



Practicum and Internship Handbook
Counselor Education
Lehman College of the City University of New York

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Introduction

Welcome to the transformative journey of practicum and internship field experiences as a school counseling candidate, clinical mental health counseling candidate, or site supervisor. Read and discuss the handbook with your site supervisor/supervisee to prepare for the journey (CACREP, 2024, Standard 4.G). After reading the handbook, the candidate returns the handbook receipt to the Clinical Coordinator (p. 38), before May 15th for practicum and if starting a new site for internship, by December 1st. Signing the handbook receipt means you will follow the Lehman College Counselor Education Practicum and Internship Handbook guidelines. If you ever need assistance, do not hesitate to call upon the faculty member teaching the practicum/internship class, the clinical coordinators, Dr. Laura Roberts (School Counseling) or Dr. Katie Brammer (Clinical Mental Health Counseling), or the program coordinators, Dr. Stuart Chen-Hayes (School Counseling) or Dr. Anna Locke (Clinical Mental Health Counseling). We value your input and want everyone to have a successful experience.

Mission

We develop culturally and linguistically competent, ethical, caring, data-informed school and clinical mental health counselors eligible for certification/licensure. Counselor Education candidates promote equity, social justice, and human rights advocacy. School Counselor candidates develop academic, social-emotional, and career/college competencies for all students to help close opportunity and attainment gaps. Clinical Mental Health Counselor candidates develop mental health intervention and prevention competencies for all clients to close access and affordability gaps. Counselor Education emphasizes collaboration, leadership, self-awareness, and mutual respect among diverse groups and includes anti-racist and anti-oppression practices in coursework and fieldwork.

School of Education Mission Statement:

Education holds transforming power - of individuals and society. Our efforts to educate are shaped by these core purposes:

- to understand difference and diversity as foundations for learning and teaching;
- to work collaboratively to create ideas that incorporate and/or represent multiple perspectives;
- to create a place where human relationships are valued and nurtured;
- to create an environment that is responsive to change and need.

Our mission is to facilitate the development of competent, caring, qualified educators. For more information on the LUTE, click on the following link: <https://lehman.edu/academics/education/lute/>

Program Objectives

1. Candidates demonstrate knowledge of the history and philosophy of the counseling profession, professional roles and functions across specialized practice areas, and ethical standards. They engage in advocacy for clients and the counseling profession and understand credentialing, licensure, and regulatory processes. (2024 CACREP Standards 3.A.1., 3.A.2., 3.A.4., 3.A.5., 3.A.7., 3.A.8., 3.A.10.)
2. Candidates develop skills in collaboration, consultation, community outreach, and emergency response management. They advocate for clients by addressing systemic barriers and promoting

equitable access to services. (2024 CACREP Standards 3.A.3., 3.A.4., 3.A.6., 3.A.8., 3.B.9.)

3. Candidates apply theories and models of multicultural counseling, social justice, and advocacy while understanding the influence of cultural identities, systemic oppression, and socio-economic disparities on mental and physical health. They integrate culturally sustaining strategies in all counseling practices. (2024 CACREP Standards 3.B.1., 3.B.2., 3.B.4., 3.B.5., 3.B.6., 3.B.9., 3.B.10., 3.B.11.)

4. Candidates demonstrate understanding of theories of individual, family, and cultural identity development across the lifespan, including factors influencing resilience, wellness, and adaptation to crises, trauma, and disability. (2024 CACREP Standards 3.C.1., 3.C.2., 3.C.4., 3.C.7., 3.C.8., 3.C.10., 3.C.11., 3.C.13.)

5. Candidates apply career development theories and strategies that address the interrelationships among work, wellness, life roles, and socio-economic factors. They demonstrate the ability to use career-related assessments and advocate for educational and occupational access for marginalized populations. (2024 CACREP Standards 3.D.1., 3.D.2., 3.D.5., 3.D.7., 3.D.8., 3.D.9., 3.D.11., 3.D.12.)

6. Candidates develop skills in establishing and maintaining counseling relationships using culturally sustaining, evidence-based strategies. They demonstrate competence in case conceptualization, goal setting, intervention planning, and crisis response, including trauma-informed approaches. (2024 CACREP Standards 3.E.1., 3.E.2., 3.E.6., 3.E.9., 3.E.10., 3.E.13., 3.E.19., 3.E.20.)

7. Candidates demonstrate understanding of group counseling theories, dynamics, and leadership skills. They apply culturally responsive strategies for group formation and facilitation while addressing ethical and legal considerations. (2024 CACREP Standards 3.F.1., 3.F.2., 3.F.4., 3.F.7., 3.F.8., 3.F.9.)

8. Candidates develop proficiency in selecting, administering, and interpreting assessments while considering cultural and developmental factors. They understand diagnostic processes, including the use of classification systems and risk assessment procedures. (2024 CACREP Standards 3.G.1., 3.G.2., 3.G.5., 3.G.7., 3.G.11., 3.G.13., 3.G.16.)

9. Candidates demonstrate the ability to use research methods and program evaluation techniques to inform counseling practice, improve services, and advocate for clients. They apply ethical and culturally responsive strategies in conducting and reporting research. (2024 CACREP Standards 3.H.1., 3.H.2., 3.H.4., 3.H.7., 3.H.8., 3.H.9., 3.H.10.)

10. Candidates develop strategies for self-care, self-awareness, and professional growth to maintain ethical and effective practice. They understand the purpose of supervision in counseling and engage in continuous professional development. (2024 CACREP Standards 3.A.11., 3.A.12., 3.E.7.)

School Counseling Program Specific Objectives:

Upon completing the Counselor Education: School Counseling Program, candidates will acquire the fundamental knowledge and skills to effectively achieve the following objectives, aligned with the 2024 CACREP Standards for Entry-Level Specialized Practice Areas in School Counseling:

1. Candidates apply evidence-based models of school counseling programs, including PK-12 comprehensive career development models, to design and implement services that promote academic, career, and personal/social development for all students. (2024 CACREP Standards 5.H.1., 5.H.2.)

2. Candidates develop skills in school-based collaboration and consultation by engaging families, PK-12 school personnel, postsecondary institutions, community agencies, and other referral sources to support student success. (2024 CACREP Standards 5.H.3., 5.H.10.)

3. Candidates develop school counseling program mission statements and objectives, design school counseling curricula, and implement diverse classroom management and differentiated instructional strategies. They evaluate the effectiveness of these programs in meeting the academic, career, and social-emotional needs of students. *(2024 CACREP Standards 5.H.4., 5.H.5.)*
4. Candidates serve as leaders, advocates, and systems change agents in PK-12 schools by promoting equitable access to educational opportunities. They advocate for comprehensive school counseling programs and foster leadership qualities to create systemic improvements in schools. *(2024 CACREP Standards 5.H.6., 5.H.7., 5.H.8.)*
5. Candidates demonstrate knowledge of school counselor roles and responsibilities in school crisis and management plans. They develop skills to implement school-based interventions, screen students for mental health and behavioral disorders, and provide social-emotional and trauma-informed counseling. *(2024 CACREP Standards 5.H.9., 5.H.12., 5.H.13., 5.H.14.)*
6. Candidates critically examine the connections between social, cultural, familial, emotional, and behavioral factors and academic achievement. They apply evidence-based and culturally sustaining interventions to promote academic development, increase promotion and graduation rates, and foster postsecondary readiness. *(2024 CACREP Standards 5.H.11., 5.H.15., 5.H.16., 5.H.17.)*
7. Candidates implement strategies to promote postsecondary and career readiness by facilitating school-to-postsecondary transitions. They advocate for equitable access to postsecondary education and occupational opportunities for all students, including marginalized populations. *(2024 CACREP Standards 5.H.2., 5.H.18., 5.H.19.)*
8. Candidates develop and implement strategies to promote equity in student achievement and access to postsecondary education opportunities by addressing systemic barriers. They foster collaboration with key stakeholders to enhance student outcomes. *(2024 CACREP Standards 5.H.6., 5.H.8., 5.H.19.)*

Clinical Mental Health Counseling Program Specific Objectives:

1. Prepare candidates who can conceptualize the historical, philosophical, and organizational aspects of the counseling profession including, concepts related to legislation and governmental policies and apply advocacy skills for addressing institutional and social barriers and promoting access, equity, and wellness *(2024 Standards 5.C.3, 5.C.6, 5.C.8).*
2. Prepare candidates who can recognize issues related to power, privilege and race and engage in culturally responsive treatment planning and therapeutic decision-making practices, and maintain a commitment to the exploration (and self-exploration) of race, ethnicity, culture, spiritual and differences in ability to ensure that treatment is both culturally relevant and equitable *(2024 CACREP Standards 5.C.1, 5.C.4; 5.C.5).*
3. Prepare candidates who can integrate human development theory into case conceptualization and treatment planning, including the biological, psychological, systemic, and cultural factors that influence personality and overall development *(CACREP Standard 5.C.2).*
4. Prepare candidates who will employ strategies for examining the personal characteristics, interests, aptitudes, work-related values, resources and culture, related to career development and utilize research-based methods for career planning.
5. Prepare candidates who possess essential counselor characteristics, leadership, interviewing and case conceptualization skills and utilize counseling theories, models, and strategies for understanding and engaging with clients *(CACREP Standards 5.C.1, 5.C.4)*

6. Prepare candidates who can identify theoretical foundations of group counseling and group work and apply ethical and culturally relevant strategies for recruiting and screening members and organizing and facilitating groups.
7. Prepare candidates to make use of assessments for diagnostic purposes and for identifying trauma, abuse, and intervention planning purposed and engage in standard procedures for reporting abuse or potential harm (*CACREP Standard 5.C.4.*)
8. Prepare candidates to analyze and use data in counseling and engage in practices that are ethical and culturally relevant when conducting, interpreting and reporting results in program evaluation.
9. Prepare candidates to discuss etiology, nomenclature, treatment, referral, and prevention of mental, emotional and substance use disorders and apply knowledge and skills for navigating the Diagnostic and Statistical Manual of Mental Disorders (DSM V) and identifying diagnosis (*CACREP Standard 5.C.1.*)
10. Enhance candidate knowledge and understanding of professional counseling credentialing, including certification and licensure, accreditation practices and policies around record keeping, third-party reimbursements and HIPAA.
11. Prepare candidates to conduct comprehensive intake interviews for treatment planning and employ techniques and interventions for prevention and treatment of a broad range of mental health issues (*CACREP Standard 5.C.5.*)
12. Prepare candidates to engage in collaborative consultation with other mental health professionals to ensure continuity of care and effective treatment (*CACREP Standard 5.C.7.*)

Practicum and Internship Overview:

The counseling practicum and internship experiences are the large on-site opportunities to experience a range of activities and interventions developing professional school and mental health counselor skills in working with clients, students, parents and guardians, teachers, administrators, and other educators at a K-12 school sites and clinical sites (private practice, hospitals, clinics, agencies, etc.). Practicum and Internship are culminating experiences in the Counselor Education program. Building upon the knowledge and skills obtained through coursework, they provide opportunities for the counseling candidates to integrate varied experiences with diverse communities.

