



Practicum and Internship Handbook

Counselor Education Faculty

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Fieldwork Assistance

If you ever need assistance, do not hesitate to call upon the faculty member teaching the practicum/internship class, the clinical coordinators, Drs. Kevon Bruce (School Counseling) or Leo Gonzalez (Clinical Mental Health Counseling), or the program coordinator, Dr. Tanupreet Suri. We value your input and want everyone to have a successful fieldwork experience.

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).

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 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 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.

The clinical coordinators must approve all site placements prior to providing permission to enroll in fieldwork courses for the following semester.

The table below illustrates the final deadlines for fieldwork documentation submissions and the associated

semesters for which fieldwork is scheduled to begin. Candidates are strongly encouraged to begin locating potential site placements prior to the semester their fieldwork begins.

Deadlines	Fieldwork Paperwork	Switching Sites
December 1 st	Before enrolling in Spring Semester Clinical Course	SC & CMHC: Contact Clinical Coordinator prior to leaving or adding sites (see Responsibility of Counseling Candidates)
April 1 st	Before enrolling in Summer Semester Clinical Course	
May 1 st	Before enrolling in Fall Semester Clinical Course	

	SC	CMHC
Fieldwork Paperwork	• Site Application • Site & Supervisor Qualification Checklist • Supervision Agreement • Copy of student liability insurance from ASCA • Fieldwork Handbook Receipt - Student • Fieldwork Handbook Receipt - Supervisor • Proof of Supervisor Qualifications • Proof of DOE employment or completion of required trainings	• Site Application • Site & Supervisor Qualification Checklist • Supervision Agreement • Copy of student liability insurance from ACA • Fieldwork Handbook Receipt - Student • Fieldwork Handbook Receipt - Supervisor • Proof of Supervisor Qualifications • Certificate of completion for NY Mandated Reporter Training • Affiliation Agreement (<i>if needed</i>)

- Once the *Site Application* (and *Affiliation Agreement* if needed) has been reviewed, candidates will be informed whether the site is approved or not.
 - If not approved, candidates will be informed why the site was not approved, or asked to submit required information for approval

Once the site is approved, the site supervisor will receive a notification to complete the *Supervisor Agreement*, *Supervisor Orientation Receipt*, and *Fieldwork Handbook Receipt***. The supervisor will need to complete and submit these forms.

- Due December 1st for **SC Practicum candidates beginning at their fieldwork sites, and SC Internship II** candidates adding or switching sites.
- Due May 1st for **SC Internship I** candidates adding or switching sites for fall semester.
- Due March 1st for **CMHC** candidates beginning at their Practicum sites in Summer.

**Candidates and Site supervisors signing and submitting the *Fieldwork Handbook Receipt* are acknowledging they understand the information located in the Fieldwork Handbook document and agree to adhere to guidelines outlined by the Lehman Counselor Education Program.

Work at the site begins only after the first day of the semester in which the candidate is enrolled in the Practicum or Internship course. 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 or internship if prior program coursework requirements have been met, including resolving incomplete grades for clinical classes.

Important information for Incompletes in Fieldwork classes:

- Students who are at risk of an incomplete are expected to communicate with the course instructor and provide weekly updates on accrued hours.

Site Application Process

Practicum and Internship applications and site information forms are due prior to the start of classes (please see dates as described above). All required forms are available to candidates on the Clinical Coordination Site and must be completed by the appropriate deadlines.

As you prepare for practicum fieldwork, please follow instructions on completing the application in the Clinical Coordination Site, including the *Site Application Form*, before the deadline (For CMHC, March 1st; for SC, December 1st).

Clinical Mental Health Counseling Specific:

The clinical mental health 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. Clinical mental health counselor candidates develop competencies in both direct and indirect services.

Clinical Mental Health Counselor candidates applying for Practicum and Internship must have completed the following workshops:

- Mandated Reporter Training
- **Note:** All CMHC candidates are required to complete at least half of their internship hours in an in-person counseling setting.

School Counseling Specific:

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:

- Child Abuse Identification
 - School Violence Intervention and Prevention
 - Dignity for All Students (DASA)
- OR
- 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 IdentoGo'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 IdentoGo 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) Codes of Ethics.
2. Practicum and Internship sites must be approved the semester before they begin, i.e., December 1st deadline for SC practicum or Internship II, April 15th for CMHC practicum, and May 1st deadline for CMHC fall internship I (if not staying at prac site). Applications for Practicum and Internship are completed on the Clinical Coordination Site.
3. Read the Practicum and Internship Handbook and the syllabus provided by the course instructor.
4. Provide a copy of the Practicum and Internship Handbook to the site supervisor and inform them to direct questions or concerns to either the appropriate Clinical Coordinator and/or the Practicum or Internship course instructor.
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. All 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.
7. With justifiable reasons, the site supervisor and/or the faculty supervisor may initiate premature termination of a candidate's fieldwork experience. The Clinical Coordinator will work with the site supervisor, Program Coordinator, faculty instructor, and counseling candidate in planning for appropriate termination.
8. If a candidate deems it necessary to terminate their practicum/internship site prematurely, they must speak with the Clinical Coordinator of their program before doing so. The course of action needs to be determined between the Clinical Coordinator and candidate prior to terminating with the site. Appropriate notice must be given to their site supervisor, typically 2 – 4 weeks depending on the site requirements. This is to ensure that counseling and school counseling relationships with clients and students are not abandoned by the fieldwork candidate. In some instances, where a candidate terminates their site, their course of study might be altered (i.e., you may need to complete an additional semester in practicum/internship coursework).
9. **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 as part of another role.

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. If a site does not provide a dress code, candidates are encouraged to speak with their supervisor about appropriate attire. 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 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 Clinical Coordination Site. While site supervisors are not required to have an LMHC, it is critical that if site supervisors 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 Clinical Coordination Site.

American School Counselor Association (ASCA) <https://www.schoolcounselor.org/>
New York State School Counselor Association (NYSSCA) <https://nyssca.org/>

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

Each semester, candidate progress is reviewed by program faculty. If a candidate is behaving contrary to professional dispositions, violates ACA, ASCA, & NACAC Codes of Ethics either on campus (including courses using digital platforms) or at a fieldwork site, and/or receives a grade of *B* or lower, specifically an *F*, or failing grade for one or more courses, the following remediation actions may 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 (CLLSE) Department Chair.

Upon receipt of all concerns, faculty will discuss and provide recommendations for how the candidate will address and correct the behavior/issue.

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 any additional concerns and the process that leads to dismissal.

If the inappropriate behavior/issue is not improved, ethical violations persist, Counselor Education faculty will review and discuss the concerns and behavior, including the input and recommendations of the site supervisor (if appropriate). A decision will be made to possibly remove the candidate from the program or allow them to continue with another corrective action plan or remediation plan.

