p>	<p>Demonstrated an ability to integrate and apply case conceptualization skills to work with clients/students. However, showed some inflexibility in seeing cases from different theoretical orientations.</p>	<p>Adequately demonstrated ability to integrate and appropriately apply case conceptualization skills in working with clients/students, and to use multiple theoretical orientations.</p>
<p>Demonstrated inability to develop and use appropriate intervention strategies based on theory.</p>	<p>Showed some difficulty in developing and using intervention strategies based on theory.</p>	<p>Developed and used appropriate intervention strategies based on theory.</p>

Development of Professional Skills and Competencies (ctd.)

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

12. Psychological Functioning and Self-Management

<p>Demonstrated ineffective ability to recognize and manage personal stress, which interfered with learning and/or working with clients/students.</p>	<p>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/students.</p>	<p>Demonstrated effective ability to cope and manage personal stress.</p>
<p>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.</p>	<p>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 issues.</p>	<p>Recognized when own psychosocial and/or emotional issues may have negatively affect personal and professional functioning and took step to act accordingly.</p>

PROFESSIONAL COMPETENCY

OVERVIEW

As the section “Expectations for Student Professional, Personal, and Academic Development” states, in addition to their academic performance, students will be evaluated on three criteria:

1. Ability to understand and adhere to the counseling profession’s professional and ethical standards of behavior;
2. Ability to demonstrate adequate counseling skills and competencies; and
3. Freedom from any psychological impairment that may act as a barrier to their ability to provide effective professional counseling.

All students will be evaluated on these criteria throughout their matriculation in the respective counseling programs. Students who cannot or choose not to adhere to or meet these criteria will be subject remediation and/or dismissal from the respective programs.

The following section presents a detailed outline of:

1. how and when students can be expected to be evaluated;
2. faculty and students’ responsibility as well as students’ rights;
3. policies and procedures on how faculty will identify and will work with students’ 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., remediation or dismissal from program).

PROCEDURES FOR REVIEWING STUDENT COMPETENCY*

*Note: These procedures for reviewing student competency are used by the counseling faculty to evaluate (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. These procedures are separate and distinct from the Procedure for Requesting Graduate Academic Appeals put forth by the Graduate School (http://www.newpaltz.edu/graduate/Request_for_Graduate_Academic_Appeal.pdf) which “deals with inequitable application of academic policy, affords recourse to a student who has evidence, or believes that evidence exists, to show that an inappropriate grade has been assigned or other inappropriate formal academic action has been taken.”

Syllabi: 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 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.

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 counseling program director and department chair.

2. The counseling program director will in turn designate a “Faculty Review Committee” consisting of three counseling core faculty members. The purpose of the Faculty Review Committee is to assess the student’s performance and recommend a course of action to the student and counseling program director.
3. The program director will then inform the student in writing that the review committee will be meeting (giving the student approximately two weeks’ notice) and that the student’s presence is required. 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.
4. At the conclusion of the meeting, the Faculty Review Committee will, in a timely manner, 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**.
 - i. The form of remediation is determined by the committee.
 - ii. 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.
 - iii. If the review committee and the counseling program director 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 in which clearly documentable 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 is identified to determine if the student has met the goals and expectations of the remediation.
 3. At the date indicated, the counseling 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 department chair about whether they believe the remediation has worked, further remediation is required, or 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 counseling faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.
 4. If the counseling faculty chooses to dismiss the student from the program, the counseling faculty will reported this to the student, department chair, and the Deans of Liberal Arts and Sciences and the Graduate School in writing. If the student does not agree with the program director’s decision and also believes that the proper procedures for the review have not been followed, the student may appeal to the department chair (Step 4, described below).
 - c. The student should be **dismissed** from the program.
5. After the review committee meets, they inform the counseling program director and department chair, simultaneously, of their decision.
6. The counseling program director officially informs the student in writing of the committee’s decision. A copy of this is also provided to the department chair and the graduate dean.

Step 3: If the student does not agree with the program’s recommendation, the student may appeal the decision to the *counseling program director*, who will review and either uphold or revise the decision. The program director informs the student, the committee, the department chair and the graduate dean of his/her decision regarding the student appeal in writing.

Step 4: If the student does not agree with the program director’s decision, the student may appeal to the *department chair*. The department chair examines whether the procedure outlined herein has been followed.

1. The chair, after relevant fact finding, only has the authority to overturn the decision based on the program’s failure to abide by the remediation procedure. If procedure has been followed, the chair must uphold the program director’s decision.
2. If the chair concludes the procedures have not been properly followed, then the case is referred simultaneously to the Dean of Liberal Arts and Sciences and the Dean of the Graduate School. These Deans meet together, consult and then inform the program director of their decision regarding the student appeal in writing. The program director will then communicate the decision to the student in writing.

Step 5: If the student does not agree with the psychology department chair’s decision, the student may appeal simultaneously to the *Deans of Liberal Arts and Sciences and the Graduate School*. They will meet together and consult with the relevant parties to make a joint determination. The Deans decision regarding the student appeal will be communicated to the program director, who will then communicate the decision to the student in writing.

Step 6: If either the student or the counseling program director do not agree with the decision made by the Deans of Liberal Arts and Sciences and the Graduate School, either may appeal the Deans’ decision to the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs will have the ultimate authority in rendering a judgment in cases presented to him or her through the above process. The Provost/Vice President for Academic Affairs will inform the student in writing of the decision.

