

Counseling and Psychological Services Department
Mahar Hall
7060 State Route 104
Oswego NY 13126

MENTAL HEALTH COUNSELING

Site Supervisor Manual



Revised February, 2017



Dear Clinical Supervisor:

Site supervisors provide a valuable service to the Counseling and Psychological Services Department at SUNY Oswego. They bring special insight to our preparation programs that only practitioners in the field are capable of sharing. This connection genuinely benefits our students in understanding how to bridge the gap between theory and practice. Thank you for agreeing to supervise SUNY Oswego Counseling and Psychological Services (CPS) Mental Health Counseling practicum and internship students as they embark on their journey towards becoming professional counselors. Your dedication to the program will help shape the development of a new professional in the counseling field.

This manual will serve as a guide of the essential elements you will need to familiarize yourself with as a clinical supervisor. In this manual, you will find information regarding the standards for an internship experience for students as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition, you will find details on the necessary qualifications required of site supervisors. As per the CACREP standards, all supervisors are required to complete orientation/training in supervision. In order to meet this requirement, you are invited to participate in an online course, consisting of various audio recordings and PowerPoint presentations that will prepare you for your role as supervisor. This course will be available through SUNY Oswego CPS department's website. Site supervisors also maintain bi-weekly contact with University Supervisors who are practicum and internship course instructors. This occurs in the format of emails, phone calls, and in-person consultations. Finally, this document will provide you with information regarding assessment of your internship student(s), the internship experience, and liability insurance requirements utilized by SUNY Oswego.

As is always the case, this Manual will not provide all the answers. Site supervisors should always feel free to contact the Chair of the Department or the coordinator of a specific program if they have any questions related to their SUNY Oswego experience. Faculty contact information is located in this Manual.

Sincerely,

*Counseling and Psychological Services Department
Clinical Mental Health Counseling Program Faculty*

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Clinical Mental Health Program Description:

The **Mental Health Counseling** program at SUNY-Oswego's Counseling and Psychological Services Department is a 60 hour Master of Science licensure track program that prepares students to assess and treat individuals, groups, families, and organizations within their ecological context. Students learn to consider the dimensions of wellness and mental health as well as pathology as they develop and implement effective treatment strategies. The program is designed to prepare human service providers to deal with problems and general concerns of human service agency clients and employees. Candidates selected for this program are expected to make a major commitment to their graduate training and to enroll in course work on a regular basis. A 600-clock-hour internship is required, and students must be willing to make the necessary adjustments to complete this internship commitment. The Mental Health Counseling Program builds upon a core of psychological and educational foundations and specialization areas including counseling theory, group process, appraisal, and vocational development and decision-making. Supervised practice in individual and group counseling and field work experiences in consultation and comprehensive professional services are provided in college and social agency settings. Students completing the training sequence are equipped to assume a variety of roles in the counseling profession.

Students may elect to complete additional requirements in Trauma and Play Therapy certificate programs.

Clinical Mental Health Counseling (60 cr)

A. Core Requirements (48 cr)

- CPS 502 - Race, Gender, and Class Issues in Counseling credit: 3
- CPS 503 - Psychological Foundations: Personality credit: 3
- CPS 504 - Psychological Foundations: Development credit: 3
- CPS 505 - Psychological Foundations: Psychopathology credit: 3
- CPS 508 - Foundations of Mental Health Counseling & Consultation credit: 3
- CPS 509 - Professional Orientation & Ethics in Mental Health Counseling credit: 3
- CPS 510 - Counseling Theory and Process credit: 3
- CPS 512 - Practicum in Mental Health Counseling credit: 3
- CPS 515 - Internship in Mental Health Counseling credit: 6
- CPS 541 - Introduction to Group Process credit: 3
- CPS 569 - Clinical Assessment in Mental Health Counseling credit: 3
- CPS 574 - Vocational Development and Decision-Making credit: 3
- CPS 585 - Foundations of Psychological and Educational Appraisal credit: 3
- CPS 591 - Introduction to Family Systems credit: 3
- CPS 560 – Chemical Dependency: credit 3
- CPS 596 - Research Methods and Program Evaluation credit: 3

B. Electives (12 cr)

Choose electives under advisement.

The following program mission statements were adopted by the Counseling and Psychological Services faculty of the Mental Health Counseling program at SUNY Oswego and endorsed by the Mental Health Program Advisory Committee in Spring 2014.

MHC Program Mission Statement

The Counseling & Psychological Services (CPS) Department at the State University of New York at Oswego is committed to educate and train high quality professionals who will function as skilled and ethical counselors who promote the optimal functioning of individuals, families, and groups in a variety of educational and community settings. The program's philosophy is student-centered and developmentally based. To this end, the CPS department provides the highest quality training in professional counseling within an atmosphere that fosters on-going professional and personal growth.

MHC Program Objectives

Mental Health Counseling program graduates will:

1. Demonstrate mastery of counseling theories and skills and show the ability to utilize them therapeutically in clinical settings in the delivery of mental health services.
2. Demonstrate a strong foundational knowledge of the fundamental domains in mental health counseling that includes: human behavior, social systems and multicultural competence inclusive of value and respect of human dignity and diversity in all its forms.
3. Students will demonstrate a comprehensive understanding of an adjustment-oriented approach to mental health counseling that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.
4. Students will demonstrate the ability to apply relevant research and evaluation models in practice of mental health counseling.
5. Students will articulate a clear and accurate understanding of mental health counseling professional identity and interpersonal values which support and inform relations with others, that include self-awareness, compassion, genuineness and a commitment to social justice.

