The College of Saint Rose

Internship Supervisor Handbook
2004-05
The College of Saint Rose - Internship Sequence

1- Pre-Internship
- Students complete prerequisites, and all workshops
- Student must have at least 24 credits
- Student must have taken majority of courses in internship concentration
- Students follow handbook for exact courses needed prior to internship

2- Application Process
- Student obtains signature from academic advisor for approval to pursue internship
- Student attends internship meeting
- Student hands in appropriate application paper work to Field Placement Office

3- Interview and placement
- Field Placement Office notifies student with contact information
- Student sets up interview
- Student interviews using interview checklist, then contacts Field Placement Office afterward
- If site chooses intern, then a "Statement of Purpose" is created and sent to Field Placement Office

4- Internship
- Students report to internship site
- Students are responsible for attending practicum, and meetings with site supervisors and CSR supervisors
- Students are responsible for intern log, and evaluations (mid-term and final)
# Internship Supervisor’s Handbook

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The Saint Rose Internship

I. A. Overview

It takes a lot of preparation to create an effective field experience. The College of Saint Rose takes great pride in preparing its professionals and we are extremely grateful for your willingness to supervise one of our students. In this handbook you will find a great deal of information that will help you to understand the rigorous academic program we have followed in the preparation of our students, the types of internships and the expectations we have for our students, the role of the supervisor, and the methods of assessment that we use to evaluate an internship.

If any aspects of the program or its expectations seem unclear, or if you have any questions, feel free to contact us through the numbers and addresses below. Most of all, on behalf of the faculty and administration at The College of Saint Rose, we are honored that you are willing to be a part of this process and we extend our sincere gratitude for your investment of time and expertise.

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B. The Supervisor’s Role

The College of Saint Rose internship (for School Counseling, College Student Personnel, Community Counseling, and College Student Services Administration) is designed to provide optimum supervision for this critical junction in the student’s program. Students will have taken at least 24 credits (many will have taken more), prior to this experience. The students will be interning at a site for approximately 20 hours per week. Many of these students will also be taking other evening courses, studying for comprehensive examinations, and meeting weekly with their seminar class.

There are several roles for professionals involved in this process. These include:

- **Faculty Advisor** – Each student will need to obtain the approval of his or her advisor prior to seeking an internship experience. A full-time faculty member will be assigned to each student from the start of his or her program.

- **Seminar Professor** – During each semester of internship, students will be required to attend a weekly course that will address case conceptualizations, treatment planning, ethics, and other assorted issues in the field.

- **Field Placement Coordinator** – The field placement office is responsible for contacting internship sites (they also place hundreds of other internships and student teachers for other programs). They will manage students’ files that include a *Statement of Purpose* and a *Contract* between The College of Saint Rose and the Internship site. This office also contacts schools and agencies to create ongoing relationships with sites that train future professionals.

- **Internship Coordinator** – A designated faculty member within the program will be responsible for working with the Field Placement Office in overseeing the internships. The coordinator will also assign the interns to CSR Faculty Liaisons.

- **Faculty Liaisons** – Adjunct and full-time faculty members will be assigned to liaison with all interns in the field (see pg. 6). They will meet with the student regularly throughout the semester to provide supervision and guidance for issues, problems, and typical occurrences in the field. Liaisons are also responsible for visiting internship sites and maintaining relationships with site supervisors.

- **Site Supervisor** – Each student will also have a designated site supervisor that will work directly on site with him or her. The site supervisor will oversee the actual internship on a day-to-day basis as well as provide supervision and a variety of experiences outlined in this handbook.
C. RESPONSIBILITIES OF THE COLLEGE/FACULTY LIAISON

For Interns in the Graduate Counseling Program
College of St. Rose

Liaison with Site Supervisors

- 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.
- Complete and return site visit form to the Intern Coordinator.
- Consult with site supervisor regularly (at least once every 2 weeks) to check on intern’s progress.
- Consult as needed with full-time faculty, including Dept. Chair, Internship Coordinator and Seminar instructors with questions related to hours, supervision or placement issues.

Assignments

- Meet with interns on a regular basis to make sure the learning objectives from their Statement of Purpose(s) are being met in their internships. 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).
- 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 not be photocopied; please turn in original forms only. Due dates are listed right on the forms.
- Interns will also be reviewing their weekly caseload and activity record with you to ensure quality and quantity of experiences at their site(s). These records also serve as proof of completion of internship hours required for a passing grade. Please have the students submit photocopies of their recorded hours at the end of the semester to the Internship Coordinator.
- The Intern Coordinator will contact you near the end of the semester for grades (pass/fail) for the internship experience.

Clinical Supervision

- Only as needed in cases where on-site supervision is inadequate or problems arise.
II. Summary of Training For CSR Internships

Prior to an internship, each student must complete at least 24 credits, the majority of coursework in the concentration, and several key courses. This section includes three guidelines for preparation (CACREP, NCATE, CSR-8), program requirements, and pre-intern course requirements.

A. Counseling Mission
B. CACREP – 8 core objectives
C. CSR – Conceptual framework
D. NCATE unit standards
E. Required coursework
F. Requirements for internship
G. CSSA Mission & Program
A. Mission

The College of Saint Rose Counseling program is intended to prepare competent mental health professionals for the counseling field. The program creates an academic and experiential environment in which graduate students are challenged to develop counseling ability which will prepare them for work in community, college, or school settings. The respective concentrations (Community, College, School) prepare counselors to address needs of their chosen populations in a pluralistic society. Students are encouraged to become culturally sensitive counselors, lifelong learners, and become actively involved in their own personal/professional development.

B. Eight Core Objectives

Graduate level counseling is designed to build upon and go beyond undergraduate psychological or developmental principles. Specialization will be involved for specific environments. The College of Saint Rose has created a curriculum to reflect national trends as well as meet the needs of counselors in the State of New York. The counseling program has eight core objectives. These objectives provide an educational paradigm that balances academic, experience and personal growth. The eight core objectives are based on the eight common core developed by CACREP standards 2001. The CACREP common core is listed below.