PROFESSIONAL ETHICS

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/>

M.S. IN MENTAL HEALTH COUNSELING DEGREE

MENTAL HEALTH COUNSELING DEGREE REQUIREMENTS (60-CREDITS)

METHODOLOGY CORE (6 CREDITS)

One of these two classes (3 credits): PSY 501 – Analysis of Variance
PSY 503 – Correlation & Multiple Regression
PSY 507 – Research Methods (3 credits)

HUMAN GROWTH AND DEVELOPMENT REQUIREMENT (3 CREDITS)

PSY 527 – Human Growth and M Development (3 credits)

HUMAN GROWTH AND DEVELOPMENT ELECTIVES (6 CREDITS)

Choose two of the following classes:
PSY 516 – Organizational Psychology (3 credits)
PSY 528 – Infancy & Early Childhood (3 credits)
PSY 529 – Adulthood (3 credits)
PSY 531 – Middle Childhood & Adolescence (3 credits)
PSY 556 – Contemporary Social Psychology (3 credits)
PSY 560 – Cognitive Processes (3 credits)
PSY 570 – Cognitive Neuroscience (3 credits)

MENTAL HEALTH COUNSELING SPECIALIZATION (36 CREDITS)

COU 510 – Counseling Theories (3 credits)
COU 515 – Counseling Skills (3 credits)
COU 520 – Career Development, Counseling, and Assessment (3 credits)
COU 525 – Multicultural Counseling (3 credits)
COU 530 – Foundations of Mental Health Counseling (4 credits)
COU 540 – Psychopathology (3 credits)
COU 545 – Group Dynamics and Counseling (3 credits)
COU 550 – Couple & Family Counseling (3 credits)
COU 555 – Assessment (3 credits)
COU 771 – Ethics & Professional Orientation: MHC Internship 1 (4 credits)
COU 772 – Ethics & Professional Orientation: MHC Internship 2 (4 credits)

ELECTIVES (9 CREDITS)

Two courses chosen under advisement from the following:
ANY other three-credit courses from the lists above which have NOT been used to fulfill one of the above requirements;
OR ANY other three-credit Counseling (COU) or Psychology (PSY) graduate courses not listed above, including: COU 565 Disaster Mental Health, COU 585 Contemporary Issues in Counseling, or PSY 576 Families in Transition;
OR thesis of three or six credits

CHILD ABUSE REPORTING SESSION

Must be taken on or off campus and documentation submitted to SUNY New Paltz so that proof of having completed this training can appear on the student's transcript.

MENTAL HEALTH COUNSELING TWO-YEAR PLAN OF STUDY

FALL 1 (12 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- PSY 501 ANOVA (3) or PSY 503 Correlation & Multiple Regression (3)
- Complete Child Abuse Identification Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (13 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 530 Foundations of Mental Health Counseling (4)
- COU 540 Psychopathology (3)
- PSY 507 Research Methods (3)

SUMMER 1 (6 CREDITS)

- Elective (3)
- Elective (3)

FALL 2 (13 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- COU 771 Ethics & Professional Orientation: MHC Internship 1 (4)
- PSY 527 Human Growth & Development (3)
- Human Growth & Development Elective (3)

SPRING 2 (13 CREDITS)

- COU 550 Couple and Family Counseling (3)
- COU 555 Assessment (3)
- COU 772 Ethics & Professional Orientation: MHC Internship 2 (4)
- Human Growth & Development Elective (3)

SUMMER 2 (3 CREDITS)

- Elective (3)

MENTAL HEALTH COUNSELING THREE-YEAR PLAN OF STUDY

FALL 1 (9 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- Complete Child Abuse Identification Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (10 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 530 Foundations of Mental Health Counseling (4)
- COU 540 Psychopathology (3)

SUMMER 1 (3 CREDITS)

- Elective (3)*

FALL 2 (9 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- PSY 501 ANOVA (3) or PSY 503 Correlation & Multiple Regression (3)
- PSY 527 Human Growth & Development (3)

SPRING 2 (9 CREDITS)

- COU 550 Couple and Family Counseling (3)
- COU 555 Assessment (3)
- PSY 507 Research Methods (3)

SUMMER 2 (3 CREDITS)

- Elective (3)*

FALL 3 (7 CREDITS)

- COU 771 Ethics & Professional Orientation: MHC Internship 1 (4)
- Human Growth & Development Elective (3)

SPRING 3 (7 CREDITS)

- COU 772 Ethics & Professional Orientation: MHC Internship 2 (4)
- Human Growth & Development Elective (3)

SUMMER 3 (3 CREDITS)

- Elective (3)*

* Electives can also be completed during fall or spring semesters if the student does not wish to take summer courses or simply prefers the courses offered during those semesters

FACULTY

The **Counseling Graduate Program Faculty** are involved in teaching graduate counseling classes, advising, and providing service to the counseling graduate program). These faculty include:

***DR. MELANIE HILL**, ASSOCIATE PROFESSOR, COUNSELING PROGRAM DIRECTOR
OFFICE: WH 351; PHONE: (845) 257-3475; E-MAIL: HILLM@NEWPALTZ.EDU

DR. MICHAEL GAYLE, ASSOCIATE PROFESSOR
OFFICE: WH TBA; PHONE: (845) 257-3473, E-MAIL: GAYLEM@NEWPALTZ.EDU

Dr. James Halpern, PROFESSOR EMERITUS
E-MAIL: halpernj@newpaltz.edu

***Mr. MATTHEW MAHER**, LECTURER, PRACTICUM AND INTERNSHIP COORDINATOR
OFFICE: WH 311; PHONE: (845) 257-3472; E-MAIL: maherm@newpaltz.edu

***DR. JONATHAN RASKIN**, PROFESSOR, PSYCHOLOGY DEPARTMENT CHAIR
OFFICE: WH 347; PHONE: (845) 257-3471; E-MAIL: RASKINJ@NEWPALTZ.EDU

***DR. JONATHAN RUST**, ASSOCIATE PROFESSOR
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***Dr. Adam Stephens**, ASSISTANT PROFESSOR
OFFICE: WH 314; PHONE: (845) 257-3177; E-MAIL: stephena@newpaltz.edu

***INDICATES "CORE" COUNSELING FACULTY PER CACREP STANDARDS (I.E., THOSE THAT TEACH 50% OR MORE IN THE COUNSELING GRADUATE PROGRAM).**

Affiliated and Adjunct Counseling Graduate Program Faculty teach in the graduate counseling program but are not involved in advising or service-related activities). These faculty include:

DR. BOBBY BUI, LECTURER
OFFICE: WH 312; Phone: (845) 257-3421; E-mail: buih@newpaltz.edu