Counseling candidates must obtain a minimum grade of B in practicum and internship courses. Counseling candidates are not permitted to begin practicum hours until the practicum course begins nor are they able to begin internship until after the entire semester of practicum is completed and all required practicum hours (100 hours total) have been accomplished. School Counseling candidates cannot begin practicum until they have completed 50 pre-practicum hours.

The clinical coordinators, Dr. Laura Roberts (for School Counseling) and Dr. Katie Brammer (for Clinical Mental Health Counseling), must approve all site placements. Sites for practicum candidates must be approved by December 1st of the semester prior to beginning practicum and for internship candidates by May 1st of the semester prior to beginning internship.

Work at the site begins only after the candidate has started attending Internship/Practicum class. Candidates taking Internship may continue working toward completing the required hours during the winter session between the fall and spring semester if the site supervisor is available and willing to provide supervision for that period. Candidates are expected to finish course requirements, including completing the required hours, by the end of the Lehman College semester. Candidates are only eligible to register for practicum and

internship if prior program coursework requirements have been met including resolving incomplete grades. Practicum and Internship applications and site information forms are due prior to the start of classes (December 1 for practicum; May 1 for internship). All required forms are available to candidates on the Sonia platform. All required forms for practicum and internship must be completed on Sonia by the appropriate deadlines.

School Counseling Specific:

All school counseling candidates must complete a K-8 and a high school experience for fieldwork (i.e., either practicum or internship in a high school setting and either practicum or internship in an elementary or middle school setting). The school counselor candidate performs independent activities under the direct supervision of both the site supervisor and the Lehman College program faculty member teaching practicum or internship. School Counselor candidates develop competencies in both direct and indirect services.

School Counselor candidates applying for Practicum and Internship must have completed the following workshops: 1) Child Abuse Identification; 2) School Violence Intervention and Prevention and 3) Dignity for All Students (DASA) or have proof of DOE employment.

While candidates are free to choose either a K-8 or high school setting for EDG 707 practicum, the 600 internship hours (Fall: EDG 743 and Spring: EDG 744) completed during the fall and spring semesters of Year 3 must consist of 300 hours in grades K-8 and 300 hours in grades 9-12.

The options candidates may choose for completing their internship during Year 3 are listed below:

Option 1:

Fall Semester (EDG 743: Internship I): 300 hours at a K-8 school.

Spring Semester (EDG 744: Internship II): 300 hours at a high school.

Option 2:

Fall Semester (EDG 743: Internship I): 300 hours at a high school.

Spring Semester (EDG 744: Internship II): 300 hours at a K-8 school.

Option 3:

Fall Semester (EDG 743: Internship I): 150 hours at a K-8 school and 150 hours at a high school.

Spring Semester (EDG 744: Internship II): 150 hours at a K-8 school and 150 hours at a high school. All school counseling candidates must complete fingerprinting prior to beginning any fieldwork experiences. During your first year in the program, schedule your fingerprinting appointment through the Identigo's website. The fingerprinting fee is approximately \$100 or more and can be paid online when scheduling your appointment or in-person at your chosen Identigo location.

Please bring a valid government-issued photo ID (e.g., driver's license, U.S. passport, or Permanent Resident Card) to your appointment.

If you are currently employed by a school or believe you have previously completed fingerprinting, verify if your fingerprints are on file with New York State for teaching by logging into your TEACH account. Select "Account Information," then "Fingerprinting," and look for the message: "Your DCJS and FBI results have been received."

If you do not have a New York State TEACH account, create one here:

<https://www.highered.nysed.gov/tcert/teach/>

Professionalism

Responsibilities of Counseling Candidates:

1. Counseling candidates will conduct all of their practicum and internship activities using the American Counseling Association (ACA), the American School Counselor Association (ASCA), and the National Association for College Admission Counseling (NACAC) code of ethics.
2. Practicum and Internship sites must be approved the semester before they begin, i.e. December 1st deadline for practicum and May 1st deadline for internship. Applications for Practicum and Internship are completed on Sonia.
3. Read the Practicum and Internship Handbook and the syllabus provided by the course instructor.
4. Give a copy of the Practicum and Internship Handbook to the site supervisor.
5. Counseling candidates maintain liability insurance coverage during their practicum/internship from ACA as clinical mental health student members or ASCA as school counseling student members. They show proof of insurance/current ACA or ASCA student membership to site supervisors (CACREP, 2024, Standard 4.B).
6. **School Counselor candidates, specifically**, may be employed in the school where they complete school counseling practicum/internship. However, school counselor candidates may not provide counseling to a student they currently teach or will teach in the future. School Counselor candidates may not function in a school counseling role with students with whom they work with as part of another role.
7. Counselor candidates must be enrolled in Practicum (SC - EDG 707 or CMHC - EDG 761) or Internship (SC - EDG 743/744 or CMHC EDG 753/754) courses at Lehman College during their practicum or internship.
8. Either the site supervisor or the faculty supervisor with justifiable reasons may initiate premature termination of the practicum/internship. The Clinical Coordinator will work with the site supervisor, Program Coordinator, faculty instructor, and counseling candidate in planning for appropriate termination activities.

Professional Dress

The Counselor Education program at Lehman is proud of the recognition that exists within the community and across the country, so we aim to represent this program with professionalism. Candidates are expected to follow the dress codes at their sites. Therefore, we require our candidates (who represent the integrity and professionalism of Lehman's Counselor Education program) to dress professionally at their fieldwork sites. Ultimately, the counseling session is not about candidates or their personal identity— this space/relationship should be focused on the client and their presenting concern. Should candidates have concerns/issues regarding the professional dress requirements at their sites, they should contact the fieldwork course instructor and/or the clinical coordinator.

Professional Association Memberships, Liability Insurance, and Ethics (CACREP, 2024, Standard 4.B)

Clinical Mental Health Counseling Candidates are required to be American Counseling Association (ACA) members and follow the [ACA code of ethics](#). Candidates receive liability insurance as a student member. In addition, our candidates are encouraged to be members of the state branch of ACA (ACA-NY) and the New York Mental Health Counselors Association (NYMHCA) for professional

development conferences and political advocacy. Candidates show proof of insurance/current ACA student membership to site supervisors and upload it to Sonia. While site supervisors are not required to be a LMHC, it is critical that if you do not have LMHC training or background to download and read the ACA code of ethics to see similarities and differences with other mental health helping professions.

American Counseling Association (ACA) <https://www.counseling.org/>

American Counseling Association of New York (ACA-NY)
<https://www.counseling.org/about/divisions-regions-branches/new-york>

New York Mental Health Counselors Association (NYMHCA) <https://nymhca.org/>

School Counseling Candidates are required to be American School Counseling (ASCA) members and follow the [ASCA code of ethics](#). Candidates maintain liability insurance coverage during their practicum/internship from ASCA as student members. They show proof of insurance/current ASCA student membership to site supervisors and upload it to Sonia.

Student Retention Policy: Remediation and/or Dismissal from the Program (Non-Academic and Academic Dismissal)

The Graduate Program in Counselor Education identifies qualified candidates for transforming school and clinical mental health counseling. Each semester, candidate progress is reviewed by program faculty. If a candidate is behaving contrary to professional dispositions and/or ACA, ASCA, & NACAC Codes of Ethics either on campus (including courses using digital platforms) or at a fieldwork site, the following actions will be taken:

All concerns regarding candidates will be brought to the attention of practicum/internship faculty, clinical coordinator, the candidate's faculty advisor, the program coordinator, and the Counseling, Leadership, Literacy, and Special Education department chair.

Recommendations will be made by faculty for how the candidate will address and correct the behavior/issue. Appropriate sections of the ACA, ASCA, & NACAC Codes of Ethics will be reviewed with the candidate by the candidate's advisor.

The faculty advisor will document all meetings pertaining to the candidate and the identified concerns and receive updates of progress from the faculty and/or site supervisor. The candidate will be advised of concerns and the process that leads to dismissal.

If the inappropriate behavior/issue is not improved and/or the candidate continues to violate the ethical codes, the Counselor Education faculty will discuss the concerns and behavior, including the input and recommendations of the site supervisor (if appropriate). A decision will be made regarding the need to either remove the candidate from the program or determine a further corrective action plan.

If a new corrective action plan is developed, the school counselor candidate and a faculty member will sign it. Copies will be given to the candidate, the candidate's faculty advisor, the Clinical Coordinator, the Program Coordinator, the Counseling, Leadership, Literacy, and Special Education Department Chair, the Director of Graduate Studies, and the Vice President for Student Affairs.

If the candidate is to continue in the program with a corrective action plan, the faculty advisor and one additional full-time faculty member will meet with the school counselor candidate to present this information. The advisor and one other faculty member will monitor the behavior of the candidate and provide feedback to the candidate. If there is uncertainty regarding a recommendation, the program coordinator will consult with the ACA, ASCA, or NACAC ethics committees.

If the recommendation is that the candidate be dismissed from the program, the faculty advisor and one other full-time faculty member will present the recommendation and the documentation to the Clinical Coordinator, the Program Coordinator, the CLLSE Department Chair, the Dean of the School of Education, the Director of Graduate Studies, and the Vice President for Student Affairs to implement a course of action that follows Lehman College guidelines.

Academic Retention Policy:

Candidates must maintain a 3.0 GPA to continue in the program. Failure to do so may result in probation for one semester in which time they must bring GPA up to 3.0. However, if a candidate receives an *F* will need to meet with at least two Counselor Education faculty to consult about their status in the program. *B* is the minimum acceptable grade in practicum and internship courses to continue in the program.