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession, including significant factors and events

b. professional roles, functions, and relationships with other human service providers;

c. technological competence and computer literacy;

d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

d. counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

f. ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;

b. theories of learning and personality development;

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d. strategies for facilitating optimum development over the life-span; and

e. ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques that are relevant to career planning and decision making;

g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

i. ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of
consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

   a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

   b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

   c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

   d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

   e. use of research to improve counseling effectiveness; and

   f. ethical and legal considerations.

C. CONCEPTUAL FRAMEWORK (CSR 8)

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire the knowledge and dispositions of disciplines relevant to the candidates’ projected educational or clinical roles sufficient to be able to:
   a. structure students’ learning of that content at levels appropriate to their development;
   b. apply the content and skill knowledge; and
   c. continue acquisition of related and new content

2. Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students’ analytical skills and promoting their dispositions to be lifelong learners.

4. Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards; and reflects the real knowledge, skills and dispositions of learners.

5. Develop and demonstrate personal and professional values that foster:
   a. the highest ethical standards of the profession;
   b. intellectual curiosity and open-mindedness;
   c. understanding and responsiveness to multiple social and global perspectives; and
   d. collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

6. Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:
   a. those for whom English is not the primary language;
   b. gifted and educationally disadvantaged students;
   c. students with disabilities;
   d. students with developmental and learning differences; and
   e. those with different interests; ambitions; and sexual orientations

7. Demonstrate in their practice that oral and written language is functional as well as a social and artistic tool for communication and thought, and as such reflects the multiple literacies of our cultures.

8. Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students’ acquisition of technological skills, and their dispositions to use them.
D. NCATE Unit Standards

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

II. UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
### 2004-2006-Master's Degree Program in Counseling

Courses required for admission - Prerequisites for enrollment may be satisfied at the undergraduate or graduate level during the first 18 hours of study although the credits may not be applied toward the degree.

**9 hrs School-**
- Child or Adolescent Psychology
- Theories of Personality
- Educational Psychology

**9 hrs Community-**
- Abnormal Psychology
- Theories of Personality
- Adolescent Psychology

**9 hrs CSP-**
- Adolescent Psych.
- Theories of Personality
- Adult Development or Abnormal Psychology

**Required Courses for all Counseling Students (27 Credits)**

- **CSL 500** Counseling Theory and Practice (3)
- **CSL 505** Research in Counseling (3)
- **CSL 528** Introduction to Counseling Skills (3)
- **CSL 540** Multicultural Counseling (3)
- **CSL 545** Assessment and Psychopathology in Counseling (3)
- **CSL 553** Group Counseling (3)
- **CSL 554** Career Development Theory (3)
- **CSL 589** School Counseling Internship I (3) **[pre. CSL 500, CSL 528, CSL 540, CSL 545, CSL 553 & at least 6 credits in one’s concentration and permission of advisor]. Must be taken concurrently with CSL 591, 593, or 595.**
- **CSL 590** Master’s Seminar II (3) **[pre. CSL 591, 593, or 595]. Must be taken concurrently with CSL 592, 594, or 596.**

**Required Courses in School Counseling Concentration (18 Credits)**

- **CSL 510** Introduction to School Counseling (3)
- **CSL 511** Counseling Children and Adolescents in the Schools (3) **[Pre-req CSL 510]**
- **EPY 522** Child Development and Psychology (3)
  or
- **EPY 523** Adolescent Development and Psychology (3)
- **EPY 529** Mental and Educational Measurement (3) **[pre-req EPY 500/CSL 505 or co-req CSL 505]**
- **CSL 591** School Counseling Internship I (3) **[Must be taken concurrently with CSL 589]**
- **CSL 592** School Counseling Internship II (3) **[Must be taken concurrently with CSL 590]**
  or
- **CSL 594 or CSL 596** with approval of advisor and completion of 6 credits from respective concentration (3)
**Required Courses in Community Mental Health Counseling Concentration (18 credits)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
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<tbody>
<tr>
<td>CSL 575</td>
<td>Introduction to Family Counseling (3)</td>
</tr>
<tr>
<td>CSL 578</td>
<td>Case Management &amp; Organizational Change (3)</td>
</tr>
<tr>
<td>CSL 585</td>
<td>Community Mental Health Counseling (3) <em>(Prerequisites: CSL 500 and CSL 528)</em></td>
</tr>
<tr>
<td>CSL 588</td>
<td>Seminar in Family Violence (3)</td>
</tr>
<tr>
<td>CSL 593</td>
<td>Community Counseling Internship I (3) <em>(must be taken concurrently with CSL 589)</em></td>
</tr>
<tr>
<td>CSL 589</td>
<td><em>with approval of advisor and completion of 6 credits from respective concentration (3)</em></td>
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**Required Courses in College Counseling Concentration (18 credits)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
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<tbody>
<tr>
<td>CSL 535</td>
<td>Consultation, Training, and Organizational Change (3)</td>
</tr>
<tr>
<td>CSL 550</td>
<td>American College Students and the Campus (3)</td>
</tr>
<tr>
<td>CSL 551</td>
<td>Roles and Responsibilities of Student Affairs Staff (3)</td>
</tr>
<tr>
<td>CSL 552</td>
<td>Student Development Theories (3)</td>
</tr>
<tr>
<td>CSL 595</td>
<td>College Counseling Internship (3) <em>(Must be taken with concurrently with CSL 589)</em></td>
</tr>
<tr>
<td>CSL 596</td>
<td>College Student Personnel Internship (3) <em>(CSL 590 not required)</em></td>
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<tr>
<td>CSL 599</td>
<td>Counselor Preparation Comprehensive Examination (0) last semester of study</td>
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</tbody>
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**Electives (3)** Students in school & community concentrations have 3 credit hours of electives. Students in the CSP concentration must take 6 credits of electives. Electives may include courses in counseling, multi-cultural education, educational psychology, special education, technology, or educational administration that fit into the student's program of study. Electives will be selected in concert with the advisor and will be stated in the plan of study.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
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<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention Workshop (0)</td>
</tr>
<tr>
<td>EPY 637</td>
<td>Substance Abuse Workshop (0)</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Workshop (0)</td>
</tr>
<tr>
<td>EDU 606</td>
<td>HIV/AIDS and Communicable Disease Workshop (0)</td>
</tr>
<tr>
<td>CSL 999</td>
<td>Counselor Preparation Comprehensive Examination (0) last semester of study</td>
</tr>
</tbody>
</table>