Accreditation

In 2017, the Mental Health Counseling program was awarded accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation provides recognition that the content and quality of the education offered by the accredited program has been evaluated extensively and meets standards set by and for the profession.

Core Mental Health Program Faculty

The MHC Program has five full-time faculty and a shared departmental administrative assistant. Adjunct faculty serve in a part-time capacity as needed.

The current faculty is as follows:

Jodi Ann Mullen, Ph.D., LMHC, NCC, RPT-S
Coordinator, Mental Health Counseling Program
Coordinator, Clinical Placements
Associate Professor, Counseling & Psychological Services
(315) 312-3496 Email: jodi.mullen@oswego.edu

Jason Duffy, PhD, LMHC,
Assistant Professor, Counseling & Psychological Services
(315) 312-3472; Email: jason.duffy@oswego.edu

Tiphonie Gonzalez, PhD,
Assistant Professor Counseling & Psychological Services
Diversity Coordinator, School of Education
315-312-3402; Email: tiphonie.gonzalez@oswego.edu

Terrace O'Brien, PhD, LMFT
Assistant Professor, Counseling & Psychological Services
315-399-4011; Email: terrance.obrien@oswego.edu

Tamara Sullivan, PhD, LMHC, NCC
Assistant Professor Counseling & Psychological Services
CACREP Liaison
(315) 312-3489; Email: tamara.sullivan@oswego.edu

Student Hours Required For Practicum And Internship

Student Hours Required for Practicum:

The practicum (CPS 512/513) provides for the development of counseling skills under supervision. The program requires completion of a supervised practicum studentship in the student's designated program area of **120 clock hours** [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area.

Forty (40) hours of direct service with clients, including experience in individual counseling and group work is required. Eighty (80) additional non-contact hours must be completed during this semester for a total of 120 clock hours.

Student Hours Required for Internship:

The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Students are required to complete a supervised internship (CPS 515/516) of **600 clock hours** (average of 40 hours per week over one 15 week semester or 20 hours per week over two 15 week semesters) that is begun after successful completion of the student's practicum. For CPS 516: The internship must take place at an OASAS designated Chemical Dependency Treatment facility. The student's internship includes the following:

240 hours of direct service with clients appropriate to the program of study. CACREP defines direct service as "interaction with clients that includes the application of counseling, consultation, or human development skills." The remaining 360 hours should involve opportunities for the internship student to become familiar with a variety of professional activities in addition to direct services (e.g., record keeping, referral services, in-service, meetings, conferences, professional development, etc.);

Expectations Of Clinical Sites

- a. A minimum of one-hour per week of supervision provided on a regular schedule throughout the internship;
- b. Continual opportunity for the student to become familiar with a variety of professional activities and resources;
- c. Consistent evaluation of student's counseling performance throughout the internship/practicum , including: a. completed evaluations at the conclusion of the internship, and b. session recordings for professional evaluative purposes;
- d. Consistent mutual feedback provided between student and site regarding professional development, expectations, and reflections of growth.
- e. Bi-weekly contact with supervising faculty member regarding internship/practicum performance;
- f. Adherence to "Internship Programs Under the Fair Labor Standards Act"
<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>;
- g. Termination
It is understood and agreed among all parties involved that the practicum/internship site has the right to terminate the internship experience of the student whose physical or mental health status is detrimental to the services provided to consumers at the internship site. Equally, should the practicum/internship site not fulfill its obligation to provide the student the services agreed upon in agreement, then the university supervisor has the right to terminate the practicum/internship experience of the student. In either case, such action should not be taken until the grievance against any practicum/internship student, or site, has been discussed with the student, SUNY Oswego officials, and the site supervisor.
Please refer to Protocol for Premature Termination of Internship of the practicum/internship manual;
- h. Equal Opportunity
In accordance with the Ethical Codes of the American Counseling Association, it is mutually agreed that all parties shall not discriminate on the basis of race, color, nationality, ethnic origin, language preference, immigration status, sexual preference, age, ability level, gender, or creed. See 2014 ACA Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Supervisors will:

- Conduct or arrange an orientation for students covering the organization's relevant policies, procedures and practices and an introduction to other staff and their roles,
- Provide adequate space and resources necessary for the intern to provide counseling services,
- Provide students with the opportunity to observe their (or colleagues') clinical work and/ or engage in co-counseling,
- Provide an average of 1 hour/week of individual or triadic supervision to the intern,
- Provide the intern with a caseload that will allow them to complete their required internship direct service hours within an agreed upon time-frame,
- Provide the opportunity for the intern to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).
- Provide written evaluations of the intern for each college semester in which the intern is at your site

- Maintain bi-weekly contact with the University Supervisor and meet with the student's faculty instructor on site at least one time each semester and maintain phone and e-mail contact throughout the semester to review and discuss the student's performance. Immediately report any problems or concerns such as non-attendance, tardiness or misconduct related to ethical or professional standards.
- Communicate with the intern's University supervisor any concerns in a timely way.

It is the responsibility of the Coordinator of Clinical Training to confirm that the site supervisor meets the aforementioned education and experience requirements. A Site Supervisor Information Sheet is used to collect and document information about the education and experience of the site supervisor. Additionally, the Site Supervisor Checklist serves as a tool to record supervision activity.