MS. COURTNEY EDWARDS, ADJUNCT; EOP ADVISOR
OFFICE: HAB407, PHONE: (845) 257-3226; E-MAIL: EDWARDS@NEWPALTZ.EDU

MS. MERI LEDERER, ADJUNCT
OFFICE: WH317, PHONE: (845) 257-2389; E-MAIL: MERILEDERER@ME.COM

DR. GWENETH LLOYD, ADJUNCT; DIRECTOR, PSYCHOLOGICAL COUNSELING CENTER
OFFICE: HCC201, PHONE: (845) 257-2920; E-MAIL: LLOYDG@NEWPALTZ.EDU

DR. AMY NITZA, DIRECTOR, INSTITUTE FOR DISASTER MENTAL HEALTH
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DR. KARLA VERMEULEN, ASSISTANT PROFESSOR
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DR. GRETA WINOGRAD, ASSOCIATE PROFESSOR
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Practicum and Internship

OVERVIEW

Mental Health Counseling students complete intensive supervised practicum and internship experiences during which they actively work with clients and students in mental health-related training settings. The counseling practicum and internship constitute the students' primary applied training experiences and involve accruing many hours of direct client contact under supervision of trained professionals.

Students are expected to complete a total **700 hours** for their practicum and internship experiences *combined*. As a practitioner-scholar oriented program, we believe these experiences are central to the education at SUNY New Paltz. The practicum is the fieldwork experience that occurs during the second semester of the student's first year. The experience is designed to reflect the student's initial experience working with clients. The internship begins the following year and involves an increase in the expectation for direct client contact and additional responsibilities. Both the practicum and internship experience carry with it the expectation of increasingly independent practice but under close supervision.

LEARNING OBJECTIVES FOR PRACTICUM AND INTERNSHIP

We have identified a core group of counseling competency skills that are the learning objectives for the practicum and internship. These are listed in Appendices C and D at the end of this Manual. Students are expected to discuss their specific personal and professional learning objectives with both their site and university supervisors.

We believe that the supervisory relationship is a vital component to the practicum/internship experience. Site supervisors are important role models and contribute greatly to the intern's professional development. When working with interns, we encourage supervisors to focus not only on the specifics of the client or group, but also on the social and cultural dimensions of the case, as well as on the intern's own developmental process.

UNIVERSITY SUPERVISION

During the one semester of practicum and two semesters of internship, students participate in university supervision that examines the wide range of professional issues often encountered when doing clinical work. These include, but are not limited to, questions of ethical standards, dealing with difficult clients, supervisory and/or organizational issues, and enhancing the personal and professional development of the intern as a counselor in training. The **University Supervisor** is responsible for evaluating students counseling skills, ensuring that the learning objectives are being met, and monitoring the student's progress in their clinical work with clients. Supervision provided by the university supervisor supplements, but does not replace nor 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 **Practicum and Internship Coordinator** serves as a link between the program (including the Director and University Supervisor) and the practicum/internship site.

MENTAL HEALTH COUNSELING PRACTICUM REQUIREMENTS

1. **Duration:** during the Spring and/or Summer semesters.
2. **Time:** Mental Health Counseling Practicum students are expected to complete **100 hours of on-site** counseling-related work, at least **40 hours of which must be spent in direct counseling service**.
 - a. Direct Service is defined as any therapeutic contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and therapeutic consultations (e.g., planning out-of-session behavior modification with parents of minor clients).
 - b. If the student counselor engages in co-counseling with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. 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.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a supervisor; students should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must have:
 - i. a Master's degree or higher in a discipline related to mental health counseling,
 - ii. a minimum of two years post-masters clinical experience, and a license in their discipline.
 - b. Students 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 for the supervisor evaluations (see Appendix D).
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients (see Audio/Video Recording Policy, Appendix E; Audio/Videotape & Case Presentation Consent Form, Appendix F; Certification of Client Consent Form, Appendix G; Field Site Confidentiality Agreement, Appendix H).
5. **Practicum Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement (see Practicum Site Agreement, Appendix I).
6. **Time Log-** Students are required to keep weekly (Appendix K) and end of semester time logs (Appendix L), prepared by the student and verified by their practicum on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

ADMISSION INTO THE PRACTICUM

Prerequisites:

- Matriculated student in either the Mental Health Counseling or Advanced Certificate in Mental Health Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU510: Counseling Theories
 - COU515: Counseling Skills
 - COU520: Career Development, Counseling, and Assessment

Applying for practicum. Students who meet the prerequisite requirements and wish to begin practicum must submit a practicum application (See Appendix M) prior to Thanksgiving Break in the fall semester. By the end of the fall semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into the practicum. Students are assessed in terms of their academic performance, professional development, and personal development. A “Developmental Feedback Form” is completed, which includes numerical ratings of student performance in the three areas, as well as written feedback (See Appendix P). Counseling Faculty Advisors meet with their advisees to share the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in all three areas by the end of the semester is held back from proceeding to practicum; further, the remediation process is initiated in order to address the deficits.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time 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.

PRACTICUM SELECTION PROCESS

Below is a step-by-step overview of the practicum selection process.

Practicum Selection Process (with tentative dates for 2017-2018):

- **October:** Developmental Feedback Request Forms due.
- **November:** Students will begin contacting approved sites for interviews.
- **December:** All interviewing must be completed.
- **December:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator their rank-ordered preferences for students they wish to offer placements, indicating how many placements they have available and who is on their "wait list".
- **December:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator will work with any students left unplaced after **December 10** to see if they can be matched with any sites that still have openings.

Note: Receiving a practicum placement is dependent on the student successfully completing her/his Fall coursework and being deemed ready to proceed to internship by the program. In the rare instance where a student is not ready, the Practicum and Internship Coordinator will communicate with the site where the placement was supposed to take place to explain the situation and why the student cannot be allowed to proceed to the placement.

In order 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.

MENTAL HEALTH COUNSELING INTERNSHIP REQUIREMENTS

The internship experiences in Mental Health Counseling meet New York State requirements for licensure.