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**Thesis (see below)**
Requirements for Candidacy

1. Students will be eligible for candidacy upon completion of 12 credit hours with a “B” average in each course. Students must maintain a cumulative average of 3.0. (See Graduate Catalogue) These courses cannot be repeated.

2. The following course must be included in the first 12 credit hours:
   a. CSL 500 Counseling Theory and Practice
   b. For School Counselors: CSL 510 Introduction to School Counseling

3. Elective courses should not be taken until the student has been admitted to candidacy or received permission from his/her advisor.

4. In addition to the academic requirement for candidacy, the professional performance of each student will be considered in a Counseling faculty review. The Counseling faculty will recommend each student on his/her interpersonal skills, and his/her potential to do graduate-level work and become a competent mental health professional. If a student does not meet this requirement a Professional Qualities Assessment (PQA) form will be completed and the student will be asked to attend a PQA meeting.

***Thesis:

Students may elect to write a thesis in lieu of the comprehensive examination. The decision to write a thesis must be made prior to the completion of the first eighteen hours of study. This decision is reflected in the student's program of study.

Comprehensive Examination: Counselor Preparation Comprehensive Examination-CPCE

In order to complete the requirements for the Master’s Degree, students who do not elect to write a thesis must take and pass the CPCE. Students have 2 chances to pass the exam. Students who do not pass after the second attempt will be required to complete a written comprehensive exam. The comprehensive examination is given twice a year, usually in early March and early October. We suggest students register for the CPCE close to when they are graduating; by that time, students will have completed the necessary coursework. Students may benefit from purchasing study guides ahead of time and leaving themselves enough time to study.

The CPCE is a 160 question multiple-choice exam which is designed to assess counseling students’ knowledge of counseling information; it covers the following areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation.

A student must score 89 points on the exam to receive a Passing mark. Students who score 109 and above Pass with Distinction.

If a student scores under 89 points, s/he will receive an “F” as a grade and will be required to retake the exam. Students are required to register again for the exam.

Second Chance: A student must score 89 points on the exam to receive a Passing mark.
If a student scores under 89 the second time, s/he will be required to complete a written comprehensive exam as determined by the department within the same semester. Students will receive a letter from the department with further explanation.

**Written exam**: Students have one month to complete the written comprehensive exam. If students pass the exam, a grade of “P” will be entered. Students who fail the written exam will not complete the graduate program.

**Requirements for Internship**
1. Must take all workshops prior to internship.
2. Must be taken after completing at least 24 credits in the program.
3. Must have CSL 500, CSL 528, CSL 540, CSL 545, CSL 553 in the core and at least two courses in one’s concentration (School, Community, College).
4. Must have permission of advisor, and candidacy as counseling student.
5. Must attend a placement meeting the semester prior to the internship.
   All placements will be done through the field placement office.
6. If you are a school counseling intern you must be fingerprinted; Campus Security can assist you.

**G. 2004-2006-Master's Degree Program in College Student Services Administration**

**Mission**

The program in College Student Services Administration prepares students to work in entry-to mid-level positions in student services in higher education. The degree prepares students to have a comprehensive knowledge of student services functions on a college campus. The program utilizes a theory-to-practice model, helping students to develop both practical skills and a theoretical understanding of the complexity of higher education in a diverse society. Students are encouraged to develop their understanding of higher education as it relates to serving all students and the development of the whole student.

**Requirements for Degree**

The Masters of Science in Education degree in College Students Administration requires the successful completion of a 36-credit program, including three credits of internship experience. The 36 credits include:

**Counseling and Communication Skills (6 credits)**
- CSS 500 Counseling Theory and Practice (3)
- CSS 528 Introduction to Counseling Skills (3)  
  (Prerequisite: CSS 500 with a grade of B or better)

**Research (3 credits)**
- EPY 500 Educational Research (3)

**Development and Human Differences (9 Credits)**
- CSS 540 Multicultural Counseling (3)
- CSS 550 United States College Students and the Campus (3)
- CSS 552 Student Development Theories (3)

**Administration and Staff Development (12 credits)**
- CSS 535 Consultation, Training, and Organizational Change (3)
**Requirements for Candidacy**

1. Students will be eligible for candidacy upon completion of 12 credit hours with a “B” average in each course. Students must maintain a cumulative average of 3.0. (See Graduate Catalogue)
2. The following course must be included in the first 12 credit hours:
   a. CSS 500 - Counseling Theory and Practice
3. Elective courses should not be taken until the student has been admitted to candidacy or received permission from their advisor.
4. In addition to the academic requirements for candidacy, the professional performance of each student will be considered in a College Student Services and Counseling faculty review. The College Student Services and Counseling faculty will recommend each student on his/her interpersonal skills, and his/her potential to do graduate-level work and become a competent Student Services professional. If a student does not meet this requirement a Professional Qualities Assessment (PQA) form will be completed and the student will be asked to attend a PQA meeting.

***Thesis—Students may elect to write a thesis in lieu of the comprehensive examination. The decision to write a thesis must be made prior to the completion of the first eighteen hours of study. This decision is reflected in the student’s program of study.