Scheduling Expectations

School Counseling Candidates can anticipate completing their hours during K-12 school open hours.

Clinical Mental Health Counseling Candidates are welcome to complete their hours in the morning, afternoon, and/or evening during weekdays and weekends based on what is best for the needs of the site and the personal and work obligations of the candidates.

To ensure client care continuity, SC and CMHC candidates may continue work with practicum clients into internship during the January intersession with enrollment in EDG 743: Internship I in School Counseling or EDG 753: Internship I in Clinical Mental Health Counseling.

Telehealth Guidelines (CACREP Standards, 4.C.)

CMHC Candidates are welcome to complete all or part of the practicum and internship, direct and indirect service hours, via telehealth in collaboration with the needs of the site, the site supervisor, the clients, and the candidate's personal and work obligations. SC Candidates may complete a portion of their practicum and internship hours via telehealth.

Candidate and site supervisors are responsible for ensuring that all video-conferencing software is [HIPAA compliant](#). Supervision and online counseling sessions should ensure confidentiality and privacy as much as possible for the supervisor, the supervisee, and the clients. Distractions should be minimized, and no other people present, avoid driving and walking - both participants should be seated and fully focused during the video conference call. Supervisors, candidates, and clients should have a reliable backup plan in case of technological failure, including a free teleconference phone number or other fully secure confidential and private means of conducting the work.

Candidate Professional Conduct and Disposition

Faculty and site supervisors have a professional and ethical responsibility to:

1. Evaluate the interpersonal competence and emotional well-being of practicum and internship candidates who are under their supervision and who provide services to clients.
2. Ensure, insofar as possible, that practicum and internship candidates who complete their programs are competent to manage future professional relationships (e.g., student, collegial, professional, public, scholarly, supervisory, teaching, etc.) in an effective and appropriate manner.
3. Refrain from approving program completion for candidates with mental health, interpersonal, work, ethical and/or legal issues that interfere with professional competence.

Candidates enrolled in the Practicum or Internship course may receive a failing grade or be withdrawn from their field experience under the following conditions:

1. Unprofessional/unethical conduct at the Practicum/Internship site or in class, including failure to comply with directions from the faculty supervisor, site supervisor, clinical coordinator, or program coordinator.
2. If the faculty and/or site supervisor determine that the candidate's mental health compromises the field experience and/or places the candidates or others in imminent or foreseeable harm or danger.
3. Interpersonal and professional competence:
 - i. The candidate's ability to relate to peers, faculty, professionals, the public, and clients from culturally diverse backgrounds.
 - ii. The candidate's ability to resolve issues that interfere with professional development or functioning appropriately.
 - iii. The candidate's ability to respond constructively to feedback from supervisors or program faculty.
 - iv. Refusal to participate in personal counseling to resolve issues and concerns.
4. Self-awareness, self-reflection, and self-evaluation:
 - i. The candidate's knowledge of the content and potential impact of their beliefs and values on peers, faculty, professionals, the public, and clients from culturally diverse backgrounds.
 - ii. The candidate's ability to change thoughts, behaviors, and actions from the supervision process.
 - iii. The candidate's ability and willingness to explore issues that interfere with appropriate provision of counseling services.
5. Written and oral communication:
 - i. The candidate's ability to articulate ideas, thoughts, and concepts clearly and professionally.
 - ii. The candidate's knowledge and satisfactory use of APA style.
6. Quality of work:
 - i. The candidate's timely completion of all work at a satisfactory level.
 - ii. The candidate's ability to work collaboratively and cooperatively with others.
 - iii. The candidate's active participation in class, supervision, and counseling direct and indirect service hours.
 - iv. The candidate's satisfactory acquisition of knowledge and understanding of the content area.
 - v. The candidate's appropriate application of counseling skills.

If any of the above criteria apply, candidates may be given a plan for remediation and/or advised out of

the counselor education program.

Roles of Site/Faculty Supervisor and Clinical Coordinator Responsibilities (CACREP, 2024, Standards 4.D, 4.E, 4.F, 4.H, 4.I, 4.J, 4.P, 4.W)

Clinical supervision is a one-on-one professional relationship designed to develop school and mental health counseling competence in candidates. While individual supervision is preferred, triadic supervision with one supervisor and two candidates is acceptable. Candidates have a Site Supervisor who provides weekly individual clinical supervision either face-to-face or virtually (CACREP, 2024, Standard 4.H).

1. The site supervisor receives and reads the Lehman College Counselor Education Practicum and Internship handbook with the candidate and signs the supervision agreement and Handbook receipt forms.
2. The site administration holds responsibility for the safety and welfare of the candidate.
3. Site supervision ensures that fieldwork aligns with school counseling or clinical mental health counseling that includes:
 - Assessment and evaluation of clients.
 - Treatment planning.
 - Completing psychosocial histories and progress notes.
 - Individual counseling.
 - Group counseling.
 - Psychotherapy.
 - Consultation.
 - Delivery of School Counseling curriculum lessons
 - Consultation and collaboration with parents, teachers, administrators, and other counselors
 - Conducting professional development workshops for staff
 - Delivering parent and guardian workshops
 - Leadership activities
4. The site supervisor electronically submits one summative evaluation of the candidate during practicum, and a formative and summative evaluation of the candidate at the end of both semesters of internship to the Clinical Coordinator (CACREP, 2024, Standard 4.F). Forms will be sent electronically.
5. All site supervisors must attend a Lehman College Counselor Education online supervision training offered in the Fall and Spring semesters.
6. Fieldwork site supervisors have:
 1. a minimum of a master's degree, preferably in counseling or a related profession;
 2. active certifications and/or licenses in the geographic location where the candidate is placed, preferably in counseling or a related profession;
 3. a minimum of two years post-masters professional experience relevant to the CACREP specialized practice area in which the candidate is enrolled;
 4. relevant training for in-person and/or distance counseling supervision;
 5. relevant training in the technology utilized for supervision; and

6. knowledge of the program's expectations, requirements, and evaluation procedures for candidates.

Clinical Mental Health Counseling: Responsibilities of Site and Site Supervisor

The site supervisor receives the Lehman College Counselor Education Practicum and Internship handbook from the clinical mental health counseling candidate and is expected to read through its contents prior to signing the site supervision agreement form. All site supervisors are required to participate in an online orientation. Site supervisors will be instructed on how they can access the online orientation materials, which includes a recorded training, a series of PowerPoint slides, and a learning assessment, sent to the Clinical Coordinator upon completion.

For licensure as a New York State Clinical Mental Health Counselor and to satisfy the requirements of the Lehman College Master's degree in Counselor Education: Clinical Mental Health Counseling, the site must provide the following: A minimum of one hour of on-site weekly individual supervision by a site supervisor with the following qualifications: (CACREP, 2024, Standard 4.P):

- Minimum of a master's degree in clinical mental health counseling or a related profession.
- Active certifications and/or licenses in the geographic location where the candidate is placed, preferably in counseling or a related profession (LPC, LMHC, LCSW, licensed psychologist, psychiatrist, psychiatric nurse, etc.).
- A minimum of two years post-master's professional experience in clinical mental health counseling.
- An employee of the site and maintains an onsite presence with the knowledge of the program's expectations, requirements, and evaluation procedures for candidates.
- The opportunity to engage and participate in direct client contact with multiple individuals, groups, couples and families during practicum and internship.
- Practicum and Internship experiences should provide opportunities to participate in the following: intake interviews; clinical assessments; testing and analysis; counseling (individuals, groups, families and couples); consultation and collaboration with other professionals; psychoeducation; professional development; administrative leadership and team meetings; and case conferences.
- The site supervisor will co-sign all time log reports prepared by the clinical mental health counseling candidate.
- The site supervisor will electronically submit a formative and summative evaluation of the candidate at the end of both semesters of internship and will submit one summative evaluation of the candidate during practicum to the Clinical Coordinator.
- The site supervisor will assure counseling candidates have sufficient space for appropriate digital recording equipment and allow them to digitally record interviews for educational purposes only, specifically for faculty supervision and training, commensurate with the guidelines of the New York State Education Department, CACREP, and ACA. The availability to participate in additional professionally relevant training experiences, such as attending case conferences and professional development activities.
- The site supervisor is available to meet with faculty one time each semester to review candidates progress in practicum or internship.

Use the checklist in Appendix B to ensure that the site supervisor meets the above criteria.

School Counseling: Responsibilities of Site Administration and Site Supervisor

The site supervisor receives the Lehman College Counselor Education Practicum and Internship handbook from the school counselor candidate and is expected to read through its contents prior to signing the site supervision agreement form. All site supervisors are required to participate in an online orientation. Site supervisors will be instructed on how they can access the online orientation materials, which includes a recorded training, a series of PowerPoint slides, and a learning assessment, sent to the Clinical Coordinator upon completion.

For certification as a New York State School Counselor and to satisfy the requirements of the Lehman College Master's degree in Counselor Education: School Counseling, the training site must provide the following:

- An accredited K–12 educational institution (public, charter, or independent).
- A minimum of one hour of on-site weekly, individual supervision, by a certified school counselor with a master's degree and a minimum of 2 years of experience. Site supervisors should be employed at the training site for at least one year. New York State regulations require a certified School Counselor for providing supervision.
- The opportunity to plan, implement, and evaluate direct service hours with pre-K–12 student-clients that include multiple individual and group counseling experiences and school counseling classroom lesson implementation focused on developing student academic, career, college access/affordability/admission, and social- emotional competencies.
- The opportunity to plan, implement, and evaluate the [ASCA national school counseling program framework](#) template/artifact components including access to school data to help close achievement and opportunity gaps with specific process, perception and results data.
- The opportunity to conduct culturally sensitive school counseling activities that address the academic, career, college access/affordability/admission, and social-emotional needs of a K–12-student body.
- The site school administration holds responsibility for the safety and welfare of the students in the school. The site supervisor should not assign a school counselor candidate to undertake practicum or internship activities outside of regular school hours without the on-site presence of a professional school counselor supervisor.
- The site supervisor will co-sign all time log reports prepared by the school counselor candidate.
- The site supervisor will electronically submit a formative and summative evaluation of the school counselor candidate at the end of both semesters of internship and will submit one summative evaluation of the school counselor candidate during practicum to the Clinical Coordinator.
- The site supervisor will assure school counseling candidates have sufficient space for appropriate digital recording equipment and allow them to digitally record interviews for educational purposes only, specifically for faculty supervision and training, commensurate with the guidelines of the New York State Education Department, CACREP, and ASCA. The school administration will provide a private and adequate space to conduct individual and group counseling sessions for the school counselor candidate and K-12 student-client(s) to meet. In addition, procedures assure the protection of each student-client's confidentiality and legal rights.
- The availability to participate in additional professionally relevant training experiences, such as attending administrative leadership, data, inquiry, and IEP team meetings and case conferences.
- The site supervisor is available to meet with faculty one time each semester to review candidates

progress in practicum or internship.