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** Mental Health Counseling Internship students are expected to complete **600 hours of on-site** counseling-related work, at least **240 hours of which must be spent in direct counseling service**.
 - a. Direct Service is defined as any therapeutic contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and therapeutic consultations (e.g., planning out-of-session behavior modification with parents of minor clients).
 - b. If the student counselor engages in co-counseling with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. 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.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a supervisor; students should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must have:
 - i. a Master’s degree or higher in a discipline related to mental health counseling,
 - ii. a minimum of two years post-masters clinical experience, and a license in their discipline.
 - b. Students 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 for the supervisor evaluations (see Appendix D).
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients (see Audio/Video Recording Policy, Appendix E; Audio/Videotape & Case Presentation Consent Form, Appendix F; Certification of Client Consent Form, Appendix G; Field Site Confidentiality Agreement, Appendix H).
5. **Internship Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement (see Internship Site Agreement, Appendix J).
6. **Time Log-** Students are required to keep weekly (Appendix K) and end of semester time logs (Appendix L), prepared by the student and verified by their internship on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

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:

- Matriculated student in either the Mental Health Counseling or Advanced Certificate in Mental Health Counseling Program.

- Completion of the following courses with an S:
 - COU530: Foundations in Mental Health Counseling

Applying for internship. Students who meet the prerequisite requirements and wish to begin internship must submit an internship application (See Appendix N) prior to Spring Break. By the end of the relevant semester, the counseling core faculty, along with 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 academic performance, professional development, and personal development. A “Developmental Feedback Form” (Appendix P) is completed, which includes numerical ratings of student performance in the three areas, as well as written feedback. Counseling Faculty Advisors meet with their advisees to share the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in all three areas by the end of the semester is held back from proceeding to internship; further, the 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.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time 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.

INTERNSHIP SELECTION PROCESS

Below is a step-by-step overview of the intern selection process.

Intern Selection Process (with tentative dates):

- **February:** Students will begin contacting approved sites for interviews.
- **Mid-March:** Developmental Feedback Request Forms due.
- **Late-March:** All interviewing must be completed.
- **Early-April:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator their rank-ordered preferences for students they wish to offer placements, indicating how many placements they have available and who is on their "wait list".
- **Mid-April:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator will work with any students left unplaced after **Mid-April** to see if they can be matched with any sites that still have openings.

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 instance where a student is not ready, the Practicum and Internship Coordinator will communicate with the site where the placement was supposed to take place to explain the situation and why the student cannot be allowed to proceed to the placement.

MANDATED TRAINING SESSIONS

CHILD ABUSE REPORTING TRAINING

Students 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, contact Deb Gould in SCB 105 at (845) 257-2874. She will assist students 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 students.

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 in HAB 19 or faxing them to the attention of Elizabeth Shuipis at (845) 257-3103.

LIABILITY AWARENESS AND MALPRACTICE INSURANCE

In light of 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. Students 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 students 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/Students/>.

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.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a training component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. 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).

CACREP STANDARDS

The Mental Health Counseling Program is currently in the process of seeking accreditation through the Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP). Therefore, the faculty of the Mental Health Counseling program follows the CACREP Professional Counseling Competencies (2016). CACREP outlines common competencies for all accredited programs in eight core areas. Furthermore, CACREP has standards for counseling specialization (e.g., clinical mental health counseling, school counseling, couples & family counseling). The core and clinical mental health counseling competencies are described in detail in Appendices N and O respectively. CACREP standards related to practicum and internship are described below.

SITE SUPERVISORS

Site supervisors must have the following qualifications:

1. A minimum of a master's degree, preferably in counseling, or a related profession
2. Relevant certifications and/or licenses
3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision.

Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

- Students 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.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students 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.
- Practicum students 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 program faculty member.
- Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- Supervision of practicum students includes program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
- 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.

- In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

INTERNSHIP

- After successful completion of the practicum, students complete **600 clock hours** of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least **240 clock hours of direct service**.
- Internship students 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**.
- Internship students 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 program faculty member.
- Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- Supervision of internship students includes program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
- 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 internship.
- In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

SITE VISITS BY UNIVERSITY FACULTY

All student practicum and internship sites will be visited by one of the counselor education faculty (typically the Practicum and Internship Coordinator) at least once during the academic year. The purpose of the visits is to orient site supervisors and/or program directors to the Mental Health Counseling program, to verify that sites can meet our requirements, and to develop an ongoing relationship that serves the needs of both the site and our students.

APPENDICIES

The pages that follow include copies of the many are the forms you will need as you work with our students during their practicum and internship experience. Printable copies of these forms, along with a downloadable Microsoft Word template for students to use for theses, are available online via the Counseling Program website

(http://www.newpaltz.edu/psychology/graduate/counseling_forms.html). You will find these forms in the pages that follow:

- A. Call for Student Professional Competency Review
- B. Professional Counseling Competency Performance Evaluation
- C. Practicum/Internship Student Learning Objectives (SLOs)- These are the course objectives that we expect our students will master by the time they graduate from our program. They are useful reference points for you in your supervising your intern.
- D. Site Supervisor Evaluation Form: Practicum & Internship- The site supervisor completes these forms electronically during the practicum and internship semesters. These forms should be completed by the site supervisor at both the midterm and semester end time points. It is hoped that the site supervisor will discuss her or his evaluation of the student counselor during a supervision session.
- E. Audio/Video Recording Policy
- F. Audio/Videotape & Case Presentation Consent Form
- G. Certification of Client Consent Form
- H. Field Site Confidentiality Agreement
- I. Practicum Site Agreement- This is an agreement that outlines the mutual responsibilities of the practicum site and the Mental Health Counseling Program. It is sent to the site for signatures when the student is accepted for the practicum.
- J. Internship Site Agreement- This is an agreement that outlines the mutual responsibilities of the internship site and the Mental Health Counseling Program. It is sent to the site for signatures when the student is accepted for the internship.
- K. Weekly Hour Log
- L. Semester Hour Log
- M. Practicum Application Form
- N. Internship Application Form
- O. Graduation Application Form
- P. Developmental Feedback Form
- Q. Site Supervisor Evaluation of Program Form- This form should be completed by the site supervisor at the end of the student counselor's tenure with the site. This form can be anonymous and provides valuable information to the program faculty.
- R. CACREP Core Competencies
- S. CACREP Clinical Mental Health Competencies
- T. List of Mental Health Counseling Practicum & Internship Sites

