Counseling and CSSA Program

INTERNSHIP Handbook

College of St. Rose

2012-2014

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COUNSELING & CSSA INTERNSHIP GUIDELINES, APPLICATION AND INTERVIEW

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

Interns are required to be knowledgeable of and agree to follow the ethical and professional guidelines for practice based on the American Counseling Association's Ethical Guidelines/ACPA/ASCA.

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

Interns are required to attend an orientation meeting early in the semester to complete the application process. Interns may find it helpful to talk about their internship plans with their advisor prior to this meeting as well as review pertinent information in the Field Placement Office, 1st Floor Lally Building.

The internship application will be evaluated primarily in terms of potential dual relationship conflicts, the degree to which the faculty believes the proposed internship would meet the requirements as well as the spirit of school counseling, mental health counseling and college student services administration internships. Interns should carefully read the enclosed counseling internship roles and responsibilities prior to meeting with prospective internship supervisors/sites. Interns will be responsible for interviewing the potential site supervisor.

Interns are required to follow all steps as outlined below. Prior approval of internships is needed by the student's academic advisor in accordance with the internship guidelines prior to beginning the internship. Interns are not to begin an internship without the written consent of their academic advisor. Interns need to have the **Cooperative Agreement and Internship Intent**Form signed by both the intern and the site supervisor after internship approval. The cooperative agreement must be completed with all signatures and handed in to Field Placement/the Internship Coordinator prior to the start of internship.

Students should take their internship in the last semester or year of their program. All required coursework related to the internship should be completed prior to placement. Occasionally a student may be allowed to take such courses as electives during their internship. These should be approved by the student's advisor. The internship experience is meant to be developmental in nature, and thus must be completed over the full 15 weeks of the course of the semester

Fingerprinting and Background Check Policy

Students applying for internship must follow the fingerprinting and background check policy as stated in the graduate catalog/program handbook. Students must complete the appropriate checks prior to starting internship. Failure to do so will result in temporary suspension from internship until the policy is followed.

For School Counseling students: Fingerprinting clearance for the New York State Department of Education is required prior to the school counseling internship. Fingerprinting information is available on the TEACH website @ www.highered.nysed.goc/tcert/teach More information can be found at http://www.strose.edu/academics/schoolofeducation/fieldplacementandadvisement and will be reviewed at the school counseling internship orientation meeting.

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

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

Internship Log

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

Supervision

Students are required to receive supervision on-site with a professional who has at least a Master's Degree in Counseling (or student's advisor may approve related graduate degrees) during their Counseling/CSSA Internship. Students will also meet regularly throughout the semester with faculty liaison (a minimum of 4 times) during both internships. The appointment with the faculty liaison will be at least one hour. Your faculty liaison may also choose to set up group meetings with counselors/CSSA interns from the three concentration areas as part of this supervision experience.

Faculty liaisons are required to submit a written report following every contact with the intern and/or site supervisor. The purpose of the report is to track student's progress in addition to mid-term and final evaluations. The form is to be submitted to the Internship Coordinator by either hard copy or electronically.

Group supervision is provided during both Masters' Seminar classes for students in the Counseling Program. During the required Master's Seminar Course CSL 589, students will be required to provide audiotapes, videotapes or process recordings of themselves working with

clients at their internship site. This is standard practice that provides an opportunity for students to receive feedback on their skills. The emphasis of the seminar class includes case management, ethics, and case conceptualization.

Dismissal from Internship

In addition to meeting the requirements for admission to the Counseling/CSSA program and complying with the expectations set forth by the department for securing an internship, students are expected to conduct themselves according to the standards of a graduate level professional as outlined in the graduate handbook, the CSR 8 and the PQA code set forth in this handbook, the Code of Ethics of the American Counseling Association (ACA), and/or American College Personal Association (ACPA) to maintain the professional standards set forth by the Counseling/CSSA Program.