If a new corrective action plan is developed, the candidate and at least one full-time 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.

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 candidate to present this information. The faculty and advisor and full-time faculty member will meet with the candidate as they see fit and stay in contact with the site supervisor in an effort to monitor the candidate's behavior and provide feedback.

The Program Coordinator may consult with the ACA, ASCA, or NACAC ethics committees if there is any uncertainty in the corrective action plan and/or throughout this evaluation process.

Faculty may recommend that a candidate be dismissed from the program. The faculty advisor and one other full-time faculty member will present this recommendation and all related 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. During probation, candidates are required to bring GPA up to 3.0 in the next semester. Candidates who receive an *F*, or failing grade, for one or more courses will need to meet with at least two full-time faculty to discuss their status in the program. *B* is the minimum acceptable grade in practicum and internship courses to continue in the program. Based on the information they acquire, faculty members will decide whether the issue needs to be addressed through a remediation process (see actions above).

Candidate Professional Conduct and Disposition

Faculty and site supervisors have a professional and ethical responsibility to promote candidates' development of professional counseling dispositions including the following (see Appendix on professional dispositions for more detail):

1. 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 resolve issues and concerns.
2. 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.
- 3. Written and oral communication:
 - i. The candidate's ability to articulate ideas, thoughts, and concepts clearly and professionally.
 - ii. The candidate's ability to complete documentation in a timely matter.
- 4. 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 the above criteria apply, candidates may be given a plan for remediation for addressing any issues related to dispositions.

Scheduling Expectations

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

Clinical Mental Health Counseling Candidates can anticipate completing 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.

Note. Practicum hours must be completed by the time the practicum semester is over. Internship I hours do not begin until the Internship I class begins.

- Practicum candidates can anticipate spending a minimum of 7 – 10 hours a week at their site – with approximately 3 – 5 clients, to succeed in meeting the required 100 hours of Practicum.
- Internship candidates can anticipate spending a minimum of 20 – 25 hours a week at their site – with approximately 10 – 12 clients, to succeed in meeting the required 300 hours of Internship.

Telehealth Guidelines (CACREP Standards, 4.C.)

CMHC Candidates may complete 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.

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, supervision with one supervisor and two candidates (i.e., triadic supervision) 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 will receive and review the Lehman College Counselor Education Practicum and Internship Handbook with the candidate and sign the *Supervision Agreement* and *Handbook Receipt* forms.
2. The site administration holds responsibility for the safety and welfare of the candidate.
 - a. The site is responsible for orienting Lehman candidates to the safety policies and procedures of the site; therefore, an onboarding orientation should include a discussion of safety concerns that might occur within the site building(s), within the community, and with students/clients prone to violent behavior. The orientation should include procedures for how candidates should intervene effectively with these clients/students, in addition to those who communicate IPV, suicidality, and/or self-harm.
 - b. Ways for candidates to secure their personal belongings while at the site should also be covered in the orientation.
 - c. Procedures for the candidate(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed. Lehman candidates should not be required to engage or to remain in assignments or placements where they feel physically at risk or exploited. If a Lehman candidate's concerns about safety impede their learning process, the candidate should contact their faculty instructor and the clinical coordinator to facilitate an immediate discussion of the concerns and resolution.
3. Site supervision ensures that fieldwork aligns with school counseling or clinical mental health counseling. A comprehensive list of SC and CMHC responsibilities is outlined below:
 - a. Assessment and evaluation of clients
 - b. Treatment planning
 - c. Completing psychosocial histories and progress notes
 - d. Individual counseling
 - e. Group counseling
 - f. Psychotherapy
 - g. Consultation
 - h. Delivery of School Counseling curriculum lessons
 - i. Consultation and collaboration with parents, teachers, administrators, and other counselors
 - j. Conducting professional development workshops for staff
 - k. Delivering parent and guardian workshops

1. Leadership activities
4. The site supervisor electronically submits a formative and summative evaluation of the candidate at the end of practicum and both semesters of internship to the Clinical Coordinator (CACREP, 2024, Standard 4.F).
5. All site supervisors must complete a Lehman College Counselor Education online supervision orientation/training offered in the Fall and Spring semesters.
6. Sites are expected to adhere to the ACA Code of Ethics to ensure candidates are communicating accurate qualifications with potential clients and current clients - clearly stating the candidate is a “Counselor-in-Training or Clinical-Trainee under supervision of [insert supervisor’s name]” (ACA, 2014, F.1.b).
7. Sites will require candidates to practice clinical documentation prior to relying on the assistance of AI.
8. Sites will not require candidates to use their personal phones or Google Voice to contact clients (without a paid Google Workspace plan) with potential clients. Sites will verify that any phone or virtual platform required for candidate use is HIPAA compliant.

a. Examples of platforms:

Non-HIPAA compliant	Conditions for HIPAA Compliance
Google accounts	Google Voice/Email is HIPAA
Google voice phone numbers Google email	compliant when used as part of a paid Google Workspace plan, but the free consumer version is not. To achieve compliance, a healthcare organization must sign a Business Associate Agreement (BAA) with Google, purchase and assign Google Voice licenses to managed users within a Workspace account and properly configure the settings.
Free Zoom accounts	Zoom is HIPAA compliant only if subscribed to a Zoom business account, and a Business Associate Agreement (BAA) is in place to ensure the appropriate security controls, configuring the platform correctly, and ensuring it is used compliantly. The BAA is not automatically included in a Zoom business account. A BAA must be requested and entered into to ensure Zoom is HIPAA compliant.

Personal phones	Personal cell phones using HIPAA compliant Apps only when personal phone numbers are not used. A work cellphone provided by the site may be HIPAA compliant with specific configurations. A cellphone is HIPAA compliant only if it is configured with the necessary security safeguards for Protected Health Information (PHI), including encryption, strong passwords, and remote wipe capabilities, and is used in accordance with the policies of the site. They must ensure that appropriate safeguards are in place to prevent unauthorized access or breaches.
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Clinical Mental Health Counseling: Responsibilities of Site and Site Supervisor

The site supervisor will receive the Lehman College Counselor Education Practicum and Internship Handbook from the CMHC 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 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 (LMHC, LPC, LCSW, licensed psychologist, MD (psychiatrist), NP (psychiatric nurse), etc.).
- A minimum of two years post-master's professional experience in clinical mental health counseling.
- Be an employee of the site and maintain 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 at least one time during each semester to review candidates' progress in practicum or internship.

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

School Counseling: Responsibilities of Site Administration and Site Supervisor

The site supervisor will receive the Lehman College Counselor Education Practicum and Internship Handbook from the SC 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 include a recorded training, a series of 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 private).
- 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 post certification. 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 to ensure that the site supervisor meets the above criteria.