**Requirements for Internship**

1. Must take all required workshops prior to internship.
2. Must be taken after completing at least 24 credits in the program.
3. Must have CSS 500, CSS 528, CSS 540, CSS 552 completed.
4. Must have permission of advisor, and candidacy as College Student Services student.
5. Must attend a placement meeting the semester prior to the internship. All placements will be done through the field placement office.
### Suggested Electives

**College Student Services Administration Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 507</td>
<td>Personality Typology</td>
</tr>
<tr>
<td>CSL 553</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>CSL 554</td>
<td>Career Development*</td>
</tr>
<tr>
<td>CSL 575</td>
<td>Introduction to Family Counseling</td>
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<tr>
<td>CSL 588</td>
<td>Seminar in Family Violence</td>
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<tr>
<td>CSL 597</td>
<td>Institute: Special Topics</td>
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<tr>
<td>CSL 598</td>
<td>Independent Study</td>
</tr>
<tr>
<td>EPY 521</td>
<td>Adult Psychology and Development</td>
</tr>
<tr>
<td>EPY 529*</td>
<td>Mental and Educational Management</td>
</tr>
<tr>
<td>EPY 540</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>TED 500</td>
<td>Introduction to Computing for Educators</td>
</tr>
<tr>
<td>TED 530</td>
<td>Applications of Internet and the World Wide Web in Education</td>
</tr>
</tbody>
</table>

*Students who may want to intern at a Career Center, must take CSL 554 before their internship.
III. The Placement Process

Each intern must follow a specific process of applying for an internship. This process includes interviewing for an internship, completing a checklist, securing an agreement with the internship site.

This section will outline the steps in the placement process and the interview process.

A. Placement Information
B. Internship Guidelines
C. Intern Application
D. Intern Signature Checklist
E. Internship Intent Form
A. PLACEMENT INFORMATION FOR ALL INTERNS

Please DO NOT contact any schools, agencies, or other potential internship sites on your own. The Field Placement Office will record any contact with sites in your placement folder. It is your responsibility to follow up with any contacted sites once you have chosen your internship placements, including any site you have decided against. The steps to be placed for your internship are below.

Step 1 - After attending the Counseling Internship meeting, drop off a completed application and resume in the Field Placement Office, Thelma P. Lally School of Education within two weeks past internship meeting.

Step 2 - The Field Placement Office will check with each site listed on your application to determine its interest in taking an intern. If the site is interested, the office will notify the student and provide contact information to set up an interview. It is possible that none of the sites listed on your application will be taking interns. In such a case, the Field Placement Office will contact you for a list of further suggestions.

**The remaining steps are the student’s responsibility.**

Step 3 - Call the site to arrange an interview. Be prepared for the interview with the interview checklist, your resume, and some concrete ideas of what you are looking for from your experience. **More than one St. Rose student may interview at each site. The site chooses the intern. You MUST contact the Field Placement Office after EACH interview and provide the outcome of the interview as well as the interview checklist provided in the counseling program handbook.**

Step 4 - Once a site has agreed to take you as an intern, submit a 1-2 page Statement of Purpose (consult the Counseling Program Handbook for guidelines and a sample) to the Field Placement Office no later than one week after the interview. The Field Placement Office will forward your statement of purpose to the internship coordinator for approval. **The Field Placement Office will not issue a contract or accept a signed contract from you without an approved Statement of Purpose.**

Step 5 - Once you have been notified that the internship coordinator has approved your Statement of Purpose, pick up a contract from the Field Placement Office. Contracts must be legible, and contain complete site supervisor contact information. The deadline for submitting internship contracts is the last day of classes the semester before you begin the internship. If the Field Placement Office does not have your contract by the deadline, you will be pulled from your internship.
B. INTERNSHIP GUIDELINES

Internships are designed to foster the professional development of graduate students in the Counseling Program and are viewed as the most important aspect of the program; therefore, great care should be given to setting up a college student personnel, community counseling, or school counseling internship that will contribute significantly to your professional development as a counselor.

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.

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.

Internship applications must be returned to the field placement office by September 18 for spring internships and by February 5 for fall internships. Students are encouraged to complete and drop off internship applications early in the semester since at times it is difficult to contact prospective site supervisors prior to application approvals.

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, college student personnel, and community counseling 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 prior to submitting a statement of purpose. The Counseling Internship Interview follows the Counseling Internship Application in this section.

Interns need to submit a statement of purpose after their interview with the site. This should be a typed one to two page double spaced statement of why the student believes that this particular internship site will help him/her meet his/her professional goals. The statement of purpose should specifically describe the roles and responsibilities of the internship and the supervision schedule for the internship. (Please see example in this handbook)

1. Location.
2. Supervision, primary supervision, supervising hours that will be provided.
3. Description/Demographics of clientele.
4. Starting/ending dates.
5. Activities-see your concentration pages
   - individual
   - group
   - classroom presentation
   - large group presentation

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 internship contract signed by both the intern and the site supervisor after internship approval.

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.
C. INTERNSHIP APPLICATION

NAME:______________________________  SS#:______________________________

PERMANENT ADDRESS:_____________________________________________________________  
City       State       Zip Code

ADDRESS DURING INTERNSHIP:_____________________________________________________________  
City       State       Zip Code

PHONE NUMBERS: Permanent:(   )_____________________
During Internship:(   )_____________________

E-MAIL ADDRESS:_______________________________________________________________

ADVISOR:_________________________________
DATE OF GRADUATION:_________________________

AREA: (please circle one):   CSSA  Community  College  School

Fall/ Spring:  300 Hours________ OR  600 Hours________

Suggested Sites:
How Will Hours Be Split?

1.______________________________________________________________

2.______________________________________________________________

3.______________________________________________________________

Signature______________________________________   Date__________________________
D. Intern Signature Checklist

Counseling and CSSA
Internship Checklist and Signatures

Name: _____________________________________
Concentration: _______________________________
Please circle: 300 or 600 hour internship

1. Met with academic advisor to review coursework and obtain permission
to apply for an internship

Advisor’s signature ___________________________ Date __________

2. Attended Counseling/CSSA internship meeting.

3. Filled out internship application.

4. Set up interview after being contacted by the field placement office.

5. Contacted field placement office and submitted Interview Checklist to the field placement office. Can be done by mail or e-mail.