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

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

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

Procedure for Inappropriate or Unethical Behavior:

- 1.) Meeting and discussion between student and designated faculty liaison/college supervisor and Internship Coordinator
- 2.) Documentation of complaint
- 3.) Notice to be given to student in writing
- 4.) Meeting with student, college supervisors, site supervisor, and other department members (if appropriate)
- 5.) Recommendation or Implementation of action to be taken
- 6.) Continuation in internship as a probationary student or termination from internship or termination from the Counseling/CSSA program.

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

- Student does not fulfill the roles and responsibilities of the internship.
- Student does not complete the required hours for internship.
- Failure to follow agency, school, internship setting procedures and policies.
- Failure to pass practicum/seminar courses (CSL 589/590) or maintain academic standards for the program.

<u>Dismissal from Internship Not Related to Student Behavior, Conduct, or Academic Standing</u>

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

- 1) Student or site supervisors should inform the college supervisor/faculty liaison of any violations of the Internship Agreement.
- 2) The college supervisor/faculty liaison should document these problems.
- 3) The college supervisor/faculty liaison and Internship Coordinator will meet with the student and site supervisor or site administrator (if appropriate) and appropriate faculty.
- 4) A course of action will be implemented:
 - a.) solution to the violation in accordance with program and college policies

or

b.) re-assignment of student to another supervisor or portion of the internship site (requirements of supervisor and internship must meet program and college policies)

or

c.) removal of the student from the internship and re-assignment (following the procedures for attaining an internship) at another internship site.

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

Counseling and CSSA Steps for Internship

Step 1

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

Step 2

- Attend the **mandatory** Counseling/CSSA internship meeting/orientation.
- The **internship application** will be filled out & handed in at the meeting.

Step 3

- > Submit current electronic (word document preferred) resume to the Internship Coordinator
- **by the deadline** identified at the meeting. All paperwork (ADVISOR APPROVAL, RESUME & APPLICATION) must be turned into the FPO or Internship Coordinator by the application deadline in order to go on internship the following semester.

Step 4

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

Step 5

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

ADVISOR APPROVAL FOR INTERNSHIP

College Student Services Administration Mental Health Counseling (Community & College Track) School Counseling

Student's Name:				
Today's Date:				
Program (please circle):	CSSA	Counseling		
I am applying for a 300 hour program/concentration:	internship for next	semester in the following	lowing	
CSSA				
Mental Health Coun please specify: Con	_	ge program		
School Counseling:	Please circ	ele: This is my 1 st	2^{nd}	internship.
Lally, Dean's Suite) in order fo Student Signature	Date		трісіс.	
Advisor's signature				
Note to Advisors:				
Are all workshops completed?	Yes No			
If necessary, internship approva	al for this advisee is	contingent on the fo	llowing:	

INTERNSHIP INTENT FORM

I,, am accepting an internship at the following site for the upcoming academic semester. I understand that I must complete 300 hours of internship over the
full course of the academic semester. I understand that I must complete 300 hours of internship over the full course of the academic semester. I understand that prior to beginning my internship, a completed and signed contract must be turned into the Field Placement office.
Semester I am interning at this site: /
Semester I am interning at this site: Semester Year
This is my: 1 st or 2 nd internship
A phone number where I can be reached: ()
Location:
Name of Site:
Complete Address of Internship Site including zip code:
Phone Number of Site: ()
Supervision:
Supervision will be provided by (name of supervisor, degree and certification of supervisor):
Consistent with the requirements of internship outlined in the Program Handbook, the site has agreed to provide formal supervision which will occur at least once per week for an hour, tentatively scheduled for (date/time):
Phone number of site supervisor if different from above: ()
Internship Start & End Dates:
Please specify the following:
Start date: Ending date: Day/Month/Year Ending date: Day/Month/Year