Use the checklist in Appendix C to ensure that the site supervisor meets the above criteria.

The Clinical Coordinator

Two semesters prior to beginning practicum, the clinical coordinators provide candidates with a list of site requirements that demonstrate suitable practicum and internship sites that candidates can choose from. The Clinical Coordinators have several key responsibilities, including providing on-going support to candidates as they locate fieldwork sites sufficient to offering quality, quantity, and variety of expected experiences. The role of the clinical coordinators is to also collaborate with faculty to oversee all practicum and internship experiences. This role involves setting timelines for practicum and internship applications, managing the practicum and internship orientation (held in the Fall for School Counseling Candidates and Spring for the Clinical Mental Health Counseling Candidates), reviewing and approving all placement applications, ensuring program requirements align with site criteria, and providing support to faculty and site supervisors and candidates. Additionally, the Clinical Coordinators intervene to resolve any practicum and internship issues that may arise (CACREP, 2024, Standard 4.A).

- The clinical coordinators provide a list of sites for suitable practicum and internship candidates who are reviewed and advised by faculty prior to placement.
- The clinical coordinators receive the site supervisor's electronic evaluation (formative and/or summative) of the candidate and shares feedback about the candidate to the faculty supervisor prior to assigning a grade.

Responsibilities of Faculty Supervisor in Fieldwork Courses

The faculty supervisor also serves as the fieldwork course instructor. All candidates are enrolled in a practicum or internship course for the duration of their fieldwork experiences. In addition to weekly on-site supervision, candidates meet weekly with their faculty supervisor and classmates for the duration of the practicum or internship classes (EDG 707, 743, 744, 761, 753, and 754) for group supervision (CACREP, 2024, Standard 4.T & 4.X).

- The faculty supervisor is responsible for quality counseling from the candidate.
- The faculty supervisor retains the responsibility for the training and quality of the work of the counseling candidate.
- The faculty supervisor advises the counseling candidate that they must adhere to the administrative policies, procedures, standards, schedules, and practices of the practicum/internship site.
- The faculty supervisor must receive the site supervisor's electronic evaluation (formative and/or summative) of the counselor candidate prior to assigning a grade.
- The faculty supervisor arranges for one site visit/contact during practicum and one site visit/contact during internship I and II for each candidate in the presence of both the site supervisor and the counseling candidate. These meetings are held each semester. These contacts are designed to support the work of the candidate and the site supervisor and to ensure the site meets CACREP accreditation standards. Site supervisors are invited to contact the faculty supervisor at any time during the semester to discuss the candidate, ask questions, or to provide feedback.
- The faculty supervisor ensures that counseling candidates conduct themselves in a professional manner and maintain their conduct in accordance with the ethical standards established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), and the National Association for College Admission Counseling (NACAC).

Practicum and Internship Requirements

The purpose of fieldwork experiences is to help candidates gain familiarity with a variety of professional counseling activities, including technology.

School counseling candidates will practice implementing the ASCA School Counseling Program Model through direct and indirect activities using data-informed interventions and evaluations including process, perception, and outcomes using ASCA School Counseling Program Model Closing The Gap Action Plans and Results Reports.

For Clinical Mental Health Counseling candidates, field-based clinical experiences assist candidates with developing individual, group, couple, and family counseling skills by integrating professional knowledge under the supervision of an experienced and licensed clinical mental health counselor or equivalent licensed mental health professional with diagnostic and treatment privileges in New York State.

Required Hours (CACREP, 2024, Standard 4.Q, 4.R, 4.U & 4.V)

EDG 707 - Practicum in School Counseling: 100 hours including 40 direct individual, group, and classroom lesson hours over the course of one full academic term

EDG 743 - Internship in School Counseling I: 300 hours including 120 direct individual, group, and classroom lesson hours over the course of one full academic term

EDG 744 - Internship in School Counseling II: 300 hours including 120 direct individual, group, and classroom lesson hours over the course of one full academic term

EDG 761 - Practicum in Clinical Mental Health Counseling: 100 hours including 40 direct individual, group, couple, and family counseling hours over the course of one full academic term

EDG 753 - Internship in Clinical Mental Health Counseling I: 300 hours including 120 direct individual, group, couple, and family counseling hours over the course of one full academic term

EDG 754 - Internship in Clinical Mental Health Counseling II: 300 hours including 120 direct individual, group, couple, and family counseling hours over the course of one full academic term

Practicum Prerequisites

To enroll in the practicum, candidates must have completed all prior first-year coursework with a 3.0 GPA. Practicum occurs in the Fall Semester of the second year for CMHC candidates and Spring Semester of the second year for SC candidates.

Internship Prerequisites

Candidates must have completed 39 credits with a GPA of 3.0 including EDG 761: Practicum in Clinical Mental Health Counseling or EDG 707: Practicum in School Counseling (CACREP, 2024, Standard 4.U).

The internship is offered:

- **CMHC Candidates:** Spring semester and the 11-week Summer intersession of the 2nd year
- **School Counseling Candidates:** Fall semester and Spring semester of the 3rd year

All practicum and internship paperwork must be submitted for approval by the Clinical Coordinator via Sonia.

Practicum (EDG 707 and EDG 761) Requirements

Candidates in practicum must complete a minimum of 100 hours of supervised clinical mental health counseling practice or K-12 school setting at an approved site with at least one hour of on-site supervision per week (virtual or face-to-face).

In accordance with standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), practicum consists of “At least 40 hours of direct service with actual clients that contributes to the development of counseling skills [and] the development of program-appropriate audio/video (digital) recordings for use in supervision or live supervision of the student’s [candidate’s] interactions with clients.” Candidates must complete one full semester of practicum prior to accruing internship hours. Any hours earned over 100 hours **cannot** be counted toward internship hours since practicum must be completed in full during one full semester (CACREP, 2024, Standard 4.Q & 4.R).

CMHC Candidates, specifically, the 100 hours are divided into 40 hours of direct service (individual, group, and couple/family counseling) and 60 hours of indirect service.

School Counseling Candidates, specifically, the 100 hours are divided into 40 hours of direct service (individual counseling, group counseling, and school counseling curriculum lesson) and 60 hours of indirect service.

Internship (EDG 743, 744, 753, and 754) Requirements

The internship experience provides candidates with the opportunity to further develop counseling skills and apply their knowledge of counseling in a field-based experience. Candidates in internship must complete a minimum of 600 hours of supervised school or clinical mental health counseling practice at an approved site with at least one hour of on-site supervision per week (virtual or face-to-face CMHC; face-to-face school counseling). The 600 (300 per semester) hours are divided into 240 hours of direct service and 360 hours of indirect service for the Spring semester and the Summer intersession for CMHC and in the Fall and Spring semesters for School Counseling (CACREP, 2024, Standard 4.U). Candidates are expected to complete the required hours using the following breakdown for each semester: a minimum of 120 hours of direct service and 180 hours of indirect service.

CMHC and School Counseling Direct & Indirect Services

Direct services are opportunities for candidates to engage in direct contact with students, clients, parents, or guardians. CACREP defines direct services as "interaction with clients that includes the application of counseling, consultation, or human development skills." Candidates should perform roughly equivalent amounts of these direct services:

Clinical Mental Health Counseling Direct Services

- Individual counseling
- Group counseling
- Family counseling
- Couples counseling

Clinical Mental Health Counseling Indirect Services

- Clinical mental health counseling consultation and referrals
- Case management
- Case conferences
- Counseling workshop development and implementation
- Group counseling interview, selection, and planning
- Public speaking and outreach on counseling issues in community and schools
- Continuing education and/or staff development
- Hotline skill development
- Website and social media development and implementation
- Practice/agency public relations, marketing, accounting, and other business practices
- Clinical documentation and other record keeping, including electronic health records (EHR) systems implementation and monitoring
- Advocacy and leadership for professional counseling and for clients and families
- Research and professional writing in counseling

School Counseling Direct Services

- Individual Counseling
- Group counseling
- Delivery of School Counseling curriculum lessons
- Consultation and collaboration with parents, teachers, administrators, and other counselors
- Conducting professional development workshops for staff
- Delivering parent and guardian workshops
- Leadership activities

School Counseling Indirect Services

- Student assessment and planning using data
- Attending professional development workshops
- Student referrals
- Classroom observations
- School counseling program development and implementation (foundation, management, and accountability templates and assessments)
- Advocacy and leadership for school counseling and for student-clients
- Preparation and evaluation of school counseling program activities
- Research and professional writing in counseling

School Counseling Non-Counseling Duties

The following non-counseling duties DO NOT meet direct or indirect hour criteria:

- Making disciplinary decisions or imposing disciplinary actions
- Student supervision duty, including bus duty, taking tickets at school events, recess duty,

- lunch duty, hall duty, etc.
- Substitute teaching of a class
- Clerical work including filing, data entry, and non-ASCA model paperwork
- Course scheduling and schedule changes

Digital Recordings (CACREP, 2024, Standard 4.C):

We adhere to the guidelines of the New York State Education Department Office of the Professions. Sites that do not allow digital recording for instructional purposes are not acceptable practicum or internship sites.

During practicum and internship, candidates digitally record their interactions with clients/students during counseling. Permission must be obtained from the client and/or a parent or guardian to digitally record counseling sessions with school-age children and adolescents under the age of 18; however, parent/guardian permission is not needed to digitally record school counseling developmental classroom lessons IF the school has informed parents and guardians that candidates may be digitally recorded during classroom lessons. At all times, the rights of the student/client are to be protected, and confidentiality and anonymity are to be maintained to every extent possible, including the immediate erasure of any client/student digital recording as soon as supervision has been completed. Practicum and internship candidates must take extra precautions, including protecting any digital device used for recording or presenting client/student sessions, ensuring that the material is not viewed outside of individual or group supervision, and all recordings must be erased immediately after supervision. Candidates enrolled in EDG 707, EDG 743, EDG 744, EDG 761, EDG 753, and EDG 754 must not discuss or demonstrate their work with clients/students outside of appropriate supervisory settings.