6. Submitted Statement of Purpose to Field Placement office. (Note: submitting a SOP does not mean that the internship has been approved, a contract will have to be submitted.)

Site #1 ______ Signature- Field placement ______ Date __________

Site #2 ______ Signature- Field placement ______ Date __________

7. Submitted Contract to field placement office PRIOR TO THE LAST DATE OF THE SEMESTER PRECEDING THE INTERNSHIP (FIRST WEEK OF MAY FOR ANY FALL INTERNSHIP, AND SECOND WEEK OF DECEMBER FOR ANY SPRING INTERNSHIP)

Site #1 ______ Signature- Field placement ______ Date __________

Site #2 ______ Signature- Field placement ______ Date __________

******If an intern does not have paperwork complete:
1. He/she will not be allowed to attend any site (paperwork must be complete for purposes of liability and legal ramifications).
2. He/she will not be allowed to earn any hours toward the internship.
3. He/she will be removed from the class roster on the first day of the semester.

SEPARATE CONTRACTS, INTERVIEWS, AND PAPERWORK MUST BE SUBMITTED FOR EACH SEMESTER.
E. Internship Intent Form

I understand that my preferences for internship locations will be taken into consideration, but are not guaranteed; I will be flexible in terms of location, and am willing to travel at least 50 minutes from The College of St. Rose.

________________________________________________________
Signature       Date

Internship placements are made solely by the Field Placement Office. I will not arrange my own placements with school districts, principals, teachers, counselors, agencies, or colleges. If I do, I understand I will not be allowed to participate in an internship that semester. ________(initial)

I understand that it is my responsibility to contact the Field Placement Office if my address/phone number changes. Placements are made based on the address information on today’s application; if I move or have a change of address and do not notify the Field Placement Office my internship may be delayed or ultimately suspended. ________(initial)

I understand that if I withdraw after placement information has been sent to site supervisors, it is my responsibility to inform my supervisors that I have withdrawn. The Field Placement Office needs to be contacted as soon as possible in the event I withdraw from an internship. ________(initial)

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

I wish to apply for a counseling/CSSA internship and understand that this application is contingent upon successful completion of all prerequisites for an internship. I understand that I need to complete the majority of courses in a concentration (School, Community, College) or program (CSSA) prior to any internship in that setting. It is my responsibility to meet all graduation requirements. ________(initial)

I understand I will meet with my academic advisor to review coursework and obtain permission for an internship.

______________________________________________ ________________________
Signature          Date
IV. Internship Interview Requirements

Each internship has its own unique set of requirements. Students are responsible for determining if the site can provide the hours, clients, facility, and arrangements for taping (or process recording) counseling sessions. Students will also be responsible for exploring the specific policies related to the intern site. This section will provide the interview checklists that the intern will use to create a *Statement of Purpose* for the internship application process. Once the *Statement of Purpose* has been approved by the internship coordinator, the student may contact you to complete the internship contract (see pg. 45 of this handbook).

A. Interview Checklist  
B. School Counseling Internship Interview Checklist  
C. Community Counseling Internship Interview Checklist  
D. College Student Personnel/CSSA Internship Interview Checklist
A. Interview Checklist

School Counseling I - Community Counseling I - College Student Personnel I

Internship location ______________________________________

Internship supervisor ____________________________________

How many hours per week may the intern work?
20____ 40____ Other

Can the site provide the intern with either
120 hours or 240 hours of direct services including
  individual, group, family counseling
  assessment / intakes
  consultation with parents / staff
  psycho-educational groups/
  large group guidance
  crisis intervention

Can the site provide the intern with a minimum
of six clients / students for personal
 counselling and small group work?

Can the site provide a minimum of one hour/
week of scheduled supervision to discuss
cases with a Master’s level mental health
professional or a NYS certified school counselor
with two years of experience?

Can the intern audio/video tape counseling
sessions?

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? ____________________________________________
B. School Counseling Internship II Interview Checklist

Internship location _________________________________________

Internship supervisor _______________________________________

How many hours may the intern work? 
20 ___ 40 ___ Other

Will the intern have opportunities to spend time with students K-12 within your district?  
YES ______ NO ______

Will the intern work with a diverse population? 
(college bound, non-college bound, at risk, special needs, culturally different)

YES ______ NO ______

Can the intern provide consultation services to the parent(s) and teachers of the students?  
YES ______ NO ______

Can the intern participate in a parent education training program?  
YES ______ NO ______

Can the intern lead/colead a large group guidance activity?  
YES ______ NO ______

Can the intern gain experience with school counseling related programs?  
YES ______ NO ______

Can the intern spend 20% of his/her time with at-risk students?  
YES ______ NO ______

Can the intern work with special needs students through individual counseling, group work, tutoring, or classroom observations?  
YES ______ NO ______

Can the intern lead/colead a small group counseling experience?  
(Social skills group encouraged)

YES ______ NO ______
C. Community Counseling Internship II Interview Checklist

Internship location ____________________________________________________

Internship supervisor ________________________________________________

How many hours may the intern work?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Will the intern become familiar with the site's intake and assessment practices?

Can the site provide consultation services where appropriate?

Can the intern attend/participate in a parent education training program?

Can the intern lead/colead a psychoeducational group?

Can the intern lead/colead a therapy group?

Will the intern gain experience in any available counseling related software?

Will the intern work with a diverse population?

Will the intern gain experience in marital and family therapy?