Supervision Training Resources:

Located at: <https://www.oswego.edu/counseling-and-psychological-services/site-supervisor-resources-mental-health-counseling>

Supervision Orientation: This module introduces the supervisor to the common phases and themes in supervision of mental health counseling students. Reflection questions are located at the end of each module in the powerpoint.

Introduction Video by Dr. Terrance O'Brien: Supervisors are introduced to SUNY Oswego's Counseling and Psychological Services Department requirements for supervision.

Models of Supervision by Dr. Tami Sullivan: This module explores the two domains of supervision and the common issues that arise as found in counseling supervision research. Moreover, this module discusses the importance of the development of a professional counselor identity in supervision. Reflection questions are located at the end of each module in the powerpoint.

Supervision of Child Counselors by Dr. Jodi Mullen: Issues pertaining to supervision of counselors who work primarily with children are explored at a deeper level in this 50 minute audio podcast.

TK20 Site Supervisor Training: TK20 is the SUNY Oswego's School of Education's online assessment, accountability and management system that site supervisors use to enter final evaluations.

Requirements For Site Supervisors

SUNY Oswego Counseling and Psychological Services department seeks CACREP accreditation, and thus adheres to the following CACREP standards (2009):

A site supervisor must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and licenses, two years of pertinent professional experience in the program area in which the student is completing clinical instruction, and knowledge of the program's expectations, requirements and evaluation procedures for students. Supervisors must allow the student to become familiar with a variety of professional activities other than direct service work; allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, technology, print and non-print media, professional literature, and research commensurate with the licensure requirements for mental health counseling.

Site supervisors are required to have relevant training in supervision of counseling students that can be obtained through the Counselor Education Program's On-line Supervision Training modules located on the CPS Department website.

Supervision Requirements:

Audio/Video-taping or live supervision:

Students must have the opportunity to develop program-appropriate audio and/or videotapes of counseling interactions with clients for use in supervision of the student's interactions with clientele appropriate to the student's specialization. If audio and/or videotaping is not permitted at the site, site supervisors should provide opportunities for live supervision.

Practicum:

Students must have weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term. Student must receive an average of one and one half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by the program faculty member. Grades for all practicum courses are determined by the program faculty member. Supervisors will communicate bi-weekly with University supervisors who are practicum course instructors. This may be in the form of email, phone, or in-person contact.

Internship:

Students must have weekly interaction with an average of one hour per week of individual and/or triadic face-to-face supervision, throughout the internship (usually performed by the site supervisor) by one of the following certified or licensed professionals: Licensed Mental Health Counselor, Licensed Professional Counselor, Psychologist, Physician, Marriage and Family Therapist, or Licensed Clinical Social Worker. Students must receive an average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member. Supervisors will communicate bi-weekly with University supervisors who are internship course instructors. This may be in the form of email, phone, or in-person contact. Grades for all internship courses are determined by the program faculty member.

Evaluation:

Site Supervisors Evaluation of Student

Feedback from the site supervisor is one of three important sources of information considered in monitoring student progress and determining grades for practicum and internship experiences. During Practicum and Internship, faculty program coordinators/faculty will initiate contact with site supervisors. In addition, each site supervisor is asked to complete and return a Student Evaluation. Students provide the site supervisor with a copy of the evaluation form that is distributed by the university supervisor. Site supervisors are asked to complete these evaluations promptly and to discuss them with students. Evaluations are completed online using SUNY Oswego's TK20 system. If the evaluation is not received by the end of the semester, practicum students will receive a grade of incomplete ("I") and internship students will receive a grade of "U."

As a Site Supervisor, you agree to:

- Conduct or arrange an orientation for students covering the organization's relevant policies, procedures and practices and an introduction to other staff and their roles,
- Provide adequate space and resources necessary for the intern to provide counseling services,
- Provide students with the opportunity to observe their (or colleagues') clinical work and/ or engage in co-counseling,
- Provide an average of 1 hour/week of individual or triadic supervision to the intern,
- Provide the intern with a caseload that will allow them to complete their required internship direct service hours within an agreed upon time-frame,
- Provide the opportunity for the intern to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).
- Provide written evaluations of the intern for each college semester in which the intern is at your site
- Meet with the student's faculty instructor on site at least one time each semester and maintain phone and e-mail contact throughout the semester to review and discuss the student's performance. Immediately report any problems or concerns such as non-attendance, tardiness or misconduct related to ethical or professional standards.
- Communicate with the intern's University supervisor any concerns in a timely way.

Practicum Appendices:

CMHC Practicum Student Placement Agreement
CMHC Practicum Indicators of Professional Readiness
CMHC Practicum Student Placement Agreement
CMHC Practicum Student Evaluation
CMHC Direct and Indirect Hours Definitions
CMHC Recorded Session Policy
CMHC Practicum Consent to Tape
CMHC Internship Assignment Checklist
CMHC Practicum Assignment Checklist
Site Supervisor Checklist



Practicum Student Placement Agreement
CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Practicum student's Name _____

Placement Site _____

Name of Site Supervisor _____

Period of Site Placement _____

Complete Site Address

Supervisor Phone (_____) _____ (_____) _____

Supervisor E-mail

THE FOLLOWING SIGNATURES ACKNOWLEDGE THAT BOTH THE PRACTICUM STUDENT AND THE SUPERVISOR HAVE REVIEWED THE PRACTICUM SITE MANUAL.