B- 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 –skillful 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

C- STUDENT LEARNING OBJECTIVES- PRACTICUM/INTERNSHIP IN MENTAL HEALTH COUNSELING (COU530/COU771/COU772)

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

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

D- SUPERVISOR'S EVALUATION (MENTAL HEALTH 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 students, 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.
- ____ 3. Participates actively and willingly in supervisory assignments.
- ____ 4. Keeps appointments on time and completes supervisory assignments.
- ____ 5. 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:

Dr. Melanie S. Hill
Associate Professor and Counseling Program Director
Department of Psychology, Counseling Graduate Program
State University of New York at New Paltz
600 Hawk Drive
New Paltz, NY 12561-2440

F- AUDIO AND VIDEO-RECORDING POLICY

Audio and/or video-recordings of counseling sessions during your Practicum and Internship experiences are for the sole purpose of development, review, reflection and refinement of professional counseling skills. These audio and/or video-recordings are for graduate level instructional purposes only.

The Counseling Program highly values and requires audio or video-recording at all practicum and internship sites. The Counseling Program has developed the following guidelines for the audio and/or video-recording of individual and group sessions by graduate Practicum and Internship students:

- Any recording of counseling sessions by graduate practicum and internship students is to be used for supervision and/or educational/training purposes only.
- The content of such recordings are not to be disclosed to any person except the student's site supervisor, designated SUNY New Paltz graduate counseling program faculty, and counseling trainee graduate students involved in group supervision.
- For the purposes of adequate supervision, audio or video recordings need to be at least 20 minutes in length.
- All recordings and recording transcripts should be treated as personal health information (per HIPAA Privacy Rule) and should be kept locked and secure at the field site when not under review.
- Recordings can only be transported (from site to SUNY New Paltz) when they are not labeled with any client identifying information.
- All recordings are to be erased immediately after completion of supervisory review.
- Such audio and/or video-recording will be completed only with the full knowledge and approval of the client(s), site supervisor and agency administration.
- Clients should be informed (1) that the counselor is a counselor-in-training, (2) that the tape is used for training purposes only and will be reviewed by the on-site supervisor, the faculty supervisor, and counseling trainee graduate students involved in group supervision, (3) that they (the clients) have the right to refuse their audio tapes be used for this purpose, and (4) how long the consent is valid.
- Clients must sign a Recording Consent Form (Appendix F or site form containing identical information), which must be on file with the site supervisor prior to any audio and/or video-recording of student counseling sessions.
- The Recording Consent Form will remain on-site with the supervisor. However, prior to any case presentation or audio/video tape being shared in group supervision, the on-site supervisors must certify, by signing the Certification of Client Consent form, (Appendix G) that a Recording Consent Form (or similar form) is on file and that the client has been informed (1) that the counselor is a counselor-in-training, (2) that the tape is used for training purposes only and will be reviewed by the on-site supervisor, the faculty supervisor, and counseling trainee graduate students involved in group supervision, (3) that they (the clients) have the right to refuse their audio tapes be used for this purpose, and (4) how long the consent is valid.
- Students must complete the Field Site Confidentiality Agreement (Appendix H) verifying that they agree to abide by the policies in protecting the client's confidentiality and privacy in the handling and transportation of the audio or video tape. Violating the confidentiality of a client is considered an ethical breach of conduct.

F- AUDIO/VIDEOTAPE & CASE PRESENTATION CONSENT FORM

I grant _____ permission to conduct audio or video recording and conduct case
(Name of student clinician)
presentations in written and/or oral form on _____. I understand that any
(Name of client)

recordings or presentations are for supervisory consultation and/or educational/training purposes only and the content will not be disclosed to any person except the student's supervisor, University Internship Coordinator, designated graduate mental health counseling faculty, and other student clinicians involved in group supervision. I also understand that the tape(s) will be erased within 120 days or sooner if I so specify.

This authorization expires in 120 days or _____.

(Signature of Client)

(Signature of Parent or Legal Guardian)

(Date)

(Witness)

G- CERTIFICATION OF CLIENT CONSENT FORM

I _____(name of on-site supervisor) certify that the following conditions have been met:

The client on the audio- or video-tape labeled _____ (per ACA code of ethics, state law, and HIPPA regulations, no identifying information please), has been informed of the following (please check all that apply):

- The counselor _____(name of counselor) is a counselor in training.
- The audio- or video-tape is being used for training purposes only and will be reviewed by the on-site supervisor , the faculty supervisor, and counseling trainee graduate students involved in group supervision.
- The client has the right to refuse that their audio or video tape be used for this purpose.
- The client has the right to choose how long the consent is valid.

- I have, on file, a form signed by the client attesting to the fact that s/he was informed of these policies prior to being audio or video taped by the counselor in training.

Supervisor Signature

Date

Printed Name of Supervisor

H- FIELD SITE CONFIDENTIALITY AGREEMENT

Name of Student: _____

Practicum or Internship: _____

Semester/year of field site experience: _____

In accordance with American Counseling Association Code of Ethics, state law, and HIPPA regulations, I agree to abide by the following standards covering client audio and/or video recordings:

- I will not label my audio/video recording with any client identifying information.
- I will know where my audio/video recording is at all times.
- When possible, I will keep my audio/video recording in a locked location.
- Under no circumstances will I show or share client audio/video recording with anyone other than designated field site employees, SUNY New Paltz faculty, or graduate counseling trainees in the context of group supervision.

Should I fail to comply with the above standards, I understand that I will be subject to consequences as determined by the SUNY New Paltz faculty, which may include termination of the internship or expulsion from the Clinical Mental Health program. I understand and agree to the above listed standards.