The Clinical Coordinator

The semester prior to beginning practicum, the Clinical Coordinators will 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 ongoing support to candidates as they locate fieldwork sites sufficient to offer quality, quantity, and variety of expected experiences. The role of the Clinical Coordinators is also to 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, Clinical Coordinators will intervene to resolve any practicum and internship issues that may arise (CACREP, 2024, Standard 4.A).

- The Clinical Coordinators will provide a list of sites for suitable practicum and internship candidates who are reviewed and advised by faculty prior to placement.
- The Clinical Coordinators will receive the site supervisor's electronic evaluation (formative and/or summative) of the candidate and share 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 with a faculty member (CACREP, 2024, Standard 4.T & 4.X).

- The faculty supervisor may expect quality counseling from the candidate appropriate for their counseling development level (i.e., practicum or internship).
- 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 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. Per CACREP Guidelines, group supervision should not include a combination of Practicum and Internship students (CACREP 4A.A.).

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)

School Counseling:

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

Clinical Mental Health Counseling:

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 course, candidates must have completed all prior first-year coursework with a 3.0 GPA. Practicum occurs in the Summer Semester between the first and 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 depending on the candidate's counseling specialty track (CACREP, 2024, Standard 4.U).

The internship is offered:

- **CMHC Candidates:** Fall and Spring semesters of the final year
- **School Counseling Candidates:** Fall and Spring semesters of the final year

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

Practicum (EDG 707 [SC] and EDG 761 [CMHC]) 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 and 744, [SC]I 753and 754 [CMHC]) 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 SC). The 600 (300 per semester) hours are divided into 240 hours of direct service and 360 hours of indirect service for the Fall and Spring semesters for CMHC and in the Fall and Spring semesters for School Counseling (CACREP, 2024, Standard 4.U). Candidates are required to complete a total of 10 hours of group counseling as a part of their clinical direct hours. 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 include 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):

Sites that do not allow digital recording for instructional purposes are not acceptable as practicum or internship sites. 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.”

During practicum and internship, candidates digitally record (audio only or audio-video) 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 must be maintained to every extent possible, including the immediate erasure of any client/student digital recording as soon as supervision is completed. Practicum and internship candidates must comply with HIPAA guidelines for confidentiality and take extra precautions to protect 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.

Lehman Counseling Program requires all candidates to complete an assignment labeled, “Digital Recordings and critiques of transformative school counseling skill strengths and areas to improve.” This assignment requires candidates to record individual and group counseling sessions in addition to classroom lessons to show 20 minutes of these recordings during an assigned class period. While our program prefers candidates to locate sites that allow for recordings, it is understood there may be sites that align well with our program requirements who do not permit recordings. Nonetheless, the candidate is still required to complete the “Digital Recordings” assignment and to do so within sites that do not permit recordings, the alternative is for site supervisors to provide live supervision and complete an evaluation on the observed candidate. The candidate will record the live supervision feedback session to share during the assigned class period in lieu of the individual or group counseling session, and classroom lesson. Additionally, candidates will be required to complete all the requirements of the assignment as outlined below, and within the rubrics provided in all fieldwork syllabi.

For Individual Counseling Session:

In addition to the recording (of the counseling session, or live supervision feedback session), candidates will prepare a case conceptualization demonstrating their ability to understand the student through an integrative, multicultural, and advocacy-oriented perspective.

Case conceptualizations must include the following as they pertain to the case:

- Demographic data and presenting concerns (do not use the student’s name).
- Significant social, cultural, and historical factors relevant to the student’s experience.
- Identification of student strengths and areas for development.
- Systemic or environmental concerns that may impact the student (e.g., school, family, community, policy barriers).
- Knowledge of systems of support and referral options.
- Reflection on how theories and models of **multicultural counseling, social justice, and advocacy** informed the counseling approach.

For Group Counseling Session:

Candidates will present a recorded group session, or live supervision feedback session, along with a reflection on its effectiveness. This recording will serve as an opportunity for candidates to showcase their

ability to create, implement, and assess effective counseling interventions within a group setting. **For School Counseling candidates only:** A Group Counseling Tier-2 plan is also required to be submitted.

For Classroom Lesson Session:

Candidates will present a recorded lesson delivery, or live supervision feedback session, along with a reflection on its effectiveness. This recording will serve as an opportunity for candidates to showcase their ability to create, implement, and assess effective counseling interventions within a classroom setting.

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 aids in prompt placement. Candidates are expected to submit a brief cover letter, an updated resume, and a copy of the Practicum and Internship Handbook available during their initial contact with potential site supervisors and/or agencies. The Clinical Coordinator has a list of approved sites candidates may wish to contact.

The School Counseling site must be accredited and approved to ensure candidates are able to meet all their requirements for practicum or internship. School Counseling candidates need to complete their fieldwork across all levels of schooling: 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 must offer enough individual, group, family, and/ or couple clients for candidates to easily meet the 40 hours of direct service practicum hours in the summer semester and the 240 hours of direct service internship hours in the Fall and Spring semesters. 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 are expected to communicate with their Clinical Coordinator as soon as possible and work with them to determine a second or new site.

If there are concerns or issues at the fieldwork site a candidate is at, the program has the ability to remove a candidate from the placement site. Please refer to the section above on Remediation/Retention for more information. The fieldwork site may communicate concerns or issues to the Counselor Education faculty regarding a candidate's appropriate fit for the counseling field. The Counselor Education faculty will review all information and may agree on dismissing a candidate from their site and the program.

Clinical Mental Health Counseling Specific: The *Affiliation Agreements Form* (see more information below) must be completed and submitted as quickly as possible to avoid any gaps in the candidates' program of study.

CMHC candidates are encouraged to only select sites that guarantee a large number of individual, group, family, and couple clients for internships in the Fall and Spring semesters.

Use checklist in Appendix 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.

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.

Regulatory Compliance: The program reviews state-specific licensing and training requirements to confirm that candidates will receive appropriate supervision and clinical experiences that adhere to both institutional policies and state laws.

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 of *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 approval from CUNY Legal prior to candidates beginning their fieldwork with clients at their respective practicum or internship sites.** Since it can take months for Affiliation Agreements approval through CUNY Legal Affairs, candidates are expected to have an Affiliation Agreement document completed and sent to the Clinical Coordinator no later than April 15th. 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 and site of the approval. All Affiliation Agreements will

be filed in the candidate's folder and in the OneDrive for Counselor Education faculty access.

It is pertinent that each practicum and internship site has a completed and filed *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 fieldwork site for Clinical Mental Health Counseling and CUNY Legal. If a candidate chooses to switch 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.

Site Application (CACREP, 2024, Standard 4.H)

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

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.

Please review the requirements from the certification office on how to obtain certification:

<https://www.lehman.edu/academics/education/certificates-exams/counseling-certification/>

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/mhelic.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), 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 licensure board for requirements.