Site Approval Process - Finding a Site (2024 CACREP Standards, 4.A.)

After attending the practicum and internship orientation, candidates seek out a K-12 school, group practice, or community agency in which to do their practicum and internship. A combination of emails, phone calls, and in-person visits to potential sites aid in prompt placement. Have a brief cover letter, your updated resume, and a copy of the practicum and internship handbook available when emailing potential site supervisors. If you need assistance, the clinical coordinator has a list of potential sites you may contact—these sites have stated they are willing to work with Lehman College CE candidates.

The School Counseling site should be accredited and approved to ensure candidates are able to meet all their requirements for practicum or internship. School Counseling candidates need to do fieldwork at all levels, K-8 and a high school experience (i.e., either practicum or internship in a high school setting and either practicum or internship in an elementary or middle school setting).

The CMHC site should be able to offer enough individual, group, family, and couple clients to easily meet the 40 hours of direct service practicum hours in the Fall semester and the 240 hours of direct service internship hours from January until August. To support candidate progress and client continuity during practicum and internship, the program recommends that candidates have one site for practicum and one for internship for CMHC. Staying at the same site for both practicum and internship is encouraged; however, if a candidate runs into issues at the site they are placed at, they may add a second

site or change sites. Candidates should determine a second or new site as soon as possible so that, if needed, Affiliation Agreements (see more information below) are completed as quickly as possible so as not to hold back continuing practicum and/or internship hours on time.

CMHC candidates are encouraged to only select sites that guarantee a large number of individual, group, family, and couple clients for internship in the Spring semester— as Summer is a more difficult time to see large numbers of clients.

Use checklist in Appendix A to ensure that your mental health site meets all the criteria

Ensuring Compliance with Local Laws and Regulations for Fieldwork Placements

The institution is committed to ensuring that all local laws and regulations governing the counseling profession are followed for fieldwork placements, both within New York State (NYS) and in other states where candidates may seek placement.

For any candidate selecting a fieldwork site outside of NYS, the program follows a rigorous approval process to confirm that the site and supervision meet all necessary qualifications. This process includes:

Site Evaluation: The program verifies that the fieldwork site meets our established Site Checklist Criteria, ensuring it aligns with the professional, ethical, and educational standards required for clinical training. We will use this website, from the American Counseling Association, to learn the state specific regulations regarding licensure and site criteria: Licensure Requirements for Professional Counselors.

Supervisor Qualification: The Site Supervisor Checklist Criteria is applied to assess the credentials, experience, and licensure of the proposed supervisor, ensuring compliance with both NYS and the regulations of the state where the site is located. We will use this website, from the American Counseling Association, to learn the state specific regulations regarding licensure and supervisor qualifications: Licensure Requirements for Professional Counselors.

Regulatory Compliance: The program reviews state-specific licensing and training requirements to confirm that candidates will be receiving appropriate supervision and clinical experience that adhere to both institutional policies and state laws. We will use this website, from the American Counseling Association, to achieve this goal: Licensure Requirements for Professional Counselors. From this website, we can link to each state's licensing board to review state-specific licensing and training requirements to ensure regulatory compliance.

By implementing this process, the institution ensures that all fieldwork experiences uphold the highest standards of professional training while remaining compliant with applicable laws and regulations across different jurisdictions.

Affiliation Agreements - CMHC only

Affiliation Agreements are **legal contracts between the CUNY Office of Legal Affairs and candidates' practicum and internship clinical site placements that require an Affiliation Agreement.** This legal contract, fully named *Covered Program CUNY Standard Affiliation Agreement*, defines each party's educational responsibilities and outlines the partnership's specific terms. It is the candidate's responsibility to ask the clinical site if there is a Pre-negotiated Affiliation Agreement with CUNY Legal Affairs for their Clinical Mental Health Counselor Supervisor during the interview process.

Candidates need to request a copy *Covered Program CUNY Standard Affiliation Agreement* from the Clinical Coordinator to complete for sites requiring a Clinical Mental Health Counseling Affiliation Agreement. This document will need to be approved by CUNY Legal before seeing clients at clinical practicum and internship sites. Since it can take months for Affiliation Agreements to be approved through CUNY Legal Affairs, candidates are expected to have an Affiliation Agreement document completed and sent to the Clinical Coordinator no later than May 1st. Once the Clinical Coordinator receives the completed Affiliation Agreement, they will submit it to CUNY Legal for review and approval. Once approved and signed by CUNY Legal, the Affiliation Agreement will be sent to the Clinical Coordinator who will notify the candidate of the approval.

It is pertinent that a clinical practicum and internship site has a completed *Covered Program CUNY Standard Affiliation Agreement* approved for Clinical Mental Health Counseling specifically— any other field (i.e., medical, social work, etc.) with an approved Affiliation Agreement will not be accepted. If a site is uncertain about having an approved Affiliation Agreement with CUNY Legal Affairs on file it is the candidate's responsibility to contact the clinical coordinator to see if there is a pre-negotiated Affiliation Agreement between the clinical site for Clinical Mental Health Counseling and CUNY Legal. If a candidate chooses to switch clinical sites for practicum or internship it is their responsibility to follow the steps outlined above to ensure there is an Affiliation Agreement on file with CUNY Legal Affairs.

Application and Supervision Agreement (CACREP, 2024, Standard 4.H)

Once the completed practicum/internship application and supervision agreement has been received by the Clinical Coordinator, the candidate and site supervisor will be notified of approval or disapproval.

Dismissal for Non-Academic Behaviors Policy

Each semester, candidates are evaluated by the CE faculty on their dispositions and academic and professional success. If there is any sign that a candidate is behaving contrary to the ACA or ASCA code of ethics, the following actions will be taken:

1. All concerns regarding candidates will be brought to the attention of practicum/internship faculty, the clinical coordinator, faculty advisor, the program coordinator, and if necessary, the CLLSE department chair.
2. Recommendations will be made for how the candidate will address and correct the behavior. Relevant sections of the ACA or ASCA Codes of Ethics will be reviewed with the candidate.
3. The faculty advisor will document all meetings pertaining to the candidate and the identified concerns and receive updates of the candidate's progress from the faculty and/or site supervisor.
4. The candidate will be advised of concerns and the process that leads to potential dismissal.
5. The Clinical Coordinator will contact the site supervisor to determine and assess the candidate's behavior at the site.
6. If the behavior of concern is not improved and/or the candidate continues to violate ethical codes, the Counselor Education faculty will discuss the concerns and behavior, including the input and recommendations of the site supervisor. A decision will be made regarding the need for a remediation and/or advise the candidate out of the program.
7. If a remediation plan is developed, the candidate and a faculty member will sign it. Copies

will be given to the candidate, the candidate's faculty advisor, the Clinical Coordinator, the Program Coordinator, the CLLSE Department Chair, the Director of Graduate Studies, and the Vice President for Student Affairs.

8. If the candidate is to continue in the program with a remediation plan, the faculty advisor and one full-time faculty member will meet with the candidate to present this information. These two faculty members will continue to monitor the behavior of the candidate and provide feedback to the candidate.
9. If there is uncertainty regarding a recommendation, the program coordinator will consult with the ACA or ASCA ethics committees.
10. If the recommendation is that the candidate be dismissed from the program, the faculty advisor and one other full-time faculty member will present the recommendation and the documentation to the Clinical Coordinator, the Program Coordinator, the CLLSE Department Chair, the Dean of the School of Education, the Director of Graduate Studies, and the Vice President for Student Affairs to implement a course of action that follows Lehman College guidelines.

School Counselor Certifications (Internship, Initial/Initial Bilingual, and Professional/Professional Bilingual)

School Counselors must be certified to practice in the state in which they work. State requirements can be found [here](#).

In New York, all five New York State Education Department (NYSED) school counseling certificates have specific requirements. Candidates must research the requirements both through the state's websites (listed below) and by contacting Lehman College's School of Education Teacher (and School Counselor) Certification Office teacher.certification@lehman.cuny.edu. Lehman College is required by the state to verify specific requirements before recommendations (online verification) can be submitted. After a recommendation is submitted, the state has a final review before approving and issuing the certificate. Everyone must have a TEACH Online Service Account to begin and maintain the certification.

[TEACH Online Service Account](#) - This account is permanent for the candidate's career as a school counselor. The candidate must periodically update their educational background, personal information, work experience (*after certification*), apply/pay for any certificates, etc.; everything pertaining to state certification. Candidates must have their fingerprints on file in this account.

School Counseling Internship Certification:

Internship Certification is a temporary optional certificate for candidates in the school counseling program available after 30 credits, including a completed practicum, which can be used to find a full-time job that may include a paid internship. It is only available before graduation.

Requirements:

- Complete 50% of coursework (30 credits) including practicum.
- Show proof of securing a School Counselor position with a letter from the school principal identifying the position and location.
- Apply using the Teach Online Services Account and contact teacher.certification@lehman.cuny.edu for

specific requirements. The program coordinator must sign off on the Internship Certification application.

- Complete mandated workshops (3):
 1. [Child Abuse Identification & Reporting](#)
 2. [School Violence Prevention](#)
 3. [DASA: Anti-Bullying & Discrimination Training](#)

Initial Certification

This is the main base school counseling certificate all candidates must first obtain after graduation. All candidates seeking the bilingual certification should also apply for initial certification.