Practicum Student Signature

Date

Site Supervisor Signature

Date

CPS Mental Health Counseling Program

Indicators of Professional Readiness

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback;
6. Ability to integrate and make changes based on communicated feedback;
7. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to -
 - o Appropriate dress
 - o Promptness
 - o Respectful attitude and behavior;
8. Ability to work effectively with administrators, staff, students/clients, and parents;
9. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
10. Demonstrated adherence to the ethical guidelines related to Ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
11. Demonstrated ability to practice in a manner consistent with the ACA ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.



Counseling Practicum Student Evaluation (Appendix B)

CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Date of Evaluation _____

Practicum Student’s Name _____

Placement Site _____

Name of Site Supervisor _____

Period of Site Placement _____

Using the following scale, rate the student’s performance on the competencies below:

Highly Unsatisfactory Unsatisfactory Adequate Satisfactory Highly Satisfactory
1 2 3 4 5

** Use N/A (not applicable) if Practicum student has not yet had the opportunity to employ the skill described.

A. Performance of Basic Practicum Requirements

- a. The practicum student is making progress in meeting the requirements of service hours at the placement site
b. The practicum student is providing the supervisor with sufficient work samples in a timely way
c. The practicum student is following the policies and procedures outlined in the Practicum Manual
d. The practicum student is attending scheduled supervision sessions regularly and in a timely way
e. The practicum student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
f. The practicum student is amenable to supervision and demonstrates application of supervisor feedback
g. The internship student applied current record-keeping standards related to the site.

B. Counselor Practice, Knowledge, and Skills

Practicum students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Mental Health Counseling Program. Competence will be displayed through the student’s ability to:

- 1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:

- a. ____ Using empathy to show understanding of how client expresses and experiences.
 - b. ____ Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
 - c. ____ Using concrete language to assist client.
 - d. ____ Distinguishing personal feelings and opinions separately from the client's.
 - e. ____ Displaying genuineness.
2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:
- a. ____ Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
 - b. ____ Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
 - c. ____ Using immediacy techniques to examine here-and-now relationship issues.
- 3. Using modes of direct service intervention appropriate to role level, client needs, and site function:**
- a. ____ Providing counseling services, including any appropriate services to the family of the client.
 - b. ____ Planning and coordinating services for a client.
 - c. ____ Co-leading or leading a client group.
 - d. ____ Matching client with needed community services.
 - e. ____ Making appropriate referrals and follow-up.
 - f. ____ Acting as client's advocate.
 - g. ____ Using culturally appropriate interventions for diverse clients.
 - h. ____ Understands the impact of crises, disasters, and other trauma-causing events on people.
- 4. Formulating and implementing a plan to deal with a client problem:**
- a. ____ Writing and discussing a plan of action and rationale for it.
 - b. ____ Carrying out the steps of the plan in collaboration with the client.
 - c. ____ Monitoring the plan with the client, exchanging feedback about the process.
 - d. ____ Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
 - e. ____ Identifying and assessing potential substance abuse disorders.
 - f. ____ Planning and addressing substance abuse disorders.
 - g. ____ Identifying and assessing potential suicide.
 - h. ____ Diagnosing based on DSM5 or other assessment instruments.
 - i. ____ Creating treatment plan for substance abuse disorders based on current knowledge in the field.
 - j. ____ Dealing with emergency situations according to site expectations and procedures.
 - k. ____ Differentiate between diagnosis and normal reactions during crises or other traumatic events.
 - l. ____ Uses data to make decisions about treatment.
- 5. Terminating and evaluating the counseling relationship:**
- a. ____ Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.

- b. ____ Identifying and assessing the effects of termination on self and client.
- c. ____ Identifying and assessing the client's movement toward agreed on goals and suggesting next steps.

C. Becoming a Professional Counselor

This learning objective is demonstrated in the practicum student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the practicum student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:

1. Demonstrating a capacity for self-observation and self-awareness:

- a. ____ Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity.
- b. ____ Examining and changing behaviors that interfere with successful work.
- c. ____ Exercising initiative in making counseling interactions and activities observable and subject to feedback.

2. Using Counseling Supervisors for learning:

- a. ____ Identifying initial learning needs and interests.
- b. ____ Actively collaborating in formulating and updating a learning contract.
- c. ____ Asking questions.
- d. ____ Preparing work agendas.
- e. ____ Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
- f. ____ Discussing assignments, challenges, and problems openly with supervisor.
- g. ____ Discussing differential diagnoses to guide interventions.

3. Applying content from counselor program courses in the placement site:

- a. ____ Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues.
- b. ____ Identifying and discussing ethical dilemmas in professional decision-making.
- c. ____ Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
- d. ____ Generating reports, presentations, process records, and tapes.
- e. ____ Applying knowledge of theory/empirical findings.

4. Managing time and work demands:

- a. ____ Arriving at assigned times at the placement site or for supervision.
- b. ____ Planning and organizing available time to manage the flow of work.
- c. ____ Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
- d. ____ Completing assignments on time.
- e. ____ Exercising good judgment in completing work priorities.

D. Site and Community Skills

Practicum students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. Practicum students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to:

1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:

- a. ____ Prepare a graphic representation of the placement site's organizational lines of authority and structure.
- b. ____ Present a simulated 10-minute public service talk about the site.
- c. ____ Describe the site, its purpose and its services.
- d. ____ Respond to telephone requests for information about the site.