Will the intern become familiar with community resources and personnel?
### D. College Student Personnel/CSSA Internship Interview Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many hours may the intern work?</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>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.)</td>
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<tr>
<td>Will the intern have the opportunity to develop outreach skills?</td>
<td></td>
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<tr>
<td>Will the intern learn about and be involved in typical administrative work for this area?</td>
<td></td>
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<tr>
<td>Will the intern work with a diverse student population?</td>
<td></td>
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<tr>
<td>Will the intern learn about collaborative relationships within student affairs?</td>
<td></td>
<td></td>
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<tr>
<td>May the intern attend staff meetings?</td>
<td></td>
<td></td>
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<tr>
<td>Can the site provide a minimum of one hour per week of scheduled supervision?</td>
<td></td>
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</tr>
<tr>
<td>Will the site provide training on appropriate policies? (ie. confidentiality, referral, etc.)</td>
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</tbody>
</table>
V. The Intern’s Role and Responsibilities

For students admitted to the Counseling program in the Fall of 2004 and beyond: Interns will complete 600 hours (300 per semester) of internship over 2 semesters. A seminar course will be required with each 300 hour internship. The seminars are designed to provide additional supervision for the internship experience along with advanced training in ethics and other specialized topics. This section will give the description of the requirements for that course.

Students in the CSSA program are required to complete one 300 hour internship over one semester. Students will meet regularly with a faculty liaison throughout the semester.

This section will also provide an example of the Statement of Purpose that will be used in the creation of a contract for the internship site. Each intern will also be responsible for recording activities, maintaining an appropriate caseload and using the appropriate permission forms for work with clients. These forms are included in this section.

A. Internship and Seminar Responsibilities
B. Statement of Purpose
C. Recording Activities
D. Permission Form
E. Site Evaluation Form
A. Internship and Seminar Responsibilities

CSL 589 Seminar I
CSL 590 Seminar II (Co-requisite with 2nd internship)
CSL 591 Internship I
CSL 593 Internship I
CSL 595 Internship I

The counseling internship is a professional 300-hour experience primarily aimed at developing individual and group counseling skills. (Family counseling may be included for those students who have completed CSL 575 Family Counseling.) Students are required to audio/video tape some of their counseling sessions and to receive weekly scheduled case supervision from their on-site supervisor. In addition, interns will receive supervision from a member of the Saint Rose faculty that will include biweekly individual or group supervision and at least one site visit.

The Masters Practicum in Counseling, which is typically taken along with the internship in counseling, requires students to:

?? have a diverse case load in terms of age/ gender/ race/ ability/ SES

?? 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

?? conceptualize clients from a variety of theoretical perspectives (ie: case conceptualization from a behavioral perspective would require parent and teacher interview)

?? provide audio tapes/process recording of work with clients

Students will meet regularly with a Saint Rose faculty liaison for either group or individual supervision.

It is essential that interns be aware of school or agency policies regarding the limits of confidentiality, including the policies/protocols for suicidal ideation, pregnancy, alcohol, or drug use, running away from home, and physical or sexual abuse.
CSL 591/592 Internship: School Counseling I, II

The school counseling is a professional 300-hour experience aimed at developing expertise in the role and responsibilities of a professional K-12 school counselor. Students must be supervised by a New York State certified school counselor. Students would want to know the following about the school/agency being considered for the internship:

Does it follow a traditional, remedial, crisis, preventative, or developmental model?

Does the staff regularly provide individual and group counseling services, classroom guidance/primary prevention services, parent education, and career development/career counseling services?

Is it racially, culturally, SES diverse? Is the staff involved with at risk, minority, or special needs students?

What computer software and assessment instruments are available?

Is there contact with alternative schools/BOCES?

Students are encouraged to do 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 "balanced" school counseling program.

The school counseling internship requires students to:

?? have K-12 experience by completing a minimum of 100 hours at each of the three levels (Elementary, Middle, High) or a minimum of 150 hours at each of two of three levels. Activities may vary at each site and may include individual counseling, group counseling, and/or large group guidance (presentations).

?? provide services to at risk students

?? provide a variety of individual counseling services

?? provide a variety of group counseling services (Interns are strongly encouraged to have a small group experience that focuses on teaching social skills, conflict management.)

?? collaborate with parents (Interns meet individually with the parent(s) of a student they are counseling for a minimum of two to three sessions. This may be done with the assistance of a supervisor.)

?? collaborate with the teachers of the students they are counseling

?? organize and conduct at least one large group guidance activity preventative in nature to be supervised so the intern may receive feedback
gain experience with special needs students with whom they have no prior experience and with CSE process itself, this includes contact with BOCES

CSL 593/594 Internship: Community Counseling I, II

The community counseling internship is a professional 300/600-hour experience aimed at developing knowledge of and expertise in the practice of community mental health. Students would want to know the following about the clinical services provided by the agency:

What intake procedures and assessment procedures are used?

How much focus is on individual therapy, group therapy, and marital/family therapy?

What is the supervision process within the organization?

What training/areas of expertise do agency clinicians possess?

What special populations are served by the agency?

What outreach services are provided by the agency?
(consultation, training, community development)

The community counseling internship requires students to:

?? develop intake/assessment skills

?? become familiar managed health care systems (insurance reviews)

?? carry a diverse caseload in terms of gender/ age/ race (at least one child, one adolescent, one family, etc.)

?? carry a diverse caseload in terms of presenting problems (parent/child conflict, depression, substance abuse, etc.)

?? develop additional expertise in individual counseling

?? develop additional expertise in group counseling and to participate in a group experience that teaches social skills

?? develop additional expertise in family work viewed along a continuum including a parent support group, a parent education group, parent consultation, marital counseling, and family therapy

?? gain experience with other social services agencies

?? develop and to present a workshop related to community mental health practice
The college student personnel internships is a professional 300-hour experience aimed at developing knowledge and expertise in student affairs practice. The student would want to know the following about the office being considered for the internship:

Does the student contact involve academic, career, or personal issues?

Is the student contact viewed as advising or counseling?

What theory or research is being followed or utilized?

What outreach/programming activities does the internship have?

What special population does the site serve?

How much of an administrative focus would the internship have?