O 1	semester start date, January 17th, the site supervisor has necessary until a Faculty Liaison has been assigned.
Please initial:	
	t this Intent Form must be submitted to Field Placement Office d prior to having the Cooperative Agreement signed.
The College of Saint Rose require date is prior to the semester, I und	ending my internship prior to or after the academic semester at as prior approval from the Internship Coordinator. If my start erstand that it is my responsibility to get approval from the al from the site supervisor to provide supervision until The egins.
	t if I go past the end of the academic semester, I am agreeing to ours are finished. I also understand this requires prior approval
employment. I understand that relative who is a student, client knowledge, requested placements	hat I may not complete an internship in my current place of I will not be placed in the same building with an immediate or an employee. I certify that I have not, to the best of my in a building with an immediate relative. Additionally, after all Placement Office, I will notify the office as soon as possible
Signature:	Date:

LEARNING OBJECTIVES

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

Professional Growth

oal One:
bjectives to meet this goal: 1. 2. 3.
oal Two:
bjectives to meet this goal: 1. 2. 3.
ersonal Growth oal One:
bjectives to meet this goal: 1
oal Two:
bjectives to meet this goal: 1

INTERNSHIP AND SEMINAR RESPONSIBILITIES FOR COUNSELING PROGRAM STUDENTS

School and Mental Health Counseling

CSL 589 Seminar I (Co-requisite with CSL 591/593) CSL 590 Seminar II (Co-requisite with CSL 592/594)

CSL 591 Internship I School Counseling CSL 592 Internship II School Counseling

CSL 593 Internship I Mental Health Counseling CSL 594 Internship II Mental Health Counseling

The counseling internship is a professional 300 - hour experience primarily aimed at developing proficiency in the skills students will eventually need on the job. Individual and group counseling skills are highlighted, as is work with various populations. Students are required to complete two 300 hour internships over the course of two semesters. Students are required to provide audiotapes, videotapes or process recordings of some of their counseling sessions and to receive weekly scheduled case supervision from their on-site supervisor. In addition to group supervision in the seminar classes, interns will receive supervision from a St. Rose faculty liaison/college supervisor that will include at least four meetings throughout the semester and at least one site visit.

The counseling internship requires students to:

- complete each 300-hour internship over the full course of the semester at approved internship sites (i.e. 600 hours over 2 semesters)
- have a diverse case load in terms of age/ gender/ race/ ethnicity/ability/ socioeconomic status/sexual orientation/students with English as a second or other language
- have at least six individual clients for personal counseling
- co-lead/ lead a counseling group
- have at least 40 hours of direct counseling experience of which 10 hours must be group counseling
- provide at least 120 hours of direct services
- meet regularly with a Saint Rose faculty liaison for either group or individual supervision

The Master's Seminar in Counseling, which is taken along with the internship in counseling, requires students to:

- conceptualize clients from a variety of theoretical perspectives
- provide audiotapes, videotapes, or process recordings of work with clients
- actively participate in giving and receiving feedback on cases and evaluating work with clients and students

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

CSL 591/592 Internship: School Counseling I & II

Students are required to complete two (2) 300-hour internships over the course of two (2) semesters. The internships are aimed at developing expertise in the roles and responsibilities of a professional K-12 school counselor. Students must be supervised by a New York State certified school counselor. Students are encouraged to complete their school counseling internship at a site that follows a developmental model that involves parents, that serves a diverse student body, and that provides individual and group counseling services as part of a comprehensive, developmental school counseling program.

The school counseling internship requires students to:

- meet the general requirements of the counseling internship as listed on page 19
- receive K-12 experience by completing 300 hours of internship over the course of a semester at one level, and 300 hours of internship over the course of another semester at a different level.
- carry a diverse caseload in terms of age/ gender/ race/ ethnicity/ability/ socio-economic status/sexual orientation/students with English as a second or other language
- provide a variety of individual counseling services including academic, career and personal/social counseling
- provide a variety of group counseling services (small and large groups)
- collaborate with parents
- collaborate with the teachers, staff and administrators of the students they are counseling
- organize and conduct on-going large group guidance activities
- gain experience with at-risk students and special needs students, including ESOL students
- gain experience with the Committee on Special Education process; this could include contact with BOCES
- participate in committee meetings (i.e. Child Study Team, Academic Intervention Team, etc.)
- apply a developmental model to their work
- meet with the faculty liaison on a regular basis