Student Signature

Date

Printed Name of Student

I- MENTAL HEALTH COUNSELING PRACTICUM SITE CONTRACT

The responsibilities of the **Mental Health Counseling Program of the State University of New York at New Paltz**, hereafter referred to as the “College”:

1. The College will assume full responsibility **for planning and execution of the educational program** in Mental Health Counseling (e.g., programming, administration, curriculum content, the requirements for matriculation and graduation).
2. The College will **screen students for potential assignment** to the Organization based on (a) a determination of readiness (i.e., successful completion of prerequisite course work, recommendation from faculty members familiar with the student that the student has consistently demonstrated maturity, diplomacy and respect for others that is required to engage in the counseling of others); and (b) expressed interest by the student in the population served by the Organization.
3. The College will assign a **faculty instructor** to teach the Foundations of Mental Health Counseling (Practicum) course (COU530). The faculty instructor will be responsible for the following:
 - a. conducting weekly on-campus meetings with students, individually or in a seminar setting, to guide, supervise, critique and evaluate the student’s clinical experience for the College;
 - b. ensuring that the course requirements for the practicum are met through review of activity logs prepared by the student and verified by the Organization’s site supervisor;
 - c. establishing and maintaining contact with the Organization’s site supervisor to monitor the student’s performance; and
 - d. formally evaluating the student’s performance at the end of the clinical experience for the College with input from the Organization’s site supervisor.
4. The College will be responsible for ensuring that students assigned to the Organization have **completed training in Mandated Reporting of Child Abuse and Maltreatment** that is consistent with guidelines established by the New York State Office of Children and Family Services.
5. The College will instruct its students and faculty instructors to **respect the confidential nature of all information**, which they may obtain from clients, and records of the Organization. This shall include any audio or video taped recordings of student interviews with clients of the Organization with said recordings only to be made after written permission is obtained from the appropriate Organization personnel and from the client. Furthermore, it is understood that said recordings are to be played in supervision sessions with the Organization supervisor and faculty instructor only and shall be the property of the Organization and will be returned to the Organization no later than the conclusion of the student’s clinical experience with the Organization.
6. The College will **keep records** and reports of the activities of students in the Organization for the purpose of verifying that each student has completed course requirements and for use in future accreditation reviews by relevant educational oversight and accreditation organizations. These records shall include logs that document contacts with clients and collaterals and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Records and reports retained by the College will not contain client-identifying information.

I agree to the above mentioned responsibilities.

Director, Counseling Graduate Program

State University of New York at New Paltz

Faculty Instructor, Foundations of Mental Health Counseling

State University of New York at New Paltz

The responsibilities of [**Name of Organization**], hereafter referred to as the “Organization”:

1. The Organization will make the final decision on the **selection of students** for the clinical experience based on information provided by the College. Nothing in this agreement shall require the Organization to accept any student proposed by the College.
2. The Organization guarantees that it will provide students with a minimum of **100 hours** on site across the entire internship experience, of which at least 40 hours will be spent in direct service with actual clients, serving the development of counseling skills. Both individual and group work will be part of the direct client contact hours.
3. The Organization guarantees that it will provide a combination of individual and/or triadic totaling at **least one hour per week**.
4. The Organization will assign a **site supervisor** to each student selected who shall be
 - a. licensed and registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychologist, licensed clinical social work, or a licensed professional nurse or nurse practitioner
 - b. have at least of two years of paid experience providing mental health counseling services
 - c. have sufficient knowledge of the Organization’s policies and procedures relevant to the provision of counseling services in order to provide on-site clinical supervision to assigned students.

Any deviation from these requirements will require review and approval by the Director of the College’s Mental Health Counseling Program. This **on-site supervision** shall include the following responsibilities:

- a. assigning clients to students in order that students may gain experience in assessment and treatment of clients with a variety of psychological disorders using appropriate assessment tools and accepted treatment interventions;
 - b. assigning responsibilities to students that are commensurate with their training and abilities.
 - c. ensuring that students are oriented to relevant policies, procedures and practices of the Organization such as how services are documented in the Organization;
 - d. meeting with assigned students at least one hour per week to discuss and critique their clinical work and offer guidance and support as needed and appropriate;
 - e. providing feedback to the faculty instructor about the student’s performance; and
 - f. attesting to the student’s completion of clinical activities
 - g. completing a formal written appraisal of the student’s performance at the conclusion of the clinical experience.
5. The Organization will inform the College and students during the evaluation process of all **requirements that need to be met prior to placement** as a practicum student in the Organization (e.g., criminal background clearance, approval of driving record, completion of tuberculosis screening, other medical testing).
6. Prior to the assignment of students to the Organization, the Organization will inform the students of the **Organization’s policies, rules, standards of professional conduct, schedules and practices** that students are expected to follow. Each assigned student will be expected to agree to follow these policies, rules, standards and practices. If, in the course of the clinical experience in the Organization, the assigned student behaves in a manner that is in **violation** of these policies, rules, standards or practices, the Organization will immediately notify the assigned faculty instructor or the Director of the Mental Health Counseling Program. One of these representatives from the College will facilitate a meeting involving the student and appropriate Organization and College personnel to discuss the issues and develop an action plan that will require changes in the behavior of the student and may include additional education, guidance, monitoring or supervision by the faculty instructor and/or site supervisor. The Organization reserves the right to end the clinical experience of any student for a single serious violation or a pattern of behavior that is inconsistent with the Organization’s policies, rules, standards or practices.

7. The Organization will **make rooms available** for students that are private, have appropriate furnishings and are materially free of distractions in order to conduct individual and group testing and counseling services. The Organization will also make available space that is equipped for students to conduct other professional activities, such as reviewing client records, scoring tests, doing required charting, making phone calls, and conferring with other professionals and collaterals.

8. The Organization will provide students with the opportunity to develop program-appropriate audio/video recordings for use in both the individual on-site supervision and the in-class group supervision; opportunities for live supervision of student interactions with clients are also encouraged when possible.

I agree to the above mentioned responsibilities.