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 personnel internship requires students to:

**organize and to conduct at least two programs for the student body - one for traditional students and one for non-traditional students**

**organize and to 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 120 hours of direct services to students including programming, staff development, small group work, or individual counseling**
Suggested School Counseling Activities

Developmental/large group guidance activities
Special education classrooms
Parent education group
Career fairs/College nights
Career development activities (employability skills training)
Child study team
Working with college and non-college bound students
Scheduling new student enrollment/orientation
Other counselors in counseling sessions
Play therapy
Group counseling
Social skills training groups
Crisis intervention
Teacher/parent consultation/conferences
Behavioral assessments/management including parent and teacher interviews, and observation of the student

Suggested Community 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

Suggested College Student Personnel 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
Individual counseling
Group counseling
Crisis intervention
B. Example: Statement of Purpose**

Student’s Name: ____________________________________________
Number of Hours at this Site: ________________________________
This is my 1st/2nd internship.

1. Location

?? ABC Family Services – 1234 Anywhere, N.Y.
?? Operates under the umbrella of The Commission of Economic Opportunity for the Greater Capital Region. It is a non-profit, United Way, counseling agency.

2. Supervision Structure

?? Formal supervision will occur once per week, tentatively scheduled for Friday’s @ 10am, for approximately 1.5 hours. The supervisor will be the program manager. The supervisor’s name is: ________.
?? Informal supervision will occur daily as needed with the program manager. This agency is relatively small in nature in terms of staff, so I will not get lost in the bureaucracy. Interaction with the manager and the existing full-time staff therapist will always be available. There are also 9 part-time therapists.

?? I will have access to a psychiatrist and a psychologist if I feel a client requires that level of clinical management.

3. Description/Demographics of Clientele

?? Family Services offers both day and evening appointments, seven days a week.
?? There is a wide diverse population, presently running from toddler to grandparent. Specifically, the present caseload runs in age from 3yrs to 65yrs.
?? Services are provided to male and female clients of all races and nationalities, without exception.
?? The SES of the clients is equally diverse in that Family Services operates on a sliding fee schedule that is based on weekly income, and they also accept several local insurance carriers. These two policies insure that individuals from all economic situations are able to seek and obtain help without discrimination.
?? Family Services operates in an accessible location to the heart of Anywhere, NY. They also have seven other off-site facilities, so the therapist can truly utilize community outreach to meet the needs of every client.
?? I believe the existing diversity of the clients will provide me with a tremendous opportunity to experience counseling from a broad range of theoretical perspectives and an extraordinary opportunity to gain a much needed understanding of how theory translates into practice. This is a question I have not yet adequately answered.

4. Starting & Ending Date
Wednesday, January 2, 20__ until April 17, 20__ (15 weeks). This can be extended if necessary. The site has agreed to provide supervision until the CSR semester begins.

5. Activities

?? **Individual Counseling** – will consist of a caseload of 6 & most likely there will be more than that number.

?? **Group Counseling** – the groups that presently exist that I will be allowed to facilitate with another therapist and alone are: anger management, parenting, sexual perpetrators. They are open to the addition of any other group if the need arises. I am told that the parenting groups are rather large in number.

?? **Classroom Presentation** – Family Services presently has a contract with ABC Middle School in Anywhere, NY and I will have an opportunity to go there and participate in the existing program that provides counseling and pertinent class presentations. Counseling is also available for Head Start families and I will be allowed to participate in that program as well.

?? **Direct Counseling Experience** – At the interview, I was assured that accumulating 40 hours of direct counseling services of which 10 hours must be group will be no problem. In fact it will very likely be far greater than those numbers. So, with this in mind, I anticipate that 120 hours of direct services will not be a problem.

?? **Large group presentations** – Workshops are also provided for stress management at the present time. They are open to adding other workshops as need presents.

6. Responsibilities

?? Ongoing, up-to-date, case notes on caseload.

?? Audio taping with the consent of the client.

?? Termination reports for each client.

?? Working understanding of the agencies policies on the limits of confidentiality, the policies surrounding suicidal ideation, pregnancy, alcohol, drug abuse, physical or sexual abuse and policies concerning running away from home.

All in all I believe that Family Services is an excellent site to not only achieve the requirements of my internship, but acquire the necessary experience I need with many different populations. I was interested in having my internship experience be as broad as possible, in order to get as much experience as I could with a wide variety of individuals, with equally diverse issues, and environmental factors. I left the interview thinking and feeling that this was the exact opportunity I was hoping to find.

**Students must complete a statement of purpose for each 300 hour internship.**
C. 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 Hours: ________
Previous Total Hours: ________
Internship Site: _____________________________ Current Total Hours: ________

<table>
<thead>
<tr>
<th>Description of Sessions/Activities (i.e. individual; group; classroom; other, please indicate)</th>
<th>Time (hrs.)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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WEEKLY RECORD (cont.’d)

Name: ________________________  Week # ______  Date(s) ________________

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<th>Description of Sessions/Activities (i.e. individual; group; classroom; other, please indicate)</th>
<th>Time (hrs.)</th>
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D. PERMISSION FORM
School Counseling Permission Form (sample)

Dear Student and Parent:

The purpose of this letter is to introduce you to the way in which graduate interns from the Counseling Program at the College of Saint Rose will be working in your child's school this semester.

All Counseling Interns are studying for a Masters Degree in Counseling and are currently taking an advanced course in counseling called the Masters Practicum. All interns have previously had courses in Counseling Theory and Practice, Assessment in Counseling, and in Counseling Skills.

In order to be certified as a counselor by the New York State Department of Education, interns must have supervised counseling experience. To meet this requirement students need to tape record some of their counseling sessions. The intern's college supervisor will listen to the tape to provide them with feedback to help your child and to increase his/her effectiveness as a counselor. All counseling sessions are completely confidential and counseling tapes will be erased after the intern's supervisor listens to them.