Appendix A: *CMHC* Practicum/Internship Application & Site Agreement (To be completed in SL&L)

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 (LMHC), Social Worker, Psychologist, etc.:				
Total # of Years of Experience as a Supervisor:				

Supervisor Phone:	()	Supervisor E-mail Address:	
Professional Organization Affiliations:			
Section IV: Documentation Required			
1. Application & Supervisory Agreement 2. Copy of student liability insurance from ACA 3. Handbook receipt signed by both Site Supervisor and Candidate 4. Proof of supervisor qualifications – Copy of license OR screenshot of license verification – https://eservices.nysed.gov/professions/verification-search 5. Certificate of completion for the NY Child abuse Training https://www.nysmandatedreporter.org/TrainingCourse.aspx 6. Affiliation Agreement if the site does not have one with CUNY			Documentation needs to be uploaded to the Clinical Coordination Course. Please do not submit your application until you have all the required materials.
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	Dr. Leo Gonzalez	Leo.Gonzalez@lehman.cuny.edu	

Appendix B: *School Counseling* Practicum/Internship Application/Site Agreement (To be completed in SL&L)

Lehman College of the City University of New York

Counselor Education: School 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 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				
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:				
Total # of Years of Experience as a Supervisor:				
Supervisor Phone:	()	Supervisor E-mail Address:		
Section IV: Documentation Required				

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 supervisor qualifications 6. Proof of DOE employment <i>If you are not a DOE employee, please include the following items:</i> 7. Proof of workshop completion: -Child abuse recognition and reporting -Violence prevention and training -Dignity for All Students (DASA) 8. Fingerprint clearance	a. Documentation must be compiled in the order indicated (left) and b. Uploaded as one file onto the Clinical Coordination Site.
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	Dr. Kevon Bruce Kevon.Bruce@lehman.cuny.edu

Appendix C: Counselor Education: School Counseling or Clinical Mental Health Counseling
Supervision Agreement (To be completed in SL&L)

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: _____

Crisis intervention procedures for the candidate to follow at the site if a client or student is in a crisis (i.e., suicidal ideation, homicidal ideation, self-harm, abuse, neglect, etc.). (For more information on specifics please refer to page 17 in this handbook, section labeled Roles of Site/Faculty Supervisor and Clinical Coordinator Responsibilities (#2): Please be specific:

Site agrees not to allow, nor require, candidates to have a Psychology Today profile or market themselves as "Pre-licensed Professionals." Sites follow ACA ethical standards to ensure candidates are communicating accurate qualifications with potential clients and current clients—clearly stating the candidate is a “Counselor-in-Training under supervision of [insert supervisors name]” (ACA, 2014, F.1.b).

Site does not require candidates to use their personal phones or Google Voice to contact clients, or potential clients.

1. Site verifies that any phone or virtual platform required for student use is HIPAA/FERPA compliant.

2. Examples of platforms that are non-HIPAA/non-FERPA compliant

Free Google accounts

Free Google voice phone numbers/emails

Free Zoom accounts for client use

Note:

Zoom is HIPAA/FERPA compliant only if subscribe to a Zoom business account with the appropriate security controls, includes entering into a Business Associate Agreement with Zoom, configuring the platform correctly, and ensuring it is used compliantly.

Google Voice is HIPAA compliant when used as part of a paid Google Workspace plan, but the free consumer version is not. To achieve compliance, a healthcare organization must sign a Business Associate Agreement (BAA) with Google, purchase and assign Google Voice licenses to managed users within a Workspace account and properly configure the settings.

Site requires candidates to practice clinical documentation prior to relying on the assistance of AI.

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

Supervisor Responsibilities

- Participate in 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

Site Supervisor/Faculty Supervisor Signature

Date

Appendix D: 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 D: 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 E: Practicum and Internship Site Visit Discussion Guide – *School Counseling* (To be completed in SL&:)

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 F: Practicum and Internship Site Visit Discussion Guide – CMHC (To be completed in SL&L)

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 G: Handbook Receipt (To be completed in SL&L)

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 H: Time Tracking (To be completed in SL&L)

COUNSELOR CANDIDATE TIME LOG

Name of Counselor Trainee _____ **Semester** _____ **Year** _____

Site of Practicum/Internship _____

Directions: Keep an accurate record of all, individual counseling, group counseling, family/couples counseling, consultation, and developmental school counseling lessons. Additional indirect services, such as team meetings, case conferences, supervision sessions/consultations/phone contacts, etc., may also be recorded during the semester at your practicum/internship site. At the end of the semester, the site supervisor and the counselor candidate sign off on the time log and return it to the faculty instructor. Use additional sheets as needed. Make sure you and your site supervisor have signed and dated each page of this form. For Practicum, a minimum of 40 hours of direct service minimum and 60 hours of indirect or collateral service; for Internship, a minimum of 240 hours of direct service (120 hours each semester) and 360 hours (180 hours each semester) of indirect or collateral service hours.

Dates	Type of Contact	Time Spent	Direct	Indirect

Total Direct Hours _____

Total Indirect Hours _____

Print Counselor Trainee Name

Print Site Supervisor Name

Counselor Trainee Signature

Site Supervisor Signature

Appendix I: Professional Dispositions – Key Assessment
(2024 CACREP Standards 1.M.4.)

	1	2	3	4
Criteria	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Presents as engaged in the learning process and is enthusiastic about the development of his/her counseling competencies.	Below Expectations/ Unacceptable	Partially Meets Expectation	Meets Expectations	Exceeds Expectations
Demonstrates effective communication skills - clearly explains ideas and thoughts to others.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Supportive toward peers and their learning – offers feedback that is meaningful and constructive and in a kind manner.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Welcomes feedback - responds non-defensively.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Willing and able to interact, cooperate and collaborate with peers, professors, supervisors and other professionals respectfully and effectively	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Expresses genuine warmth and kindness.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Non-judgmental and accepting of others.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Interacts in a professional manner towards supervisors, instructors, peers, and counseling students and clients (includes appropriate dress and attitudes). Able to collaborate with others	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Appears to listen intently others are speaking (e.g. focus of attention is on the person speaking rather than on cell).	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Maintains professional and appropriate boundaries with others	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Demonstrates an understanding of ethical and legal standards. Accepts responsibility for decisions and actions. Maintains academic integrity (assignments are original, text is not plagiarized).	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
Demonstrates awareness of the importance self-care and maintains overall wellness.	Below Expectations/ Unacceptable	Partially Meets Expectations	Meets Expectations	Exceeds Expectations

Appendix J: Formative and Summative Evaluation for CMHC (To be completed in SL&L)**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 (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).	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_a: 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_b: 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 K: Formative and Summative Evaluation for School Counseling (To be completed in SL&L)

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ASCC 1

Assessment of School Counseling Competencies (ASCC) ©

(Lambie & Stickl Haugen, 2020)

The *Assessment of School Counseling Competencies* (ASCC) measures counseling trainees' school counseling competencies aligning to Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) *Standards*, the American School Counselor Association (ASCA, 2019) *Professional Standards & Competencies*, and the ASCA (2019) *Standards for School Counselor Preparation Programs*. Specifically, the ASCC is designed to assess school counseling trainees' demonstrated skills during their practicum and/or internship experience in a school counseling setting.