Printed Name of Organization

Name of On-site Supervisor

Signature of On-site Supervisor / Date

Name of Faculty Supervisor

Signature of Faculty Supervisor / Date

Name of Practicum Student

Signature of Practicum Student / Date

J- MENTAL HEALTH COUNSELING INTERNSHIP SITE CONTRACT

The responsibilities of **the Mental Health Counseling Program of the State University of New York at New Paltz**, hereafter referred to as the “College”:

1. The College will assume full responsibility **for planning and execution of the educational program** in Mental Health Counseling (e.g., programming, administration, curriculum content, the requirements for matriculation and graduation).
2. The College will **screen students for potential assignment** to the Organization based on (a) a determination of readiness (i.e., successful completion of prerequisite course work, recommendation from faculty members familiar with the student that the student has consistently demonstrated maturity, diplomacy and respect for others that is required to engage in the counseling of others); and (b) expressed interest by the student in the population served by the Organization.
3. The College will assign a **faculty instructor** to teach the Ethics and Professional Orientation: Internship in Mental Health Counseling course (COU771/772). The faculty instructor will be responsible for the following:
 - e. conducting weekly on-campus meetings with students, individually or in a seminar setting, to guide, supervise, critique and evaluate the student’s clinical experience for the College;
 - f. ensuring that the course requirements for the practicum or internship are met through review of activity logs prepared by the student and verified by the Organization’s site supervisor;
 - g. establishing and maintaining contact with the Organization’s site supervisor to monitor the student’s performance; and
 - h. formally evaluating the student’s performance at the end of the clinical experience for the College with input from the Organization’s site supervisor.
4. The College will be responsible for ensuring that students assigned to the Organization have **completed training in Mandated Reporting of Child Abuse and Maltreatment** that is consistent with guidelines established by the New York State Office of Children and Family Services.
5. The College will instruct its students and faculty instructors to **respect the confidential nature of all information**, which they may obtain from clients, and records of the Organization. This shall include any audio or video taped recordings of student interviews with clients of the Organization with said recordings only to be made after written permission is obtained from the appropriate Organization personnel and from the client. Furthermore, it is understood that said recordings are to be played in supervision sessions with the Organization supervisor and faculty instructor only and shall be the property of the Organization and will be returned to the Organization no later than the conclusion of the student’s clinical experience with the Organization.
6. The College will **keep records** and reports of the activities of students in the Organization for the purpose of verifying that each student has completed course requirements and for use in future accreditation reviews by relevant educational oversight and accreditation organizations. These records shall include logs that document contacts with clients and collaterals and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Records and reports retained by the College will not contain client-identifying information.

I agree to the above mentioned responsibilities.

Director, Counseling Graduate Program

State University of New York at New Paltz

Faculty Instructor, Ethics and Professional Orientation

State University of New York at New Paltz

The responsibilities of **[Name of Organization]**, hereafter referred to as the “Organization”:

1. The Organization will make the final decision on the **selection of students** for the clinical experience based on information provided by the College and the results of interview(s) with students screened by the College. Nothing in this agreement shall require the Organization to accept any student proposed by the College.
2. The Organization guarantees that it will provide students with **600 hours** on site across the entire internship experience, of which at least 240 hours will be spent in direct client contact. Both individual and group work will be part of the direct client contact hours.
3. The Organization guarantees that it will provide a combination of individual and/or triadic group supervision totaling at **least one hour per week**.
4. The Organization will assign a **site supervisor** to each student selected who shall be
 - a. licensed and registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychologist, licensed clinical social work, or a licensed professional nurse or nurse practitioner
 - b. have at least of two years of paid experience providing mental health counseling services
 - c. have sufficient knowledge of the Organization’s policies and procedures relevant to the provision of counseling services in order to provide on-site clinical supervision to assigned students.

Any deviation from these requirements will require review and approval by the Director of the College’s Mental Health Counseling Program. This **supervision** shall include the following responsibilities:

- h. assigning clients to students in order that students may gain experience in assessment and treatment of clients with a variety of psychological disorders using appropriate assessment tools and accepted treatment interventions;
 - i. assigning responsibilities to students that are commensurate with their training and abilities.
 - j. ensuring that students are oriented to relevant policies, procedures and practices of the Organization such as how services are documented in the Organization;
 - k. meeting with assigned students at least one hour per week to discuss and critique their clinical work and offer guidance and support as needed and appropriate;
 - l. providing feedback to the faculty instructor about the student’s performance; and
 - m. attesting to the student’s completion of clinical activities
 - n. completing a formal written appraisal of the student’s performance at the conclusion of the clinical experience.
5. The Organization will inform the College and students during the evaluation process of all **requirements that need to be met prior to placement** as an intern student in the Organization (e.g., criminal background clearance, approval of driving record, completion of tuberculosis screening, other medical testing).
6. Prior to the assignment of students to the Organization, the Organization will inform the students of the **Organization’s policies, rules, standards of professional conduct, schedules and practices** that students are expected to follow. Each assigned student will be expected to agree to follow these policies, rules, standards and practices. If, in the course of the clinical experience in the Organization, the assigned student behaves in a manner that is in **violation** of these policies, rules, standards or practices, the Organization will immediately notify the assigned faculty instructor or the Director of the Mental Health Counseling Program. One of these representatives from the College will facilitate a meeting involving the student and appropriate Organization and College personnel to discuss the issues and develop an action plan that will require changes in the behavior of the student and may include additional education, guidance, monitoring or supervision by the faculty instructor and/or site supervisor. The Organization reserves the right to end the clinical experience of any student for a single serious violation or a pattern of behavior that is inconsistent with the Organization’s policies, rules, standards or practices.

7. The Organization will **make rooms available** for students that are private, have appropriate furnishings and are materially free of distractions in order to conduct individual and group testing and counseling services. The Organization will also make available space that is equipped for students to conduct other professional activities, such as reviewing client records, scoring tests, doing required charting, making phone calls, and conferring with other professionals and collaterals.