2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self:

- a. ____ Identify how individual problems relate to larger policy issues.
- b. ____ Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
- c. ____ Describe the formal and informal means through which site policies are formulated.
- d. ____ Describe the work climate of the site and assess its impact on staff morale.

3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:

- a. ____ Identify and describe the key components within the community which promote or diminish client functioning.
- b. ____ Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
- c. ____ Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these larger systems.
- d. ____ Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.

4. Contributing to the processes of maintenance and change in the site and the community:

- a. ____ Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site.
- b. ____ Contribute to the ways in which staff members cooperate in various work groups.
- c. ____ Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

Strengths that the practicum student has demonstrated include:

Areas in which the practicum student needs to improve include:

Overall summary of this practicum student's counseling performance at this time:

Signature of Site Supervisor

Date

Signature of Practicum student

Date

Direct and Indirect Hours Defined

The completion of a supervised practicum requires studentship in the student's designated program area of 120 clock hours [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area. The definitions of direct and indirect hours are defined as follows:

Direct Hours Activity	Defined
Case Consultation (appears in both direct and indirect)	Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan.
Direct participation in client-related volunteer activities	Site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, and associated activities.
Intakes/Interviews with clients	Completing intakes over the phone and/or in person.
Individual Counseling	Counsel individual clients and work with the on-site supervisor to create treatment plans and facilitate ideas. Shadowing and co-counseling is also included.
Group Counseling	Counsel multiple clients with a specific goal and/or support in mind.
Testing/Assessment	The internship student may do suicide risk assessments or various other personality and/or risk assessments.

Indirect Hours Activity	Defined
Case Consultation (appears in both direct and indirect)	Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan
Case Notes	The internship student is to keep updated case notes on clients, which includes progresses, diagnoses and obstacles.
Case Management	The internship student will help in assessing need of services, care planning, implementation of treatment plans and scheduling of clients with the on-site supervisor.
Creating activities for clients	Creating activities that are original and relevant to the client and finding activities from creditable and relevant sources (ex. Workbooks).
Other	Other activities may include filing paper work, helping with other clients and other activities that are relevant to the internship studentship objectives.

Mental Health Counseling Recorded Sessions Policy

All students in the CPS Mental Health Counseling Program will be required to record counseling sessions for the purpose of education and skill improvement. Maintaining the privacy and confidentiality of persons recorded is our utmost priority so all recorded sessions must comply with the following guidelines.

1. All students must obtain written authorization to record sessions with clients during their clinical instruction. Students must comply with all rules, standards, and practice guidelines of their sites regarding recording sessions and proper disposal of recorded materials.
2. Students need to obtain written authorization to record other MHC students or volunteer clients for classroom instructional projects. Permission to Record forms are provided to students in the filing cabinet in the Mental Health Counseling Labs/Fishbowl Room. Students must retain the Permission to Record form until the recording is deleted when the assignment is complete.
3. SUNY-Oswego provides for recording and viewing recorded sessions through a secure server. Students are expected to review recorded sessions in private areas so that session information remains confidential.

Devices

Unless a student's site has required recording equipment, all student recordings must be:

1. Digital (this includes phones, tablets, computers, digital recorders, and flash drives)
2. Password Protected
3. Of good audio and/or video quality (preferably more than 6 mega pixels)

Data Storage and Transfer

The *ACA Code of Ethics* and Health Insurance Portability and Accountability Act (HIPAA) require that all devices with client data be:

1. Password protected
2. Never posted online at any sites or uploaded to cloud sites
3. Properly deleted and disposed of in the appropriate time frame relevant to the nature of the recorded materials



Mental Health Counseling Practicum Consent To Tape

To the client:

Your counselor is a counseling trainee enrolled in practicum. Counseling trainees in practicum have successfully completed most minimum training standards required to earn a graduate degree in mental health counseling at SUNY-Oswego. Consistent with these national standards, your counselor is supervised by multiple entities and is required to undergo rigorous evaluations based on counseling performance.

Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recorded tapes of counseling sessions. These tapes are intended to enhance their professional training and improve the services you receive. Therefore, your counselor is asking your permission to record your counseling session for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2005). Congruent with the ACA Code of Ethics, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and I agree to a taped counseling session for my counselor trainee's evaluation.

(Signature of Client)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)

(Signature of counseling trainee)

Internship Appendix:

MHC Student/Site Supervisor Agreement
MHC Student Placement Agreement
MHC Internship Plan
MHC Direct and Indirect Hours Definitions
MHC Internship Expectations of Professional Practice
MHC Internship Expectations of Professional Readiness
MHC Internship Student Evaluation
MHC Recorded Session Policy
MHC Consent to Record
MHC Internship Protocol for Premature Termination
MHC Hours Log

Mental Health Counseling Internship

Student/Site Supervisor Agreement

Requirements to be an Internship Site Supervisor

An internship site supervisor must have:

1. A minimum of a master's degree in counseling or related profession (e.g., marriage and family therapist, social work, psychologist, psychiatrist) with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

As a Site Supervisor, you agree to:

- Provide adequate space and resources necessary for the intern to provide counseling services,
- Provide an average of 1 hour/week of individual or triadic supervision to the intern,
- Provide the intern with a caseload that will allow them to complete their required internship direct service hours within an agreed upon time-frame,
- Provide the opportunity for the intern to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).
- Provide 2 written evaluations of the intern for each college semester in which the intern is at your site (see Appendix),
- Communicate with the intern's University supervisor any concerns in a timely way.