If you have any questions regarding the counseling please do not hesitate to call me. If you decide to give permission for counseling we appreciate your support and will make every effort to assist your child.

Sincerely,

College Counseling Internship Supervisor
The College of Saint Rose
Albany, New York
(518)458-5482

I agree to taping counseling sessions.

Student Signature
Parent Signature
Saint Rose Signature
E. INTERNSHIP SITE EVALUATION FORM

INTERNSHIP SITE EVALUATION FORM*

Directions: Please fill out one form per site.

Name ___________________________ Site ___________________________

Date of placement (semester) ___________________ Site supervisor ___________________________

Faculty liaison ___________________________

Rate the following items about your site and experiences with the following scale:

(A) Very satisfactory (B) Moderately satisfactory (C) Moderately unsatisfactory (D) Very unsatisfactory

1. _____ Amount of on-site supervision
2. _____ Quality and usefulness of on-site supervision
3. _____ Usefulness of supervision by faculty liaison
4. _____ Helpfulness of faculty liaison
5. _____ Relevance of experience to career goals
6. _____ Exposure to professional roles and functions within the school/agency
7. _____ Exposure to information about community resources
8. _____ Overall evaluation of the site

Please check all applicable experiences your site offered:

_____ Individual counseling
_____ Group counseling
_____ Family/couples counseling
_____ Intake interviewing
_____ Staff presentation/case conferences
_____ Psychoeducational activities
_____ Consultation
_____ Career counseling
_____ Large group presentations
_____ Report writing
_____ Use of computer-based programs
_____ Administration of tests

_____ Please add others not listed:

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).

VI. The Supervisor’s Role and Responsibilities

An example of an internship contract is included in this section. It is the intern’s responsibility to have this agreement completed prior to the internship experience. The supervisor will be required to provide weekly sessions to monitor caseloads, and plans. This section also provides the guidelines for dismissal should ethical or professional problems occur during the course of the internship.

The College of Saint Rose provides an ongoing evaluation of internship sites. This section provides information forms for the evaluation of each site.

A. The Internship Contract
B. Supervision
C. Dismissal
D. Evaluations
A. INTERNSHIP CONTRACT

This agreement is to provide The College of Saint Rose graduate student with a supervised internship in counseling (school counseling, community counseling, college student personnel).

The College of Saint Rose Agrees

?? to assign a faculty liaison to facilitate communication between the college and the internship site,

?? to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the internship site,

?? the faculty liaison shall be available for consultation with both the site supervisor and the student, and shall be contacted immediately regarding any change in the relationship between the student, the internship site, or the college,

?? the college faculty member is responsible for the assignment of a grade for the internship course.

The Internship Site Agrees

?? to assign one practicum supervisor per student who has appropriate credentials, time, interest and training for the intern/practicum student,

?? to provide opportunities for the student to engage in a variety of professional counseling (or guidance) activities under supervision and for evaluating the student's performance,

?? to provide the student with adequate work space, supplies, materials, and support staff to conduct the professional activities (office space is preferred),

?? to provide weekly supervisory contact, which involves examination of student work, review and evaluation of the counseling (or guidance) practices, and feedback to develop competencies,

?? to notify interns of administrative policies, rules, standards, schedules, and practices of the internship site.

Interns should know specific policies of the internship site regarding the limits of confidentiality and organizational policies regarding suicidal ideation, pregnancy, alcohol or drug use, or abuse.

This agreement is made between _____________________________ (site supervisor) and _____________________________ (counseling intern) and _____________________________ (faculty supervisor) from ________________ to ________________ for ________ hours per week.

Site Supervisor's Address

________________________________________________________________________ Phone

Supervisor Signature _____________________________ Date

Student Signature _____________________________ Date
B. 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 a faculty liaison (a minimum of 4 times) during both internships. The appointment with the faculty liaison will be at least one hour. The faculty liaison may also choose to set up group meetings with counseling/CSSA interns as part of this supervision experience.

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 this class includes case management, ethics, and case conceptualization.

C. Dismissal from Internship

In addition to meeting the requirements for admission to the Counseling program and complying with the expectations set forth by the department for securing an internship, students are expected to conduct themselves according to the Code of Ethics of the American Counseling Association (ACA), and to maintain the professional standards set forth by the Counseling Program.

Throughout the curriculum, students acquire an increasing understanding of what constitutes professional behavior and activity for counselors. Inappropriate or unprofessional behavior and violation of the ACA Code of Ethics and/or the College’s procedures for academic misconduct will be grounds for dismissal from the internship or the Counseling program.

Student misconduct, on or off campus towards other students, faculty, or staff may result in dismissal from the Counseling 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 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 designated faculty supervisor, and internship supervisor
2.) documentation of complaint
3.) notice to be given to student (certified letter)
4.) Meeting with student, faculty supervisors, internship 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 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 (see program)
?? Student does not complete the required hours for internship.
?? Failure to follow agency, school, internship setting procedures and policies
?? Failure to pass practicum courses or maintain academic standards for the program.

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

As part of the internship process for the Counseling Program, an Internship Contract is signed between the student, Counseling program, and the internship site. Rarely, the internship site will fail to meet the requirements of the Internship Contract (see pg 36 Program Manual). In this instance the following procedures should be followed:

1) Student or Internship supervisors should inform the faculty supervisor (liaison) of any violations of the Internship Contract.
2) The faculty supervisor should document these problems
3) The faculty supervisor will meet with the student, and internship 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
   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)
   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 of any difficulties or problems (potential or actual) that may arise during the internship.
F. Evaluations

All interns will be evaluated twice a semester. Supervisions will receive a mid-term and a final evaluation form based on the CSR 8 standards. Please evaluate the intern according to the standards listed. The evaluations are developmental in nature; we expect to see growth in our interns over the course of the semester. The evaluation forms are in Scantron format and must not be copied. They are available for you to view at our website www.strose.edu.

Should you require additional copies, please contact the internship coordinator.

Thank you!