- First step: At the end of their last semester, candidates may set up their paid application for the initial School Counselor certificate through their state TEACH Online account by following these instructions: <https://www.highered.nysed.gov/tcert/certificate/apply.html> When prompted for a program code use: 41528. Candidates should email the School of Education Teacher and School Counselor Certification Office at: teacher.certification@lehman.cuny.edu after they receive their official graduation approval from the [Registrar Graduation Audit Unit](#).
- Second Step: Candidates must have 48 credits including both semesters of internship for initial certification. School Counseling candidates complete initial certification on their own through NYSED online with their TEACH Online Services account using **the “Individual Evaluation”** pathway. The following is what NYSED requires using this pathway to issue the initial School Counselor certificate. You will be prompted to upload all the following information in the application:
 - Proof of a bachelor’s degree (official transcript)
 - Proof of Graduate Coursework in School Counseling (official transcript)
 - Proof of College Supervised Internship in School Counseling (official transcript with a letter grade for Internships)
 - Proof of Completion of 3 mandated workshops:
 1. [Child Abuse Identification & Reporting](#)
 2. [DASA: Anti-Bullying & Discrimination Training](#)
 3. [School Violence Prevention](#)
 - Fingerprint Clearance
 - [CST Exam](#) Completion

Directions: How to apply for an Initial School Counselor Certificate using the “Individual Evaluation” pathway:

- Log in to your state [TEACH Online Services account](#)
- When you see a menu, choose "apply for a certificate." It will take you through 10 steps to complete:
 1. Update your education and/or teaching experience. If you already entered this information, you may skip it by pressing "next" twice.
 2. On the drop-down menu follow these prompts:

- a. **Area of Interest:** Administration & Pupil Personnel Services
 - b. **Subject Area:** School Counseling
 - c. **Grade Level:** PreK-12, All Grades
 - d. **Title:** School Counselor
 - e. **Type of Certificate:** Initial Certificate
3. Press ADD, and it will ask you for the program code - Select "NO"
 4. It will ask if you are coming from another state (Interstate Reciprocity) - Select "NO"
 5. It will take you to your application on file; scroll down & press NEXT
 6. Select: to have the "state review your application"
 7. Answer background questions & click on "Sign Affidavit"
 8. It will show you the cost of the application, and then click on "Sign Application"
 9. It will then provide a checklist to print out everything you must send to the state for the issuance of the School Counselor Initial certificate.
 10. Last, pay the application fee with a credit card. Done!
- Third Step: Take and pass the CST: School Counselor exam ideally in late February of the last year in the program. All candidates should have passed the [CST: School Counselor\(#193\)](#) exam by graduation.

Bilingual Initial Certification:

School Counselor candidates who passed the [BEA exam](#) (candidates need to choose the language for the exam and visit the Pearson testing website to register and schedule the exam), filed the appropriate form with their advisor and graduate studies, and have taken the bilingual extension courses in the summer of their third year are eligible for bilingual certification. After graduation, candidates should contact the School of Education Teacher and School Counselor Certification Office teacher.certification@lehman.cuny.edu to request submission for the initial Bilingual Certificate AND the initial School Counseling Certificate.

Professional Certification

Candidates apply for professional certification after three years of full-time experience as a School Counselor. Candidates must have graduated with 60 credits. Candidates are recommended for professional certification through the Lehman College School of Education Teacher and School Counselor Certification office. Email teacher.certification@lehman.cuny.edu after completing three years of school counseling service for the recommendation.

Bilingual Professional Certification

After receiving the professional School Counselor certification, candidates may apply for the professional Bilingual School Counselor extension. As long as the candidate maintains their professional certificate in good standing with the required professional development hours, the professional extension will remain issued.

Clinical Mental Health Counselor Licensure

The program meets all requirements for New York State licensure as a Licensed Clinical Mental Health Counselor (LMHC) <http://www.op.nysed.gov/prof/mhp/mhclhc.htm> and national certification by the National Board of Certified Counselors (NBCC) <http://www.nbcc.org/certification>. Mental Health Counselors must be licensed to practice in the state in which they work. State requirements can be found [here](#).

For specific information on becoming a Licensed Mental Health Counselor (LMHC) in New York, and to locate application forms, please visit <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>

The practice of Mental Health Counseling and use of the titles "Mental Health Counselor" and "Licensed Mental Health Counselor" or any derivative thereof within New York State requires licensure as a Mental Health Counselor, unless otherwise exempt under the law.

To be licensed as a Mental Health Counselor in New York State you must:

- Be of good moral character;
- Be at least 21 years of age;
- Meet education requirements (Graduate from a NYS 60-semester hour Licensure-Qualifying program);
- Meet experience requirements (Limited permit which includes practicing under supervision);
- Meet examination requirements (NBCC National Clinical Mental Health Counseling Examination- exam schedules are provided to applicants when you register <https://nbcc.org/exams/ncmhce>); and
- Complete coursework or training in the identification and reporting of child abuse offered by a [New York State approved provider](#)

Submit an *Application for Licensure* (Form 1) and the other forms indicated, along with the appropriate license fee and first registration to the Office of the Professions at the address specified on each form. You are responsible for following up with anyone you have asked to send the licensing board material.

Please review the [LMHC Checklist](#) (see Appendix D), which outlines all the items required for licensure in New York State.

If candidates are seeking licensure in another state, please refer to that specific state's licensure board for requirements.

Appendix A: Checklist for Acceptable Settings for **Clinical Mental Health Counseling Practice**

1. Professional Corporation, Registered Limited Liability Partnership, or Professional Service Limited Liability Company:	
Ensure the entity is authorized to provide services within the scope of practice of Clinical Mental Health Counseling.	Yes/No
Verify registration and compliance with relevant regulations.	Yes/No
2. Sole Proprietorship Owned by a Licensee:	
Confirm that the licensee provides services within their professional scope and within the scope of practice of Clinical Mental Health Counseling.	Yes/No
Review any applicable licensing and registration requirements.	Yes/No
3. Professional Partnership Owned by Licensees:	
Ensure all partners provide services within the scope of practice of Clinical Mental Health Counseling.	Yes/No
Verify compliance with partnership agreements and regulations.	Yes/No
4. Hospital or Clinic Authorized under Article 28 of the Public Health Law:	
Confirm authorization to provide Clinical Mental Health Counseling services under relevant legislation.	Yes/No
Ensure compliance with healthcare regulations and standards.	Yes/No
5. Program or Facility Authorized under the Mental Hygiene Law:	
Verify authorization to provide Clinical Mental Health Counseling services under the Mental Hygiene Law.	Yes/No
Review compliance with Clinical Mental Health Counseling regulations and standards.	Yes/No
6. Program or Facility Authorized under Federal Law:	
Confirm authorization under Federal Law to provide Mental Health Counseling services.	Yes/No
Ensure compliance with federal regulations pertaining to mental health services.	Yes/No
7. Exempt Entity Defined under New York State Law or Jurisdictional Laws:	
Verify exemption status or authorization under relevant laws to provide Mental Health Counseling services.	Yes/No
Ensure compliance with all applicable regulations and requirements.	Yes/No
Does my site meet one of the above criteria:	

Appendix B: *CMHC* Checklist for Supervision Requirements

Supervisor Qualifications	
Confirm that your supervisor is licensed and registered in New York State to practice in one of the following fields (must answer yes to one of the options below):	
• Mental Health Counselor	
• Physician	
• Physician Assistant	
• Psychologist	
• Licensed Clinical Social Worker	
• Registered Professional Nurse	
• Nurse Practitioner	
Ensure your supervisor is competent in the practice of Mental Health Counseling, or possesses equivalent qualifications as determined by the Department for experience completed in another jurisdiction (must answer yes to all three items below):	
• a minimum of a master's degree, preferably in counseling, or a related profession	
• a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled	
• relevant training in counseling supervision	
Supervisor Responsibilities (must answer yes to all items below)	
• Verify that your supervisor is responsible for the assessment, evaluation, and treatment of each client	
• Ensure that the supervisor delegates activities to you, the limited permit holder, based on your competence as determined by education, training, or licensure	
Supervision Frequency (must answer yes to all items below):	
• Confirm that your supervisor can provide an average of one hour per week in-person or virtual individual or triadic supervision	
Supervisory Oversight and Guidance	
Ensure that your supervisor provides oversight and guidance in various aspects of mental health counseling, including (must answer yes to all items below):	
• Assessment and evaluation of clients	
• Treatment planning	
• Completing psychosocial histories and progress notes	

Appendix C: *School Counseling* Checklist for Supervision Requirements

Supervisor Qualifications	
Confirm that your supervisor is certified in New York State to practice as a school counselor (must answer yes to one of the options below):	
<ul style="list-style-type: none"> Confirm that your supervisor is certified in New York State to practice as a school counselor 	
Ensure your supervisor is competent in the practice of School Counseling and has had at least 1 year of employment at the accredited K-12 educational training site (must answer yes to all three items below):	
<ul style="list-style-type: none"> a minimum of a master’s degree in school counseling 	
<ul style="list-style-type: none"> a minimum of two years as a certified school counselor 	
<ul style="list-style-type: none"> relevant training in counseling supervision 	
Supervisor Responsibilities (must answer yes to all items below)	
<ul style="list-style-type: none"> The opportunity to engage and participate in direct student contact with multiple individuals, and multiple counseling groups during practicum and internship to deliver academic, career, college access/affordability/admission, and social-emotional competencies 	
<ul style="list-style-type: none"> The opportunity to plan, implement, and evaluate multiple hours of school counseling developmental lessons in classrooms providing academic, career, college access/affordability/admission, and social/emotional competencies 	
<ul style="list-style-type: none"> The opportunity to plan, implement, and evaluate the ASCA National School Counseling program framework template/artifact components including access to school data to help close achievement and opportunity gaps with specific process, perception and results data: ASCA National Model - American School Counselor Association (ASCA) 	
<ul style="list-style-type: none"> The opportunity to conduct culturally sensitive school counseling activities that address the academic, career, college access/affordability/admission, and social-emotional needs of a K–12-student body 	
<ul style="list-style-type: none"> The availability of private and adequate space to conduct individual and group counseling sessions and digital recordings 	
<ul style="list-style-type: none"> The availability to participate in additional professionally relevant training experiences, such as attending administrative leadership, data, inquiry, and IEP team meetings and case conferences 	
Supervision Frequency (must answer yes to all items below):	
<ul style="list-style-type: none"> Confirm that your supervisor can provide an average of one hour per week in-person or virtual individual or triadic supervision 	
Supervisory Oversight and Guidance	
Ensure that your supervisor provides oversight and guidance in various aspects of school counseling,	

Appendix D: **CMHC** Practicum/Internship Application & Site Agreement

Lehman College of the City University of New York

Counselor Education: Clinical Mental Health Counseling - Practicum/Internship Application

Internship applicants must complete all sections of this form. Be sure and provide your signature as well as obtain the signature of your site supervisor. **All of the required documents listed in section IV must be uploaded onto Clinical Coordination Course Site.** Be sure to read the Practicum and Internship Handbook and give a copy to your site supervisor. Once you and our supervisor have reviewed the handbook, you must both sign Handbook Receipt forms which you will submit as part of your application. Please include a copy of your supervisor's license with this application.