The University Supervisor will,

- Meet with you during the semester to evaluate the intern's progress,
- Provide a minimum of 1 ½ hours/week (average) group supervision of the intern

The intern will:

- Create a schedule, in collaboration with their site supervisor, of when they will be on site,
- Abide by the Ethical Codes of ACA,
- Purchase ACA student liability insurance,
- Abide by the administrative policies, rules, standards, and practices of the internship site.,
- Abide by the student dispositions of the CPS Department and the Oswego School of Education,

Mental Health Counseling Internship
Internship Student Placement Agreement

CPS – 515 Internship in Mental Health Counseling
CPS – 516 Internship in Alcohol and Substance Abuse Counseling

Internship student's Name

Placement Site

Name of Site Supervisor

Period of Site Placement

Complete Site Address

Supervisor Phone (_____) _____

Supervisor E-mail

***THE FOLLOWING SIGNATURES ACKNOWLEDGE THAT BOTH THE INTERNSHIP
STUDENT AND THE SUPERVISOR HAVE REVIEWED THE INTERNSHIP SITE
MANUAL AND THE SITE SUPERVISOR MANUAL.***

Internship Student Signature

Date

Site Supervisor Signature

Date

Mental Health Counseling Internship

Internship Plan

DIRECTIONS: Using these guidelines, prepare three copies of a typewritten personal contract describing the objectives and activities to which you are committing yourself during the internship. Submit a rough draft to your University Supervisor for review before making your final draft.

GOALS AND OBJECTIVES:

A. State your overall goal for the Internship.

B. Provide specific objectives that you hope to accomplish (e.g., learning to use silence effectively, learning to administer and interpret a given test).

INTERNSHIP DUTIES AND RESPONSIBILITIES:

Describe your specific duties and responsibilities and the projected time involved each week in these activities (estimate preparation and contact time).

SUPERVISION:

Specify how supervision will be handled

ADDITIONAL RESPONSIBILITIES:

Include additional plans (workshops you plan to attend, extra reading that you plan to do, and other possible experiences related to the Internship).

Direct and Indirect Hours Defined

Students are required to complete a supervised internship (CPS 515/516) of **600 clock hours** (average of 40 hours per week over one 15 week semester or 20 hours per week over two 15 week semesters) that is begun after successful completion of the student’s internship. 240 hours of direct service with clients appropriate to the program of study. CACREP defines direct service as “interaction with clients that includes the application of counseling, consultation, or human development skills.” The remaining 360 hours should involve opportunities for the internship student to become familiar with a variety of professional activities in addition to direct services (e.g., record keeping, referral services, in-service, meetings, conferences, professional development, etc.). The definitions of direct and indirect hours are defined as follows:

Direct Hours Activity	Defined
Case Consultation (appears in both direct and indirect)	Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan.
Direct participation in client-related volunteer activities	Site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, and associated activities.
Intakes/Interviews with clients	Completing intakes over the phone and/or in person.
Individual Counseling	Counsel individual clients and work with the on-site supervisor to create treatment plans and facilitate ideas. Shadowing and co-counseling is also included.
Group Counseling	Counsel multiple clients with a specific goal and/or support in mind.
Testing/Assessment	The internship student may do suicide risk assessments or various other personality and/or risk assessments.

Indirect Hours Activity	Defined
Case Consultation (appears in both direct and indirect)	Working with the on-site supervisor to gain ideas, discuss any dilemmas and/or progress, and facilitate a treatment plan
Case Notes	The internship student is to keep updated case notes on clients, which includes progresses, diagnoses and obstacles.
Case Management	The internship student will help in assessing need of services, care planning, implementation of treatment plans and scheduling of clients with the on-site supervisor.
Creating activities for clients	Creating activities that are original and relevant to the client and finding activities from creditable and relevant sources (ex. Workbooks).
Other	Other activities may include filing paper work, helping with other clients and other activities that are relevant to the internship studentship objectives.

Mental Health Counseling Internship

Expectations of Professional Practice

The content areas of knowledge and skills are based on CACREP standards and New York State requirements for licensure as a mental health counselor. The Counseling and Psychological Services department places a high value on the following knowledge and skill areas. Professional practice, which includes internship and internship studentship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

STUDENT EXPECTATIONS

- a. Students are expected to participate in all aspects of the course. Students are encouraged to discuss personal concerns with the instructor.
- b. Students are expected to respect others' experiences, and personal information. Information shared during the course is expected to remain confidential by all present.
- c. Students are encouraged to seek personal counseling at any and all times should the content of the course challenge development and growth as a professional-in-training.
- d. Students are expected to observe ethical standards at all times. Ethical standards are congruent with the ACA Code of Ethics (2005) and may be retrieved at:

<http://counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- e. Integrate knowledge from previous courses and apply it in the internship setting.
- f. Develop and practice analytic skills sufficient for responsible professional practice.
- g. Develop strategies and goals for continuing personal and professional growth and share them with supervisors.
- h. Inform the course instructor of any changes in the placement site.
- i. Complete required internship hours in a timely way.
- j. Maintain appropriate documentation of activities (*hours log*, form provided in this manual).
- k. Students are to inform the internship and/or internship field supervisor immediately and the campus internship/internship instructor by email and phone within 24 hours of any mandated child abuse reporting situations. Do not wait until the next class period to report the incident.