Assessment Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (4)** = the school counseling trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency.
- **Meets Expectations / Demonstrates Competencies (3)** = the school counseling trainee demonstrates **consistent** and **proficient** (i.e., expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency. Students in school counseling should be at least at the "Demonstrates Competencies" level at the conclusion of their final clinical internship experience (e.g., internship) to meet CACREP standards and ASCA competencies.
- **Near Expectations / Developing towards Competencies (2)** = the school counseling trainee demonstrates **inconsistent** (i.e., near expectations of a beginning school counselor) knowledge, skills, and dispositions in the specified school counseling competency. From a developmental perspective, practicum students in school counseling are expected to be at the "Developing towards Competencies" level at the end of their practicum experience. Internship students should be at the "Developing towards Competencies" level at the beginning of their internship experience.
- **Below Expectations / Insufficient / Unacceptable (1)** = the school counseling trainee demonstrates **limited** or **no evidence** (i.e., below expectations of a school counseling trainee) of the knowledge, skills, and dispositions in the specified school counseling competency. School counseling trainees rating at the "Below Expectations / Unacceptable" level in one or more competencies by the mid-point or end of their field experience may necessitate a remediation plan facilitated by their preparation program.
- **Competency Not Observed (0)** = the supervisor completing the ASCC has not had the opportunity to observe the trainee in demonstrating the specified school counseling competency. However, internship supervisors will need to observe demonstration of all the specified school counseling competencies prior to the student completing their final clinical experience (e.g., internship).

Directions: Based on your observations of the school counseling trainee, evaluate the practicum or internship student in the specified school counseling competencies using the assessment descriptions outlined in the rubric. Record your rating in the "score" column on the left.

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School Counseling Practicum

- ✓ Students complete 100 clock hours of supervised counseling practicum in roles and settings with students relevant to their specialty area.
- ✓ Practicum students complete at least 40 clock hours of direct service.
- ✓ Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- ✓ Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

School Counseling Internship

- ✓ After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with students relevant to their specialty area.
- ✓ Internship students complete at least 240 clock hours of direct service.
- ✓ Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- ✓ Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Part I: School Counseling Program Development

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
1. A		Knowledge of School Counseling Vision and Mission Statement	Demonstrates knowledge of the school counseling vision and mission statement. Is able to understand and articulate the school counseling program's focus.	Demonstrates strong knowledge of the school counseling vision and mission statement as evidenced by the ability to clearly articulate the specific focus of the school counseling program.	Demonstrates adequate knowledge of the school counseling vision and mission statement as evidenced by the ability to articulate the general focus of the school counseling program.	Demonstrates limited knowledge of the school counseling vision and mission statement as evidenced by the inability to articulate the focus of the school counseling program.	Does not know the school counseling vision or mission statements.	
1. B		Develop Student Outcome Goals	Appropriate goals relate to the overall mission of the school counseling program and goals for student success. Goals that are developed should be SMART goals and include the following components: specific, measurable, achievable, realistic, and time-bound.	Demonstrates ability to establish appropriate student outcome goals that relate to the school counseling mission and meet all components of SMART goals.	Demonstrates ability to establish student outcome goals that either relate to the school counseling mission or meet most components of SMART goals.	Demonstrates limited ability to establish student outcome goals. Goals are not related to the school counseling mission and are not SMART goals.	Does not demonstrate ability to establish student outcome goals.	

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1. C		Integrate Student Standards	Integrates student standards to inform school counseling program goals and interventions (e.g., <i>ASCA Mindset and Behaviors for Student Success, Social Emotional Learning Competencies</i>).	Consistently demonstrates integration of applicable student standards to inform school counseling program goals and interventions.	Often demonstrates integration of applicable student standards to inform school counseling program goals and interventions.	Inconsistently demonstrates integration of student standards to inform school counseling program goals and interventions.	Does not demonstrate integration of student standards to inform school counseling program goals and interventions.	
1. D		Collaboration with School Counseling Stakeholders	Collaborates with multiple stakeholders in the school and community settings (e.g., <i>parents, staff, students, administrators, community</i>).	Consistently collaborates and communicates with 3 or more stakeholder groups to support student success.	Collaborates and communicates with 1-2 stakeholder groups to support student success.	Demonstrates limited ability to collaborate and communicate with stakeholders.	Does not collaborate or communicate with stakeholders.	
1. E		Consultation	Consults with multiple stakeholders and professionals in the school and community setting to foster student success (e.g., <i>staff, administrators, community mental health</i>).	Consistently consults with 3 or more stakeholder groups or other professionals to support student success.	Consults with 1-2 stakeholder groups or other professionals to support student success.	Demonstrates limited ability to consult with stakeholders or other professionals.	Does not consult with stakeholders or other professionals.	
1. F		School Counseling Leadership	Demonstrates effective leadership skills when working with stakeholders and implementing a school counseling program (e.g., <i>guides others, inspires others, leads teams, identifies areas in need of change</i>).	Consistently demonstrates strong leadership skills when developing and implementing a school counseling program.	Demonstrates some leadership skills when developing and implementing a school counseling program.	Demonstrates limited leadership skills when developing and implementing a school counseling program.	Does not demonstrate leadership skills.	
1. G		Attends to Socio-Cultural Factors in School Counseling Program Development	Understands, considers and attends to the unique strengths and needs of the school and community. Demonstrates inclusivity and develops culturally responsive goals for the program (i.e., <i>considers and integrates students' unique cultural background and identities</i>).	Consistently demonstrates inclusivity by integrating the unique strengths and needs of the school and community to inform all school counseling program goals and plans.	Demonstrates inclusivity by integrating the unique strengths and needs of the school and community to inform most school counseling program goals and plans.	Inconsistently demonstrates inclusivity by integrating the unique strengths and needs of the school and community to inform some of the school counseling program goals and plans.	Does not demonstrate inclusivity or consider the unique strengths and needs of the school and community when developing school counseling program goals and plans.	
1. H		Use of Technology	Integrates technology when developing and implementing school counseling programs (e.g., <i>collecting and analyzing data, engaging with stakeholders, implementing school counseling curriculum</i>).	Consistently and effectively uses technology to support 3 or more aspects of the school counseling program (e.g., <i>collecting data, analyzing data, communicating with stakeholders, classroom instruction</i>).	Effectively uses technology to support at least 2 aspects of the school counseling program (e.g., <i>collecting data, analyzing data, communicating with stakeholders, classroom instruction</i>).	Inconsistently uses technology to support few aspects of the school counseling program.	Does not use technology when developing or implementing a school counseling program.	