Suggested School Counseling Activities

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

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

Individual Counseling

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

Crisis intervention

Parent/teacher conferences

Consultation with special education classrooms

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

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

Parent education groups

Career fairs/college night/open houses

Career development activities (employability skills training)

Working with college and non-college bound students

New student enrollment/orientation

Academic advising/scheduling/transition planning

School-to-work/college transition planning

Observe other counselors in counseling sessions

CSL 593/594 Internship: Mental Health Counseling (Community and College) I & II

Students are required to complete two (2) 300-hour internships over the course of two (2) semesters. The internships are aimed at developing knowledge and expertise in the practice of mental health counseling. Students in the community counseling track will be required to complete two separate internships at two different agencies. Students in the college counseling track will be required to complete their first internship in a community counseling setting and the second internship in a college counseling setting.

The mental health counseling internship requires students to:

- meet the general requirements of the counseling internship as listed on page 19
- develop intake, assessment, and evaluation skills
- become familiar with crisis management and intervention protocols
- become familiar with managed health care systems (insurance reviews)
- carry a diverse caseload in terms of age/ gender/ race/ ethnicity/ability/ socioeconomic status/sexual orientation/persons with English as a second or other language
- carry a multi-problem caseload in terms of presenting problems
- develop expertise in individual counseling
- develop expertise in group counseling
- develop expertise in couples counseling, family treatment, and consultation in case management with collateral agencies and programs
- gain experience with other social services agencies
- develop and present a workshop
- meet with the faculty liaison/college supervisor on a regular basis

Suggested Mental Health Counseling Activities

Intakes

Assessment

Crisis intervention

Individual therapy

Group counseling

Parent education/support groups

Social skills training

Behavioral assessments

Consultation with schools

Coordination of community services

Family counseling

Supervision of individual, group, and family work

Case conferences/staffing/treatment planning

Parent consultation

MINIMUM REQUIREMENTS FOR INTERNSHIP/INTERVIEW CHECKLIST

School Counseling and Mental Health Counseling (Community & College Internships)

Internship location:		
Internship supervisor (name & phone #):		
Can the site provide the intern with 120 hours of direct services (of which at least 30 hours are direct counseling and 10 hours must be group counseling) including:	YES	NO
 individual and group counseling assessment / evaluation consultation with parents consultation with staff consultation with collaterals psycho-educational groups large group guidance/programming crisis intervention 		
*for mental health counseling interns:		
Is the site supervisor a certified School Counselor? (school counselors only) or a Licensed Mental Health Counselor, Psychologist, or Social Worker?		
Can the site provide the intern with a minimum of six clients / students for personal counseling and small group work?		
Can the site provide a diverse caseload in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?		
Can the site provide a minimum of one hour per week of scheduled supervision to discuss cases with a Master's level mental health professional or a NYS certified school counselor with a minimum of two years of experience?		

Can the intern complete process recordings, audiotapes, or videotapes of counseling sessions in order to meet seminar requirements?	
Can the site expose me to the use of level A, B or C diagnostic tools and assessments?	
Is appropriate office space available?	
What are the limits of confidentiality policies regarding suicide, pregnancy, alcohol or drug use, or running away from home?	
Who will make the intern aware of these policies?	

CSS 596 Internship: College Student Services Administration

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

The college student services administration internship requires students to:

- complete the internship over the course of the semester
- organize and to conduct at least two programs for the student body
- organize and conduct a staff development workshop for college personnel, resident assistants, etc.
- participate in multicultural student group activities
- participate in campus groups/ committees aimed at enhancing the campus climate/ student development
- provide direct services to students including programming, staff development, and small group work
- meet with the faculty liaison on a regular basis
- **Students wishing to intern at a career center must take CSL 554 before their internship Suggested CSSA Activities