Mental Health Counseling Internship

Indicators of Professional Readiness

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to balance multiple life expectations and commitment to wellness;
3. Ability to demonstrate excellent listening and attending skills;
4. Ability to effectively communicate with others;
5. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
6. Ability to hear and accept critical feedback;
7. Ability to integrate and make changes based on communicated feedback;
8. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to -
 - o Appropriate dress
 - o Promptness
 - o Respectful attitude and behavior;
 - o Reliability and follow-through
9. Ability to work effectively with administrators, staff, students/clients, and parents;
10. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
11. Demonstrated adherence to the ethical guidelines related to Ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
12. Demonstrated ability to practice in a manner consistent with the ACA ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

**End-of-Semester Student Evaluation is also available on SUNY Oswego's online assessment system: TK20*

Mental Health Counseling Internship Student Evaluation

CPS – 515 Internship in Mental Health Counseling
CPS – 516 Internship in Alcohol and Substance Abuse Counseling

The purposes of this form are twofold: (1) to provide the student counselor with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills and (2) to provide the student counselor with a basis for identifying areas of emphasis within supervision.

Date of Evaluation _____

Internship Student's Name _____

Placement Site _____

Name of Site Supervisor _____

Period of Site Placement _____

Using the following scale, rate the student's performance on the competencies below:

Highly Unsatisfactory	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory
1	2	3	4	5

*** Use N/A (not applicable) if Internship student has not yet had the opportunity to employ the skill described.*

A. Performance of Basic Internship Requirements

- a. ____ The internship student is making progress in meeting the requirements of service hours at the placement site
- b. ____ The internship student is providing the supervisor with sufficient work samples in a timely way
- c. ____ The internship student is following the policies and procedures outlined in the Internship Manual
- d. ____ The internship student is attending scheduled supervision sessions regularly and in a timely way
- e. ____ The internship student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
- f. ____ The internship student is amenable to supervision and demonstrates application of supervisor feedback
- g. ____ The internship student applied current record-keeping standards related to the site.

B. Counselor Practice, Knowledge, and Skills

Internship students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Mental Health Counseling Program. Competence will be displayed through the student's ability to:

1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:

- a. ___ Using empathy to show understanding of how client expresses and experiences.
- b. ___ Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
- c. ___ Using concrete language to assist client.
- d. ___ Distinguishing personal feelings and opinions separately from the client's.
- e. ___ Displaying genuineness.

2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:

- a. ___ Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
- b. ___ Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
- c. ___ Using immediacy techniques to examine here-and-now relationship issues.

3. Using modes of direct service intervention appropriate to role level, client needs, and site function:

- a. ___ Providing counseling services, including any appropriate services to the family of the client.
- b. ___ Planning and coordinating services for a client.
- c. ___ Co-leading or leading a client group.
- d. ___ Matching client with needed community services.
- e. ___ Making appropriate referrals and follow-up.
- f. ___ Acting as client's advocate.
- g. ___ Using culturally appropriate interventions for diverse clients.
- h. ___ Understands the impact of crises, disasters, and other trauma-causing events on people.

4. Formulating and implementing a plan to deal with a client problem:

- a. ___ Writing and discussing a plan of action and rationale for it.
- b. ___ Carrying out the steps of the plan in collaboration with the client.
- c. ___ Monitoring the plan with the client, exchanging feedback about the process.
- d. ___ Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
- e. ___ Identifying and assessing potential substance abuse disorders.
- f. ___ Planning and addressing substance abuse disorders.
- g. ___ Identifying and assessing potential suicide.
- h. ___ Diagnosing based on DSM5 or other assessment instruments.
- i. ___ Creating treatment plan for substance abuse disorders based on current knowledge in the

- field.
- j. ___ Dealing with emergency situations according to site expectations and procedures.
- k. ___ Differentiate between diagnosis and normal reactions during crises or other traumatic events.
- l. ___ Uses data to make decisions about treatment.

5. Terminating and evaluating the counseling relationship:

- a. ___ Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
- b. ___ Identifying and assessing the effects of termination on self and client.
- c. ___ Identifying and assessing the client's movement toward agreed on goals and suggesting next steps.

C. Becoming a Professional Counselor

This learning objective is demonstrated in the Internship student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the internship student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:

1. Demonstrating a capacity for self-observation and self-awareness:

- a. ___ Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity.
- b. ___ Examining and changing behaviors that interfere with successful work.
- c. ___ Exercising initiative in making counseling interactions and activities observable and subject to feedback.

2. Using Counseling Supervisors for learning:

- a. ___ Identifying initial learning needs and interests.
- b. ___ Actively collaborating in formulating and updating a learning contract.
- c. ___ Asking questions.
- d. ___ Preparing work agendas.
- e. ___ Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
- f. ___ Discussing assignments, challenges, and problems openly with supervisor.
- g. ___ Discussing differential diagnoses to guide interventions.

3. Applying content from counselor program courses in the placement site:

- a. ___ Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues.
- b. ___ Identifying and discussing ethical dilemmas in professional decision-making.
- c. ___ Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
- d. ___ Generating reports, presentations, process records, and tapes.

- e. ____ Applying knowledge of theory/empirical findings.

4. Managing time and work demands:

- a. ____ Arriving at assigned times at the placement site or for supervision.
- b. ____ Planning and organizing available time to manage the flow of work.
- c. ____ Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
- d. ____ Completing assignments on time.
- e. ____ Exercising good judgment in completing work priorities.