Section I: Personal Information				
Full Name:	<i>Last</i>	<i>First</i>	<i>M.I.</i>	Date:
Address:	<i>Street Address</i>			<i>Apt. #</i>
	<i>City</i>	<i>State</i>	<i>ZIP Code</i>	
Phone:	()	E-mail Address:		
Semester/Year for which you are applying				
Section II: Program/Course Information				
Department: Counseling, Leadership, Literacy, Spec. Ed.		Degree: M.S.	Program: Clinical Mental Health Counseling	
Anticipated Date of Graduation:		Counselor Education Courses: CMHC 761, 753, 754		
Section III: Site Information				
Name of Site:			Phone:	
Managing Director's Name:			Phone:	
Site Address:				
Name of On-Site Counseling Supervisor:		Job title		

Total # of Years of Experience as a Licensed Clinical Mental Health Counselor, Social Worker, Psychologist, etc.:		
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Supervisor Phone:	()	Supervisor E-mail Address:	
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Professional Organization Affiliations:

Section IV: Documentation Required

<ol style="list-style-type: none"> 1. Application and Supervisory Agreement 2. Copy of liability insurance limits page and current professional membership card 3. Handbook receipt 4. Proof of supervisor qualifications – Copy of license OR screenshot of license verification - https://eservices.nysed.gov/professions/verification-search 	<p>Documentation needs to be uploaded to the Clinical Coordination Course. Please do not submit your application until you have all the required materials.</p>
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Section V: Clinical Coordinator Authorization

Upon submission of your application and documentation, materials will be reviewed and approved by the clinical coordinator. Please check the Clinical Coordination course site for status of approval.

CMHC Clinical Coordinator	Katie Brammer	mary.brammer@lehman.cuny.edu
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Appendix E: *School Counseling* Practicum/Internship Application/Site Agreement

Lehman College of the City University of New York

Counselor Education: School Counseling - Practicum/Internship Application

<p>Internship applicants must complete all sections of this form. Be sure and provide your signature as well as obtain the signature of your site supervisor. All of the required documents listed in section IV must be uploaded onto the Clinical Coordination site, under the appropriate section. Be sure to read the Practicum and Internship Handbook and give a copy to your site supervisor. Once you and our supervisor have reviewed the handbook, you must both sign Handbook Receipt forms which you will submit as part of your application</p>				
Section I: Personal Information				
Full Name:	<i>Last</i>	<i>First</i>	<i>M.I.</i>	Date:
Address:	<i>Street Address</i>			<i>Apt. #</i>
	<i>City</i>	<i>State</i>	<i>ZIP Code</i>	
Phone:	()	E-mail Address:		
Semester/Year for which you are applying				
Section II: Program/Course Information				
Department: Counseling, Leadership, Literacy, Spec. Ed.		Degree: MS. Ed.	Program: School Counseling	
Anticipated Date of Graduation:		Counselor Education Course for which you want to register:		
Section III: School Site Information				
School Name/#:			Phone:	()
Principal Name:			A.P. Name:	
School Address:				
Name of On-Site Counseling Supervisor:			Job Title:	
Total # of Years of Experience as School Counselor/Social Worker/School Psychologist:				
Supervisor Phone:	()	Supervisor E-mail Address:		
Section IV: Documentation Required				

<ol style="list-style-type: none"> 1. Application and Site Supervisor Agreement 2. Handbook Receipt – Site Supervisor 3. Handbook Receipt - Student 4. Copy of ASCA liability insurance limits page and current ASCA membership card 5. Proof of DOE employment 6. Proof of supervisor qualifications - https://eservices.nysed.gov/teach/certhelp/search-cert-holder <i>If you are not a DOE employee, please include the following items:</i> 7. Proof of workshop completion: <ul style="list-style-type: none"> -Child abuse recognition and reporting -Violence prevention and training -Dignity for All Students (DASA) 8. Fingerprint clearance 	<ol style="list-style-type: none"> a. Documentation must be compiled in the order indicated (left) and b. Uploaded as one file onto the Clinical Coordination Site.
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Section V: Clinical Coordinator Authorization

Upon submission of your application and documentation, materials will be reviewed and approved by the clinical coordinator. You may check the status of your application on Blackboard.

School Counseling Clinical Coordinator	Laura A. Roberts	(718) 960-8119
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Appendix F: Counselor Education: School Counseling or Clinical Mental Health Counseling
Supervision Agreement

Name of Site Supervisor/Faculty: _____

Name of Supervisee/Counseling Candidate: _____

Objective: To promote the development of the counselor's professional identity and competence and ensure the wellbeing and safety of students or clients.

Parameters of the supervised practicum/internship for school counseling or clinical mental health counseling experience:

Supervisor will provide supervisee with a minimum of one hour of individual supervision and additional support as needed.

Indicate which theories of supervision that will be used (check all that apply)

- A. Integrated Developmental Model (IDM) (Stoltenberg & Delworth)
- B. Discrimination Model (Bernard)
- C. Other _____
- D. Counseling Theory-based

List theories _____

Specific Modalities of Supervision to be used

- A. Review of Digital/Video Recordings
 - B. Case Conceptualization
 - C. Live Supervision
 - D. Triadic Supervision
- Other (list:) _____

Specify weekly supervision day, time (one hour minimum and private location):

Day and Time: _____

Location: _____

Emergency procedures for the candidate to follow at the site:

Format and frequency of consultation between the site supervisor and counselor education faculty to monitor candidate learning:

Supervisor Responsibilities

- Participate in a Lehman College online supervision training.
- Promote the development of clinical skills and professional counseling identity
- Maintain responsibility for the safety and welfare of the clients in the agency
- Maintain professional relationship with supervisee
- Promote counseling practices and interventions that address issues of diversity and that promote advocacy and leadership and equity
- Complete one summative evaluation of the counselor candidate during practicum, and a formative and a summative evaluation of the counselor candidate at the end of both semesters

of internship.

Supervisee Responsibilities

- Maintain professional/ethical behavior
- Protect clients from harm by maintaining confidentiality and professional relationships and seek supervision as necessary
- Maintain respectful interactions
- Be engaged and enthusiastic about learning
- Demonstrate effective listening and speaking skills
- Provide meaningful and constructive feedback to the supervisor
- Accept feedback nondefensively
- Maintain trustworthiness, genuineness, warmth, and kindness

School Counselor or Clinical Mental Health Counselor Candidate/Supervisee Signature

Date

Site Supervisor/Faculty Supervisor Signature

Date

Appendix G: Digital Recording Consent Form

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
250 Bedford Park Boulevard West • Bronx, N.Y. 10468-1589
School of Education • Department of Counseling, Leadership, Literacy Studies and Special
Education • Counselor Education Program
• Phone: 718-960-8173/ Fax: 718-960-8364

COUNSELING DIGITAL RECORDING CONSENT FORM

Name of Client/Student: _____

Name of Counselor Candidate: _____

Name of Site Supervisor: _____

_____ I consent to video/audio recording of the counseling session, which will be used for educational and supervisory purposes only.

_____ I give permission for my child/adolescent to be video/audio recorded for their counseling session, which will be used for educational and supervisory purposes only.

I understand that sessions may be digitally recorded for educational and supervisory purposes **only** and that digital recordings are erased immediately after supervision.

Date: _____

Print Name: _____

Signature: _____

Relationship to child/adolescent: _____

Counselor Candidate Signature Date

Counseling Site Supervisor Date

Appendix H: Digital Recording Consent Form (Spanish)

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

250 Bedford Park Boulevard West • Bronx, N.Y. 10468-1589

School of Education • Department of Counseling, Leadership, Literacy Studies and Special
Education • Counselor Education Program

• Phone: 718-960-8173/ Fax: 718-960-8364

CONSEJERÍA CONSENTIMIENTO PARA GRABACIÓN DIGITAL

Nombre del estudiante: _____
Nombre del Candidato a Consejero Escolar: _____
Nombre del Supervisor/a en la escuela: _____

_____ Doy mi consentimiento para la grabación de video/audio de la sesión de asesoramiento, que se utilizará únicamente con fines educativos y de supervisión.

_____ Doy permiso para que mi hijo/adolescente sea grabado en video/audio durante su sesión de asesoramiento, la cual será utilizada únicamente con fines educativos y de supervisión.

Entiendo que las sesiones pueden grabarse digitalmente únicamente con fines educativos y de supervisión y que las grabaciones digitales se borran inmediatamente después de la supervisión.

Fecha: _____

Nombre: _____

Firma: _____

Relación al niño/adolescente: _____

Firma del Candidato Consejero Escolar

Fecha

Firma del Supervisor/a en la escuela

Fecha

Appendix I: Practicum and Internship Site Visit Discussion Guide – *School Counseling*

Candidate Name

Site

Site Supervisor Name

1. What are the strengths of the candidate in counseling individuals?
2. What are the strengths of the candidate in counseling groups?
3. What are the strengths of the candidate in conducting classroom lessons and implementing the student success skills curriculum?
4. What are the strengths of the candidate in implementing the ASCA (American School Counselor Association) model program using templates?
5. What are the candidate's areas of growth in counseling individuals?
6. What are the candidate's areas of growth in counseling groups?
7. What are the candidate's areas of growth in conducting classroom lessons implementing the student success skills curriculum?
8. What are the candidate's areas of growth in implementing the ASCA model program using templates?
9. Where do you do your individual and group sessions?
 - a. Is there private space available for these?
 - b. If these are conducted online, how is privacy ensured?
10. How can I assist you with your school counseling program?

Appendix J: Practicum and Internship Site Visit Discussion Guide – *CMHC*

Candidate Name

Site

Site Supervisor Name

1. What are the candidate's strengths in counseling individuals?
2. What are the candidate's strengths in counseling groups?
3. What are the candidate's strengths in counseling families/couples?
4. What are the strengths of the candidate in documentation and record-keeping?
5. What are the areas of improvement for the candidate counseling individuals?
6. What are the areas of improvement for the candidate counseling groups?
7. What are the areas of improvement for the candidate in counseling families/couples?
8. What are the areas of improvement for the candidate in documentation and record-keeping?
9. What percentage of counseling is done virtually and how is privacy ensured for these sessions?
10. What systems are in place for client records where candidates can submit clinical documentation?
 - a. Can the candidate access this system remotely?
11. How can we assist you in providing the best learning environment for our candidates?
12. Additional comments.