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

MINIMUM REQUIREMENTS FOR INTERNSHIP/INTERVIEW CHECKLIST

College Student Services Administration

Internship location		
Internship supervisor (name & phone #):		
	YES	NO
Will the site provide the opportunity to assess students' needs and to develop and implement appropriate programs? (ie. workshops, training sessions, classroom presentations, activities, fairs, etc.)		
Will the intern have the opportunity to develop outreach skills?		
Will the intern learn about and be involved in typical administrative work for this area?		
Will the intern work with a diverse student population in terms of gender, sexual orientation, race, ethnicity, ability, socio-economic status, and persons for whom English is not the first language?		
Will the intern learn about collaborative relationships within student affairs?		
Will the intern be involved in committee work?		
Will the intern attend staff meetings?		
Will the site provide a minimum of one hour per week of scheduled supervision with a Master's level practitioner with a minimum of two years' experience?		
Will the site provide training on appropriate policies? (ie. confidentiality, referral, etc.)		
Who will make the intern aware of these policies?		

RESPONSIBILITIES OF THE FACULTY LIAISON/COLLEGE SUPERVISOR

For Interns in the Graduate Counseling and CSSA Programs
College of St. Rose

LIAISON WITH SITE SUPERVISORS

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

ASSIGNMENTS

▶ Contact with Interns

Make contact with interns <u>at least one week</u> after receiving contact information during orientation meeting.

▶ Regular Meetings with Interns

Meet with interns on a regular basis to develop their learning objectives and to make sure the goals of internship are being met. You should meet with students at least 4 times during the semester (an initial meeting, meetings to review the mid-term & final evaluations, and a meeting to check weekly activity records to ensure hours are being met).

▶ Mid-term & Final Evaluations

Interns are responsible for having you sign off on their mid-term and final evaluations. Please sign and date when you have reviewed the document with them. Please return the evaluations to the Intern Coordinator (you may also have the student do this). The evaluations are in Scantron format and should <u>not</u> be photocopied; please turn in original forms only.

▶ Weekly Caseload & Activity Records

Interns will also be reviewing their weekly caseload and activity records with you to ensure quality and quantity of experiences at their site(s). These records help to make sure the intern is on track in terms of meeting their requirement for hours. Be sure to check the logs every time you meet with your students.

Documentation of Hours

At the end of the internship, it is the student's responsibility to have his/her site supervisor sign off that the required number of hours for internship has been met on school/agency letterhead. Be sure to remind your students to get this information, and keep the intern coordinator informed if a student is in danger of not completing his/her hours (most likely, s/he will need to take an Incomplete – this will be arranged between the student & the intern coordinator with input from you).

▶ Learning Objectives: Personal & Professional Goals

Encourage students to review their personal and professional goals with their site supervisors. You can use the goals as a starting point for your meetings with them as well. Students will complete & review these goals in their seminar classes and are

expected to review them with you within the 1st month of internship.

▶ Grades

The Intern Coordinator will contact you near the end of the semester for input into grades (pass/fail) for the internship experience.

REPORT OF MONTHLY MEETING

A written report will be submitted following every contact with student and/or site supervisor. The purpose of report is to track student's progress in addition to midterm and final evaluations. The form is to be submitted to the Internship Coordinator by either hard copy or electronically.

CLINICAL SUPERVISION

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

THE COLLEGE OF ST ROSE COUNSELING/CSSA PROGRAM

FACULTY LIAISON REPORT

STUDENT NAME:	DATE:
INTERNSHIP SITE:	
FACULTY LIAISON:	_MEETING #
ISSUES DISCUSSED: i.e. hour requirement	ts, case load, evaluations,
STRENGTHS/ACHIEVEMENTS:	
CONCERNS:	
CONTACT WITH SITE: i.e. email, phone,	site visit?
WHAT BEST DESCRIBES STUDENT'S PI	ROGRESS TO DATE?_i.e. on-target, have some concerns,
etc	
THIS INFORMATION HAS BEEN SHARE	CD WITH STUDENT YES NO
SIGNATURE OF LIAISON:	

INTERNSHIP WEEKLY CASELOAD AND ACTIVITY RECORD

Instructions: Please complete this form at the end of each week and bring it to your meetings with your faculty liaison.