D. Site and Community Skills

Internship students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. Internship students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to:

1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:

- a. ____ Prepare a graphic representation of the placement site's organizational lines of authority and structure.
- b. ____ Present a simulated 10-minute public service talk about the site.
- c. ____ Describe the site, its purpose and its services.
- d. ____ Respond to telephone requests for information about the site.

2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self:

- a. ____ Identify how individual problems relate to larger policy issues.
- b. ____ Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
- c. ____ Describe the formal and informal means through which site policies are formulated.
- d. ____ Describe the work climate of the site and assess its impact on staff morale.

3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:

- a. ____ Identify and describe the key components within the community which promote or diminish client functioning.
- b. ____ Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
- c. ____ Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these larger systems.
- d. ____ Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.

4. Contributing to the processes of maintenance and change in the site and the community:

- a. ____ Identify and assess personal feelings, attitudes, and degrees of adaptability with respect to changes within the site.
- b. ____ Contribute to the ways in which staff members cooperate in various work groups.
- c. ____ Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

Strengths that the Internship student has demonstrated include:

Areas in which the Internship student needs to improve include:

Overall summary of this Internship student's counseling performance at this time:

Signature of Site Supervisor	Date
-------------------------------------	-------------

Signature of Internship student	Date
--	-------------

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Mental Health Counseling Recorded Sessions Policy

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Mental Health Counseling Internship Consent to Record

To the client:

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Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recordings of counseling sessions. These recordings are intended to enhance their professional training and improve the services you receive. Therefore, your counselor is asking your permission to record your counseling session for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2005) and HIPAA. Congruent with the ACA Code of Ethics and HIPAA, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics and HIPAA. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Mental Health Counseling

I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and I agree to a recorded counseling session for my counselor trainee's evaluation.

(Signature of Client)

(Date)

(Signature of Client's Parent or Guardian, if applicable)

(Date)

(Signature of counseling trainee)

(Date)

Protocol for Premature Termination of an Internship

In accordance with the ethical codes of the American Counseling Association (ACA), it is unethical to prematurely terminate an internship (except in rare cases where there is a threat of physical harm to the student) without appropriate protocol and consultation. Thus, an internship or internship student is not permitted to simply terminate an internship or internship experience prematurely without first meeting with the university and site supervisor. In the event that an internship student has to prematurely terminate the internship for any reason, the following protocol is to be followed:

1. The internship/internship student first will immediately contact the university supervisor via phone, email, or in person of the decision to terminate the internship or internship before notifying the site supervisor.
2. The internship/internship student will meet personally with the university supervisor to explain and discuss the circumstances for prematurely terminating the internship or internship.
3. The internship/internship student and the university supervisor will then meet personally with the Mental Health Counseling Program Coordinator, and any other necessary program faculty or university officials, to discuss the circumstances of the termination and the appropriate termination process.
4. The internship/internship student and university supervisor will then schedule a personal meeting with the site supervisor, and any other university and/or agency/school officials, to discuss the termination and provision of clients being seen by the internship or internship student.
5. The internship/internship student and university supervisor will then report to the Mental Health Counseling Program Coordinator in writing that all appropriate measures have been taken.

Any internship student not following this protocol is in violation of departmental policies as outlined in this handbook, as well as in violation of the ethical codes set forth by the American Counseling Association. Consequently, a recommendation by CPS faculty for expulsion from the Mental Health Counseling Program may be warranted.

CPS - 515/516: Weekly Counseling Hours Log

Counseling and Psychological Services, Mental Health Counseling Student _____

Site _____

Date _____ Semester (circle) FL SP SMR Week (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

-	* DIRECT * SERVICE HOURS			* INDIRECT * SERVICE HOURS		
	Activity	Description	Hours	Activity	Description	Hours
		Total Direct hours			Total Indirect hours	

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

**Counseling and Psychological Services Department
School of Education
SUNY Oswego**



CMHC Site Supervisor Training Checklist

The purpose of this form is to document that CMHC program site supervisors have met the requirements established by the CMHC program to maintain high levels of professional supervisory practice. We endeavor to support site supervisors in their professional tasks and growth. The CMHC clinical coordinator is responsible for maintaining contact with site supervisors so that this form is completed and site supervisors are held accountable to professional trainings and standards.

Site Supervisor: _____

Agency: _____

Contact Information: _____

- Obtain copy of license
 - Verified license with Office of the Professions (website)
- Date _____ Reviewed by _____

*Must be completed a minimum of 3 weeks prior to the start of the semester

- Documentation of Supervisor Training

- Completion of SUNY Oswego CMHC on-line training modules & corresponding reflection questions.

1 Date _____ Reviewed by _____

2 Date _____ Reviewed by _____

3 Date _____ Reviewed by _____

4 Date_____ Reviewed by_____

*Must be completed a minimum of 2 weeks prior to the start of the semester

Other Title:_____

Date_____ Reviewed by_____

Received Site Supervisor orientation

Date:_____

By:_____

*Must be completed a minimum of 2 weeks prior to the start of the semester

All above requirements by site supervisor have been completed. Site supervisor has been approved for

FALL _____(year)

SPRING _____(year)

SUMMER _____(year)

Program coordinator review ____Approved ____Not Approved (rationale)_____

____Conditionally Approved (rationale and conditions)_____

Date_____ Signature_____