_____ : Total Score (out of a possible 32 points)

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ASCC 4

Part 2: Academic, Career, and Social/Emotional Student Services

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
2. A		School Counseling Curriculum	Develops school counseling curriculum lesson plans based on appropriate standards (<i>e.g., state standards, school counseling student standards</i>) and student outcome goals.	Demonstrates the ability to establish school counseling curriculum lesson plans based on applicable standards and student outcome goals.	Demonstrates ability to establish school counseling curriculum lesson plans based on applicable standards or student outcome goals.	Demonstrates ability to establish school counseling curriculum lesson plans but they are not based on applicable standards or student outcome goals.	Demonstrates limited ability to establish effective or appropriate school counseling curriculum lesson plans.	
2. B		Classroom Management Strategies	Implements various classroom management strategies that promote student engagement and are inclusive and culturally responsive when delivering classroom lessons (<i>e.g., considers and integrates students' unique cultural background and identities</i>).	Consistently implements effective classroom management strategies when delivering classroom lessons (<i>e.g., 80% or more of the time</i>).	Implements effective classroom management strategies when delivering classroom lessons (<i>e.g., around 70% of the time</i>).	Limited implementation of effective classroom management strategies when delivering classroom lessons (<i>e.g., around 50% of the time</i>).	Does not implement effective classroom management strategies when delivering classroom lessons.	
2. C		Differentiated Instructional Strategies	Demonstrates an understanding of differences in student learning approaches and implements a variety of instructional strategies to meet student needs (<i>e.g., Multi-tiered System of Supports</i>).	Consistently implements differentiated instructional strategies to meet a variety of student learning needs (<i>e.g., 80% or more of the time</i>).	Implements differentiated instructional strategies to meet a variety of student learning needs (<i>e.g., around 70% of the time</i>).	Limited implementation of differentiated instructional strategies to meet a variety of student learning needs (<i>e.g., around 50% of the time</i>).	Does not differentiate instruction to meet a variety of student learning needs.	
2. D		Academic Interventions	Implements multi-tiered strategies and evidence-based interventions at the individual, small group, and/or classroom/whole school levels to support students' academic achievement. Interventions are differentiated to meet students' ability levels and needs.	Demonstrates evidence of implementing interventions at each tier to support students' academic development and interventions are consistently differentiated to meet students' ability levels and needs (<i>e.g., 80% or more of the time</i>).	Demonstrates evidence of implementing interventions at each tier to support students' academic development and interventions are often differentiated to meet students' ability levels and needs (<i>e.g., around 70% of the time</i>).	Demonstrates evidence of implementing some interventions to support students' academic development. Interventions are inconsistently differentiated to meet students' ability levels and needs (<i>e.g., around 50% of the time</i>).	Does not implement academic interventions and/or is unable to support students' academic development.	

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2. E	Career Counseling and Interventions	Implements multi-tiered strategies and evidence-based interventions at the individual, small group, and/or classroom/whole school levels to support all students' college and career readiness. Interventions are differentiated to meet students' unique strengths and needs (e.g., <i>individual career and postsecondary plans, support with college admission process, use of career assessments, inventories, guidance around financial aid, career exploration</i>).	Demonstrates evidence of implementing interventions at each tier to support students' career development and interventions are consistently differentiated to meet students' unique strengths and needs (e.g., 80% or more of the time).	Demonstrates evidence of implementing interventions at each tier to support students' career development and interventions are often differentiated to meet students' unique strengths and needs (e.g., around 70% of the time).	Demonstrates evidence of implementing some interventions to support students' career development. Interventions are inconsistently differentiated to meet students' unique strengths and needs (e.g., around 50% of the time).	Does not implement career interventions and/or is unable to support students' career development.	
2. F	Social/Emotional Counseling and Interventions	Implements multi-tiered strategies and evidence-based interventions to foster students' social/emotional growth (e.g., <i>individual, small groups, classroom instruction</i>). Interventions are differentiated to meet students' unique strengths and needs.	Demonstrates evidence of implementing interventions at each tier to support students' social/emotional development and interventions are consistently differentiated to meet students' unique strengths and needs (e.g., 80% or more of the time).	Demonstrates evidence of implementing interventions at each tier to support students' social/emotional development and interventions are often differentiated to meet students' unique strengths and needs (e.g., around 70% of the time).	Demonstrates evidence of implementing some interventions to support students' social/emotional development. Interventions are inconsistently differentiated to meet students' unique strengths and needs (e.g., around 50% of the time).	Does not support students' social/emotional development or uses inappropriate social/emotional counseling strategies in the school setting (e.g., long term mental health counseling).	
2. G	Counseling Skills and Techniques	Uses appropriate counseling skills (e.g., <i>rappor building, reflecting</i>), techniques, theories, and evidence-based interventions.	Consistently demonstrates effective use of counseling skills and techniques appropriate in the school setting (e.g., 80% or more of the time).	Demonstrates effective use of counseling skills and interventions appropriate in the school setting (e.g., around 70% of the time).	Demonstrates inconsistent use of counseling skills and interventions appropriate in the school setting (e.g., around 50% of the time).	Demonstrates ineffective counseling skills and techniques.	
2. H	Crisis Response	Is a leader in crises situations before (e.g., <i>prevention</i>), during (e.g., <i>intervention</i>), and/or after a crisis (e.g., <i>postvention</i>). Demonstrates ability to meet the immediate needs of students &/or the school community (e.g., <i>Suicide risk assessments, reporting child abuse</i>).	Demonstrates consistent ability to respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., 80% or more of the time).	Demonstrates adequate ability to respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., around 70% of the time).	Demonstrates limited ability to effectively respond before, during and/or after a crisis with appropriate assessment and interventions to meet the needs of students or the school community (e.g., around 50% of the time).	Is unable to respond before, during, and/or after a crisis. May demonstrate heightened emotions or an inability to remain calm.	