Appendix K: Handbook Receipt

I have received and read the Counselor Education: School Counseling and Clinical Mental Health Counseling, Practicum and Internship Handbook for Site Supervisors and Candidates from Lehman College. I understand the information covered in this handbook and will follow the requirements as stated.

Site Supervisor Signature: _____

Candidate Signature: _____

Date: _____

Appendix M: Formative and Summative Evaluation

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- ▶ **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ▶ **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- ▶ **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ▶ **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ▶ **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the “score” column on the left.

Part I: Counseling Skills & Therapeutic Conditions

Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
	Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
	Questions	Use of Appropriate Open & Closed Questioning (<i>e.g., avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
	Reflecting ^a Paraphrasing	Basic Reflection of Content – Paraphrasing (<i>With couples and families, paraphrasing the different clients’ multiple perspectives</i>)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
	Reflecting ^b Reflection of Feelings	Reflection of Feelings (<i>With couples and families, reflection of each clients’ feelings</i>)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
	Reflecting ^c Summarizing	Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (<i>e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process</i>).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
	Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
	Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
	Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
	Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., <i>purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
	Facilitate Therapeutic Environment: Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
	Facilitate Therapeutic Environment: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

 0: Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors

Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
	Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactivity with clients.
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.
	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

0: Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor’s or trainee’s areas of strength, which you have observed:

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:

Please comment on the counselor’s or trainee’s general performance during his or her clinical experience to this point:

Counselor’s or Trainee’s Name (print)

Date

Supervisor’s Name (print)

Date

Date CCS-R was reviewed with Counselor or Trainee _____

Counselor’s or Trainee’s Signature

Date

Supervisor’s Signature

Date

*** Note. If the supervising instructor / clinical supervisor is concerned about the counselor’s or trainee’s progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor’s or trainee’s work with clients to provide additional feedback to the counselor or trainee.**

Appendix N: Site & Site Supervisor Evaluation

Congratulations on reaching the end of your practicum/internship experience. In follow up to your experience, all candidates are expected to complete the following survey as it pertains to your site. Please take the time to answer all of the questions to the best of your knowledge. Please be sure to complete the survey no later than May ____.

Candidate Evaluation of Practicum/Internship Site & Supervisor

Level of Counselor Trainee:

- a. Practicum
- b. Internship

Use the following scoring guide to rate your experience in the areas listed below: 4=exemplary, 3=satisfactory, 2=needs some attention, 1=needs much attention, or N/A

1. The Site Supervisor was able to provide supervision and feedback about individual counseling that was useful.
2. The Site Supervisor was able to provide supervision and feedback about group counseling that was useful.
3. The Site Supervisor was able to provide supervision and feedback about family/couples counseling that was useful.
4. The Site Supervisor was able to provide supervision and feedback about my developmental counseling lessons that was useful.
5. The Site Supervisor provided opportunities for me to gain experience in counseling students who represent the ethnic and demographic diversity of the community.
6. The Site Supervisor provided opportunities for me to become familiar with a variety of professional activities in addition to direct service (e.g., documenting, record keeping, referral, staff meetings, etc.).
7. The Site Supervisor provided opportunities for me to become familiar with a variety of professional resources such as assessment instruments, technologies, professional literature, research, etc.
8. The Site Supervisor was able to provide appropriate space for my counseling practicum/internship activities.
9. During my training experience at this site, I was given the opportunity to develop program-appropriate audio and/or video recordings of my interactions with clients/students.
10. The Site Supervisor supported the development of my professional identity as a professional counselor.
11. Overall, the Site Supervisor gave me the supervision and support that I needed.
12. Please use this space to elaborate on any of the above responses: _____
13. During your training, did you feel you were provided with the opportunity to contribute to the fieldwork site?
 - a. Yes
 - b. No
 - c. Please explain:
14. Do you have any other comments about your practicum/internship at this fieldwork site that you would like to share with us? _____

Appendix O: CMHC Fieldwork Prep Checklist



CMHC PRACTICUM/INTERNSHIP
Fieldwork Prep Checklist

SPRING

- ATTEND PRACTICUM/INTERNSHIP FAIR
- PREP AND REVIEW CHECKLIST FOR ACCEPTABLE SETTINGS FOR CLINICAL MENTAL HEALTH COUNSELING PRACTICE
- PREP AND REVIEW CHECKLIST FOR SUPERVISION REQUIREMENTS

COMPLETE THESE STEPS IN MARCH AND APRIL (SEE DUE DATES)

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> INTERVIEW APPROVED SITES - CHECK WITH CLINICAL COORDINATOR (MARCH & APRIL) <input type="checkbox"/> ONCE SITE IS DECIDED ON, STUDENT COMPLETES CHECKLIST FOR ACCEPTABLE SETTINGS (DUE APRIL 15TH) <input type="checkbox"/> STUDENT COMPLETES CHECKLIST FOR SUPERVISION REQUIREMENTS (DUE APRIL 15TH) <input type="checkbox"/> STUDENT FINDS OUT IF SITE NEEDS A CUNY AFFILIATION AGREEMENT (DUE APRIL 15TH) AND IF AFFILIATION AGREEMENT IS NEEDED, STUDENT WILL COMPLETE AND SEND COMPLETED DOCUMENT TO CLINICAL COORDINATOR TO SEND TO CUNY LEGAL (DUE MAY 1ST) | <ul style="list-style-type: none"> <input type="checkbox"/> STUDENTS AND SITE SUPERVISOR COMPLETE PRACTICUM/INTERNSHIP APPLICATION AND SUPERVISION AGREEMENT (COMPLETE & SUBMIT BY MAY 1ST) <input type="checkbox"/> CHILD ABUSE IDENTIFICATION TRAINING OFFICE OF CHILDREN AND FAMILY SERVICES OR PROOF (MAY 1ST) <input type="checkbox"/> COMPLETE FIELDWORK HANDBOOK RECEIPT WITH SUPERVISOR (MAY 1ST) <input type="checkbox"/> PROOF OF ACA STUDENT LIABILITY INSURANCE SUBMITTED TO CLINICAL COORDINATOR (DUE MAY 1ST) |
|--|---|

AUGUST

- CONTACT CLINICAL COORDINATOR ABOUT AFFILIATION AGREEMENT APPROVAL
- START PRACTICUM

Students changing internship sites for spring or summer please see handbook for deadlines

Appendix P: SC Fieldwork Prep Checklist



**LEHMAN
COLLEGE**

**SCHOOL COUNSELING
PRACTICUM/INTERNSHIP**
Fieldwork Prep Checklist

FALL

- ATTEND PRACTICUM/INTERNSHIP FAIR
- PREP AND REVIEW CHECKLIST FOR ACCEPTABLE SETTINGS FOR SCHOOL COUNSELING PRACTICE
- PREP AND REVIEW CHECKLIST FOR SUPERVISION REQUIREMENTS

DUE DECEMBER 1ST FOR PRAC (SPRING) AND MAY 1ST FOR INTERNSHIP (FALL & SPRING)

- | | |
|--|--|
| <input type="checkbox"/> INTERVIEW APPROVED SITES - CHECK WITH CLINICAL COORDINATOR | <input type="checkbox"/> CHILD ABUSE IDENTIFICATION TRAINING (OFFICE OF CHILDREN AND FAMILY SERVICES OR PROOF OF DOE EMPLOYMENT (DUE DECEMBER 1ST)) |
| <input type="checkbox"/> ONCE SITE IS DECIDED ON, STUDENT COMPLETES CHECKLIST FOR SUPERVISION REQUIREMENTS (DUE DECEMBER 1ST/MAY 1ST) | <input type="checkbox"/> SCHOOL COUNSELING WORKSHOPS: SCHOOL VIOLENCE INTERVENTION AND PREVENTION AND DIGNITY FOR ALL STUDENTS (DASA) OR PROOF OF DOE EMPLOYMENT (DUE DECEMBER 1ST) |
| <input type="checkbox"/> STUDENTS AND SITE SUPERVISOR COMPLETE PRACTICUM/INTERNSHIP APPLICATION AND SUPERVISION AGREEMENT (COMPLETE & SUBMIT BY DECEMBER 1ST/MAY 1ST) | <input type="checkbox"/> FINGERPRINTING AND IMMUNIZATIONS OR PROOF OF DOE EMPLOYMENT (DUE DECEMBER 1ST) |
| <input type="checkbox"/> PROOF OF ASCA STUDENT LIABILITY INSURANCE SUBMITTED TO CLINICAL COORDINATOR (DUE DECEMBER 1ST BEFORE BEGINNING PRACTICUM) | <input type="checkbox"/> BE SURE ALL INFORMATION IS INCLUDED IN APPLICATION PACKET (DUE DECEMBER 1ST/MAY 1ST) |

FIELDWORK

- START PRACTICUM (JANUARY)
- START INTERNSHIP (AUGUST)

Appendix Q: Fieldwork Terms
(2024 CACREP Standards 4.G.5)

Diversity - All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.

Evidence-based - The use and application of the best available current research to inform decision-making and practice.

Formative Evaluation - Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.

Internship: a distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills.

Marginalized populations: Individuals or groups who were historically and/or are currently underserved or experiencing discrimination. Identification may be based on but is not limited to any of the following: age, generational status, body size, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status.

Practicum: a distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship.

Professional Dispositions: The commitments, characteristics, values, beliefs, and behaviors that influence the Counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.

Professional Counseling Organizations - Organizations whose primary mission is to advocate for and to provide Counseling development, support, and/or recognition for professional Counselors across the specialized practice areas.

Summative Evaluations - focus on outcomes and are used to assess whether desired learning goals are achieved consistently with a professional standard.

Student assessment - The systematic gathering of information for decision-making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation and includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.

Supervision

Group supervision - A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students.

Individual supervision - A tutorial and mentoring relationship between a member of the Counseling profession and one Counseling student.

Live supervision - Direct observation of the Counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.

Triadic supervision - A tutorial and mentoring relationship between a member of the Counseling profession and two Counseling students.