8. The Organization will provide students with the opportunity to develop program-appropriate audio/video recordings for use in both the individual on-site supervision and the in-class group supervision; opportunities for live supervision of student interactions with clients are also encouraged when possible.

I agree to the above mentioned responsibilities.

Printed Name of Organization

Name of On-site Supervisor

Signature of On-site Supervisor / Date

Name of Faculty Supervisor

Signature of Faculty Supervisor / Date

Name of Intern

Signature of Intern / Date

K- PRACTICUM/INTERNSHIP WEEKLY LOG OF HOURS

_____ Log # _____
 Student Name _____

Date: from _____ to _____

_____ Semester

_____ Semester/Year

_____ Site Name

This log is for:

Practicum

Internship 1

Internship 2

	Direct Hours												Administrative Hours					Supervision			Total Hours
	Individual Counseling				Group Counseling				Family Counseling				Staff	Case notes	Scheduling	Other	Total	Individual	Group	Total	
	Observed	Co-facilitated	Conducted	Total	Observed	Co-facilitated	Conducted	Total	Observed	Co-facilitated	Conducted	Total									
Wed																					
Thurs																					
Fri																					
Sat/Sun																					
Mon																					
Tues																					
	Total Direct Service												Total Administrative					Total Sup			Total

Intern Comments:

Supervisor Comments: optional

_____ On-Site Supervisor Initials

_____ Intern Initials

L- PRACTICUM/INTERNSHIP SEMESTER LOG OF HOURS

Student Name _____

Semester/Year _____

Site Name _____

Circle course this log is for:

Practicum

Internship 1

Internship 2

	Direct Hours											Administrative Hours					Supervision			Total Hours	
	Individual Counseling				Group Counseling				Family Counseling				Staff	Case notes	Scheduling	Other	Total	Individual	Group		Total
	Observed	Co-facilitated	Conducted	Total	Observed	Co-facilitated	Conducted	Total	Observed	Co-facilitated	Conducted	Total									
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
	Total Direct Service											Total Administrative					Total Sup			Total	

On-Site Supervisor Signature _____

Intern Signature _____

M- PRACTICUM APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to [Mental Health/School Counseling] (circle one) Practicum. I confirm that I have successfully completed the introductory core courses (COU510, COU515, COU520) by the end of _____ semester, as evidenced by receiving a B or better in each individual course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: **(an unofficial transcript also needs to be attached to this application for review).**

COURSE	SEMESTER/YEAR ENROLLED AND COMPLETED	FACULTY INSTRUCTOR	GRADE Or Expected Grade
COU510: Counseling Theories			
COU515: Counseling Skills			
COU520: Career Development, Counseling, & Assessment			
SAMPLE: COUXXX	Fall 2010	Dr. Jane Doe	A

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

N- INTERNSHIP APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to Internship in Mental Health Counseling School Counseling.

I confirm that I have successfully completed COU 530 Foundations of School Counseling or COU 535 Foundations of Mental Health Counseling by the end of _____ semester, as evidenced by receiving a B or better in each individual course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: **(an unofficial transcript also needs to be attached to this application for review).**

COURSE	SEMESTER/YEAR ENROLLED AND COMPLETED	FACULTY INSTRUCTOR	GRADE Or Expected Grade
COU 530: Foundations in Mental Health Counseling <u>or</u> COU 535: Foundations in School Counseling			
SAMPLE: COUXXX	Fall 2010	Dr. Jane Doe	A

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

O- GRADUATION APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to Graduation. I confirm that I have successfully completed all of the coursework necessary including COU771/772 Internship in Mental Health Counseling or COU781/782 Internship in School Counseling by the end of _____ semester, as evidenced by receiving a B or better in each Internship course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: (an **unofficial transcript AND an updated plan of study** also needs to be attached to this application for review).

COURSE	SEMESTER/YEAR ENROLLED AND COMPLETED	FACULTY INSTRUCTOR	GRADE Or Expected Grade
COU771: Internship in Mental Health Counseling I <u>or</u> COU781: Internship in School Counseling I			
COU772: Internship in Mental Health Counseling II <u>or</u> COU782: Internship in School Counseling II			
SAMPLE: COUXXX	Fall 2010	Dr. Jane Doe	A

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

P- DEVELOPMENTAL FEEDBACK FORM

Student: _____ Adviser: _____ Date: _____

Student requesting to proceed to: Practicum / Internship 1 / Internship 2 / Graduation

Feedback to the student is from the entire counseling faculty and based on these criteria:

4 exceeds standard / 3 meets standard / 2 approaches standard / 1 does not meet standard

Additional comments are also provided.

_____ Academic Performance:

_____ Professional Development:

_____ Counseling Skills:

_____ Personal development:

Student and advisor signatures confirming this information has been reviewed with adviser:

Student: _____ Date: _____

Advisor: _____ Date: _____

Q- PRACTICUM AND INTERNSHIP SITE SUPERVISORS' EVALUATION OF THE MENTAL HEALTH COUNSELING GRADUATE PROGRAM

Results

Based on your experience with students of the SUNY New Paltz Mental Health Counseling Graduate Program, please indicate the extent to which you feel our program prepared our students 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	

Item	Supervisor Rating
28. Skills and techniques in effective counseling relationships	
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 most like us to know about the students 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

Counseling Program, Psychology Dept.

600 Hawk Drive

New Paltz, NY 12561

Attn: Survey

R- CACREP CORE COMPETENCIES

1. PROFESSIONAL ORIENTATION AND PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. 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
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. 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 students 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 students 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

S- CACREP CLINICAL MENTAL HEALTH COUNSELING COMPETENCIES

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health 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 clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health 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

T- 2017 MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP SITES

Access: Supports for Living Inc.

Children's Home of Poughkeepsie

Dutchess County Community College Counseling and Career Services

Institute for Family Health

Oncology Support Program of the HealthAlliance of the Hudson Valley

Step One: Highland / Ellenville / Lake Katrine

Sullivan Correctional Facility

SUNY New Paltz Psychological Counseling Center

The Arc of Ulster-Greene: Ulster Rehab Clinic

HPA/LiveWell