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2. I	Consideration of Systemic Factors	Examines connections between community, familial & individual student strengths/needs with students' academic, career, & social/emotional development.	Consistently considers community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development (e.g., 80% or more of the time).	Considers community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development (e.g., around 70% of the time).	Inconsistently considers community, familial, & individual student strengths and needs when developing goals & implementing interventions for student (e.g., around 50% of the time).	Does not consider community, familial, & individual student strengths and needs when developing goals and implementing interventions for student development.	
2. J	Developmental Considerations	Implements interventions that are developmentally appropriate for the diverse strengths and needs of children and adolescents (e.g., <i>cognitive, language, social/emotional, physical development</i>). Supports students during critical developmental and school promotion periods (e.g., <i>elementary/middle school transition, middle/high school transition</i>).	Consistently considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., 80% or more of the time).	Considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., around 70% of the time).	Inconsistently considers students' unique developmental strengths and needs when developing goals and implementing interventions (e.g., around 50% of the time).	Does not consider students' unique developmental strengths and needs when developing goals and implementing interventions.	
2. K	Attends to Socio-Cultural Factors when Delivering Interventions	Employs culturally responsive interventions, demonstrates inclusivity, & considers a variety of cultural factors when delivering counseling services (e.g., <i>intersectional identities, ethnicity, beliefs, & gender identity</i>). Remains aware of personal biases and limitations when working with students.	Consistently implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., 80% or more of the time).	Implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., around 70% of the time).	Inconsistently implements culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions (e.g., around 50% of the time).	Does not implement culturally sensitive interventions & attends to cultural factors when creating students' goals & implementing interventions.	
2. L	Referrals	Demonstrates knowledge of school and community resources and when to refer students to outside services. Demonstrates an ability to refer students to appropriate additional services as needed.	Demonstrates knowledge of the majority of available school and community resources and consistently refers students to appropriate additional services as needed (e.g., 80% or more of the time).	Demonstrates knowledge of several available school and community resources and refers students to appropriate additional services as needed (e.g., 70% of the time).	Demonstrates knowledge of few available school and community resources &/or inconsistently refers students to appropriate additional services as needed (e.g., around 50% of the time).	Does not know of school and community resources &/or does not refer students to appropriate additional services as needed.	

_____ : Total Score (out of a possible 48 points)

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ASCC 7

Part 3: Evaluation and Assessment

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Not Observed (0)
3. A		Collect Data to Inform and Evaluate School Counseling Interventions	Collects data to inform and evaluate the impact of school counseling activities and evidence-based interventions (e.g., <i>participation data, outcome data, needs assessments, pre/post surveys</i>).	Consistently collects three types of data to inform and/or evaluate the effectiveness of the majority of school counseling interventions.	Collects at least two types of data to inform and/or evaluate the effectiveness of some school counseling interventions.	Does not collect data or is unable to inform and/or evaluate the effectiveness of school counseling interventions.	Does not collect and is unable to inform or evaluate the effectiveness of school counseling interventions.	
3. B		Interpret School Counseling and Accountability Data	Ability to analyze, disaggregate & interpret data collected in the school counseling program and the school's accountability data to inform program goals & activities (e.g., <i>annual data review, school quality indicators, discipline data</i>).	Demonstrates strong ability to analyze, disaggregate, and accurately interpret three or more sources of data to inform school counseling goals and interventions.	Demonstrates adequate ability to analyze, disaggregate, and accurately interpret at least two sources of data to inform school counseling goals and interventions.	Demonstrates an ability to analyze data but does not disaggregate or accurately interpret data to inform school counseling goals and interventions.	Does not analyze, disaggregate, or accurately interpret data to inform school counseling goals and interventions.	
3. C		Advocate for School Counseling Program	Provides a data driven rationale for the school counseling program by sharing outcome data with stakeholder groups to advocate for the school counseling program & interventions (e.g., <i>students, parents, & administrators</i>).	Consistently shares data with two or more school counseling stakeholder groups.	Consistently shares data with at least one school counseling stakeholder group.	Inconsistently shares data with school counseling stakeholder groups.	Does not share any data with school counseling stakeholders.	
3. D		Implements Social Justice Advocacy	Disaggregates data to identify opportunity gaps (e.g., <i>academic achievement, course access, & discipline</i>) and advocates for systemic changes to promote equity in educational policies, practices, or procedures to foster student success (e.g., <i>school, district, & state</i>).	Demonstrates ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and consistently advocates for systemic change in policies, procedures, and/or practices to support student success (e.g., 80% or more of the time).	Demonstrates ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and often advocates for systemic change in policies, procedures, &/or practices to support student success (e.g., around 70% of the time).	Demonstrates limited ability to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) and inconsistently advocates for systemic change in policies, procedures, &/or practices to support student success (e.g., 50% of the time).	Is unable to disaggregate data to identify opportunity gaps (e.g., access, academic achievement) & lacks awareness of inequitable policies, procedures, and/or practices to support student success.	
3. E		Attends to Socio-Cultural Factors in Data Analysis and Evaluation	Attends to systemic & cultural factors when analyzing, evaluating, and interpreting program and accountability data.	Consistently demonstrates strong attention to systemic and cultural factors when analyzing and interpreting program and accountability data (80% or more of the time).	Demonstrates some attention to systemic and cultural factors when analyzing and interpreting program and accountability data (around 70% of the time).	Demonstrates limited attention to systemic and cultural factors when analyzing and interpreting program and accountability data (around 50% of the time).	Does not attend to systemic and cultural factors when analyzing and interpreting program and accountability data.	

_____ : Total Score (out of a possible 20 points)

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ASCC 8

Part 4: Professional Dispositions & Behaviors

#	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations / Demonstrates Competencies (4)	Meets Expectations / Demonstrates Competencies (3)	Near Expectations / Developing towards Competencies (2)	Below Expectations / Unacceptable (1)	Harmful (0)
4. A		Professional Ethics	Adheres to the ethical guidelines of the ASCA or ACA; including practices within competencies (e.g., <i>confidentiality in a school setting</i>).	Demonstrates consistent & advanced (i.e., <i>exploration & deliberation</i>) ethical behavior & judgments (e.g., 80% or more of the time).	Demonstrates consistent ethical behavior & judgments (e.g., 70% of the time).	Demonstrates inconsistent ethical behavior & judgments with a basic ethical decision-making process (e.g., around 50% of the time).	Demonstrates limited ethical behavior & judgment, and a limited ability to use an ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
4. B		Professional Behavior	Behaves professionally towards supervisors, peers, and students (e.g., <i>emotional regulation</i>). Is respectful and appreciative of the culture of school staff and can effectively collaborate with others.	Demonstrates consistent & advanced respectfulness, thoughtfulness, & appropriate interactions within all professional interactions.	Demonstrates consistent respectfulness, thoughtfulness, & appropriate interactions within the majority of professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate interactions within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriately 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.
4. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and students. Appropriate in-person and social media boundaries are evident.	Consistently demonstrates and maintains strong appropriate boundaries with all supervisors, peers, & students.	Consistently demonstrates and maintains adequate appropriate boundaries with most supervisors, peers, & students.	Inconsistently demonstrates and maintains appropriate boundaries with supervisors, peers, & students.	Demonstrates limited boundaries with supervisors, peers, & students.	Demonstrates poor boundaries with supervisors, peers, & students; such as engaging in dual relationships.
4. D		Knowledge of School and Educational Policies	Demonstrates an understanding of school site and educational policies and procedures (e.g., <i>FERPA</i> , <i>504's</i> , <i>IEPs</i> , <i>MTSS</i>).	Demonstrates strong knowledge of all school site and applicable educational policies and procedures.	Demonstrates adequate knowledge of most school site and applicable educational policies and procedures.	Demonstrates limited knowledge of school site and educational policies and procedures.	Demonstrates inadequate knowledge of school site and educational policies and procedures.	Does not demonstrate any knowledge of school site and educational policies and procedures.
4. E		Adherence to Course and School Site Policies & Procedures	Adheres to <i>all</i> course and school site policies/procedures & attends professional activities at school site (e.g., <i>attendance</i> , <i>engagement in school appropriate activities</i> , <i>faculty meetings</i> , <i>district trainings</i>).	Demonstrates consistent & strong adherence to <i>all</i> school site and course policies, including strong attendance and engagement in professional activities.	Demonstrates consistent adherence to <i>most</i> school site and course policies & procedures, including strong attendance and engagement in professional activities.	Demonstrates inconsistent adherence to school site and course policies & procedures, including attendance and engagement in professional activities.	Demonstrates limited adherence to school site and course policies & procedures, including attendance and engagement in professional activities.	Demonstrates poor adherence to school site and course policies, such as failing to adhere to policies after discussing with supervisor/instructor.
4. F		Record Keeping & Task Completion	Completes <i>all</i> required record keeping & tasks correctly and promptly (e.g., <i>record keeping in a school setting</i> , <i>supervisory report</i> , <i>hours logs</i> , <i>504 documentation</i>).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a comprehensive & timely 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 , late &/or questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