Name:	Week #	Date(s):	
Weekly Caseload # Total # Site Supervisor:		Weekly Total Hou Previous Total Ho Current Total Hou	ours:
Description of Sessions/Activitie	s (i a _individual:	Time	Comments
group; classroom; other, please		(Hrs.)	Comments
Faculty Liaison Signature:			
Site Supervisor Signature:			

The College of Saint Rose

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www.strose.edu

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

Name of Organization (School/Agency):			
Address, City, State Zip Code:			
This agreement between	Γhe College of Saint Rose and	the above named Organization shall be	
effective from	to	unless either party desiring	
MM/DD/YY			
to terminate this agreement effective date.	nt gives written notice of such te	ermination at least thirty days before the	

Statement of Agreement

The College shall:

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

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

The Organization Shall:

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

Indemnification:

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

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

NOTIFICATION:

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

This section below to be completed by College of St. Rose Representative:	This section below to be completed by Organization Representative:
Internship Coordinator or Field Placement and Advising Coordinator The College of Saint Rose 432 Western Avenue Albany, New York 12203 Phone: (518) 454-5169	Name of Representative: Title of Representative: Organization Name: Address: City, State, Zip Code: Phone: () Email:
CSR Representative please sign below:	Organization Representative please sign below:
By:	By:
Date:	Date:
Witness:	Witness:
Date:	Date:
Student Agreement:	I
and organizational policies regarding suicidal	ideation, pregnancy, alcohol or drug use, or abuse. 300 hour experience over the full course of an
This agreement is made between	and
	Organization's Designated Supervisor)
(Counseling/CSSA Student Intern)	
fromto(MM/DD/YYYY) (MM/	forhours per week.
Organization Supervisor's Signature:	Date:
Student Signature:	Date:

Appendix A

Professional Qualities Assessment

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

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

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

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

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

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

Professional Qualities Assessment Report

Student's Name		Date			
Fac	culty Member				
 Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the student is suited for a professional role in education. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching. Student's performance in this category is appropriate to the profession. 					
Co	mmunication Skills Rating: 1	2 3			
	effectively communicates orally in a constructive, direct, and	appropriate manner			
	writes in a way that is clear, accurate, and professionally effective				
	responds to people, work, and challenges in an emotionally m	lature manner			
	is respectful in communicating with others solicits and gives feedback				
	engages in collaborative interactions with others				
	uses appropriate conflict resolution skills to handle difference	es of opinion			
	participates in an open exchange of ideas	o or opinion			
Professional Responsibility/Accountability Rating: 1 2 3					
	attends to and completes academic and professional duties in				
	reflects on his/her own performance	J			
	accepts, receives, and integrates feedback				
	collaborates with colleagues and works as a team member				
	displays an appearance that is consistent with professional ex	pectations			
	shares in the workload of the group or organization				
_	is accountable for his/her own work rather than deflecting responsibility elsewhere				
	works within the rules and expectations of the group or organ				
	demonstrates a commitment to continuing professional growt	n and development			
Etl	hics Rating: 1	2	3		
	values, models, and promotes respect for all individuals				
	demonstrates awareness and sensitivity to diverse populations				
	recognizes and works within role boundaries within the professional context				
	demonstrates honesty and integrity in all situations				
	gives credit where it is due				
	displays professional behavior in terms of language and dress respects privacy and confidentiality where appropriate				
	models intellectual curiosity, open-mindedness, and critical analysis				
_	demonstrates a commitment to providing educational services				

Professional Qualities Concerns Form Conference Documentation

Stı	udent's Name	Date			
Pre	ogram	-			
	The student has been referred on the basis of a performance concerns check on the attached Professional Qualities Assessment Report. The category (ies) of concern is:				
	Communication Skills				
	Professional Responsibility/Accountability				
	Ethics				
Th	The following strategies have been identified to improve performance in the area(s) of concern:				
Plans for follow-up to this meeting include:					
Fa	culty Signature:Date:				
Fa	culty Signature:Date:				
Stı	udent Signature: Date:				
Ch	nair's Signature:Date:				
Re	eceived by Advisor Date				