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4. G	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (<i>e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.</i>) & awareness of & responsiveness to the intersectionality of culture in all relationships and systems.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with all students.	Demonstrates adequate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with the majority of students.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with students.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with students.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
4. H	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (<i>i.e., congruence between mood & affect</i>) & self-control (<i>i.e., impulse control</i>) in relationships with students.	Demonstrates strong and consistent emotional stability & appropriateness in all interpersonal interactions with students.	Demonstrates consistent emotional stability & appropriateness in majority of interpersonal interactions with students.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with students.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with students.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with student, such as having high levels of emotional reactions with students.
4. I	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning and development of school counseling competencies.	Demonstrates consistent engagement in promoting professional and personal growth & development. Proactively seeks new opportunities to learn and grow.	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates inconsistent engagement in promoting professional and personal growth & development.	Demonstrates limited engagement in promoting professional and personal growth & development.	Demonstrates poor engagement in promoting professional and personal growth & development, such as apathy to learning.
4. J	Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback.	Intentionally asks for 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 not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
4. K	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	Demonstrates strong and consistent ability to adapt appropriately to new situations and students' diverse changing needs (<i>e.g., 80% or more of the time</i>).	Demonstrates consistent ability to adapt appropriately to new situations and students' diverse changing needs (<i>around 70% of the time</i>).	Demonstrates an inconsistent ability to adapt appropriately to new situations and students' diverse changing needs (<i>around 50% of the time</i>).	Demonstrates a limited ability to adapt appropriately to new situations and students' diverse changing needs.	Demonstrates a poor ability to adapt to students' diverse changing needs, such as being rigid in work with students.
4. L	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates strong and consistent ability to be genuine & accepting of self & others (<i>e.g., 80% or more of the time</i>).	Demonstrates consistent ability to be genuine & accepting of self & others (<i>e.g., around 70% of the time</i>).	Demonstrates inconsistent ability to be genuine & accepting of self & others (<i>around 50% of the time</i>).	Demonstrates a limited ability to be genuine & accepting of self & others (<i>incongruent</i>).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____: Total Score (*out of a possible 48 points*)

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ASCC 10

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the school counseling trainee's areas of strength, which you have observed. Please provide examples as applicable:

Please note the school counseling trainee's areas that warrant improvement, which you have observed:

Please comment on the school counseling trainee's general performance during his or her clinical experience to this point or anything you would like the faculty supervisor to know about this student:

School Counseling Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date ASCC was reviewed with School Counseling Trainee: _____

School Counseling Trainee's Signature

Date

Supervisor's Signature

Date

*** Note. If the supervising instructor/site supervisor is concerned about the school counseling trainee's progress in demonstrating the specified school counseling competencies, they should have another appropriately trained supervisor observe the school counseling trainee's work with students to provide additional feedback to the practicum or internship student.**

Appendix L: Site & Site Supervisor Evaluation (To be completed in SL&L)

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 the end of the semester.

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 M: CMHC Fieldwork Prep Checklist

LEHMAN
COLLEGE

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"> ☐ INTERVIEW APPROVED SITES - CHECK WITH CLINICAL COORDINATOR (MARCH & APRIL) ☐ ONCE SITE IS DECIDED ON, STUDENT COMPLETES CHECKLIST FOR ACCEPTABLE SETTINGS (DUE APRIL 15TH) ☐ STUDENT COMPLETES CHECKLIST FOR SUPERVISION REQUIREMENTS (DUE APRIL 15TH) ☐ 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"> ☐ STUDENTS AND SITE SUPERVISOR COMPLETE PRACTICUM/INTERNSHIP APPLICATION AND SUPERVISION AGREEMENT (COMPLETE & SUBMIT BY MAY 1ST) ☐ CHILD ABUSE IDENTIFICATION TRAINING OFFICE OF CHILDREN AND FAMILY SERVICES OR PROOF (MAY 1ST) ☐ COMPLETE FIELDWORK HANDBOOK RECEIPT WITH SUPERVISOR (MAY 1ST) ☐ 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 N: 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)

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

FIELDWORK

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

Appendix O: 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.

Appendix P: Brightspace (LMS), Confidentiality, and Supervision Policy
(2024 CACREP Standards, 1.F)

The Counselor Education Program utilizes Brightspace, the College's secure Learning Management System (LMS), for all skills practice, practicum, and internship supervision activities. Brightspace provides an encrypted and confidential platform for recording, uploading, and sharing counseling practice sessions with faculty supervisors.

Confidentiality: Access to recordings is restricted to the individual student and their assigned faculty supervisor. All recordings are stored on institutional servers that comply with FERPA and HIPAA requirements and are permanently deleted following evaluation and feedback.

Student Responsibilities: Students are required to follow program protocols for informed consent, confidentiality, and ethical use of technology. Before recording any role-play, skills practice, or supervision activity, students must obtain permission from all participants and avoid sharing identifying client information.

Supervision: Faculty supervisors may review recordings asynchronously in Brightspace or observe live counseling practice through synchronous online sessions. Students will receive feedback through Brightspace's secure platform.

Students are expected to delete all recordings immediately after they have been reviewed by the faculty supervisor.