

COUNSELOR EDUCATION DEPARTMENT

STUDENT HANDBOOK

2024-2025



Clinical Mental Health Counseling
School Counseling

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INTRODUCTION

Welcome! This handbook will provide you with information you will need to navigate your way through the Counselor Education Department at SUNY New Paltz. We hope you find it useful. For most, the transition from being an undergraduate or professional to being a graduate student/counselor-in-training is exciting and intellectually stimulating. However, it can also be difficult. The quantity and quality of work expected at the graduate level exceeds that expected at the undergraduate level. Graduate coursework tends to be more rigorous and involves more independent work than undergraduate studies. Courses also tend to be more challenging because they are taught at a higher level and cover material in greater depth.

In addition to academic work, being a counselor-in-training can be very personally demanding. Counseling is a profession that requires continual self-reflection and examination of one's own thoughts, feelings, motivations, and experiences. Being prepared and open to do this work is an important component of successfully completing counselor training.

The contacts you make in graduate school are the beginnings of your professional network and it is important that you cultivate strong ties while at SUNY New Paltz. We hope you will work closely with the faculty and your fellow students to succeed in your graduate study.

Welcome!

Sincerely,

Melanie S. Hill

Melanie S. Hill, Ph.D.
Chair & Associate Professor
Counselor Education Department
State University of New York at New Paltz

FULL-TIME FACULTY

DR. MELANIE HILL (SHE/HER) *

Chair & Associate Professor, Counselor Education Department
OFFICE: WH 304; PHONE: (845) 257-3475; EMAIL: HILLM@NEWPALTZ.EDU

DR. ADAM STEPHENS (HE/HIM) *

Associate Professor
OFFICE: WH 314; PHONE: (845) 257-3177; EMAIL: STEPHENA@NEWPALTZ.EDU

DR. VICTORIA SHAW (SHE/HER) *

Assistant Professor
OFFICE: WH 312; EMAIL: SHAWV@NEWPALTZ.EDU

DR. KELLY GREEN KEARNS (SHE/HER) *

Assistant Professor
OFFICE: WH317A; EMAIL: KEARNSK@NEWPALTZ.EDU

DR. BETHANY DZIMIERA (SHE/HER) *

Visiting Assistant Professor
Working remotely; EMAIL: dzimerB@newpaltz.edu

DR. CLAUDIA LINGERTAT (SHE/HER) *

Visiting Assistant Professor
OFFICE: WH 328; PHONE: (845)257-2987; EMAIL: LINGERTC@NEWPALTZ.EDU

(*Faculty with an asterisk next to their name meet the requirements of “core faculty” according to CACREP. For these requirements, please see <http://www.cacrep.org/wp-content/uploads/2017/05/Guiding-Principles-for-the-2016-Faculty-Standards.pdf>)

PART-TIME STAFF

SUSAN BUCKBEE (SHE/HER)

Administrative Assistant
OFFICE: WH319; PHONE (845) 257-2990; EMAIL: buckbees@newpaltz.edu

DR. AMY TULLY (SHE/HER)

Clinical Placement Coordinator (Middle & Lower Hudson Valley)
OFFICE: WH311; PHONE (845) 257-3473; EMAIL: tullya@newpaltz.edu

YVETTE KELLY (SHE/HER)

Clinical Placement Coordinator (Upper Hudson Valley)
Working remotely; EMAIL: kellyy@newpaltz.edu

CHRIS CHAMBERLIN (HE/HIM)

Training Clinic Director
OFFICE: WH311; EMAIL: chamberc@newpaltz.edu

AFFILIATED & ADJUNCT FACULTY

DR. AMY NITZA (SHE/HER)

Executive Director, Institute for Disaster Mental Health

OFFICE: SH146; PHONE: (845)257-3479; EMAIL: nitzaa@newpaltz.edu

DR. JONATHAN RASKIN (HE/HIM)

Professor, Psychology Department

OFFICE: HAB 804B; PHONE (845)257-3471; EMAIL: raskinj@newpaltz.edu

DR. KARLA VERMEULEN (SHE/HER)

Associate Professor, Psychology Department

OFFICE: WH 316; PHONE: (845)257-2333; EMAIL: vermeulk@newpaltz.edu

COURTNEY EDWARDS (SHE/HER)

Adjunct Faculty

OFFICE: WH313 & 317; PHONE (845) 257-3431; EMAIL: edwardsc@newpaltz.edu

SARAH GRAY (SHE/HER)

Adjunct Faculty

OFFICE: WH313 & 317; PHONE (845) 257-3431; EMAIL: grays@newpaltz.edu

BARBARA PARNES (SHE/HER)

Adjunct Faculty

OFFICE: WH313 & 317; PHONE (845) 257-3431; EMAIL: parnesb@newpaltz.edu

BRANDON ROMAN (HE/HIM)

Adjunct Faculty

OFFICE: WH313 & 317; PHONE (845) 257-3431; EMAIL: romanb@newpaltz.edu

RACHEL SPEAR (SHE/HER)

Adjunct Faculty

OFFICE: WH313 & 317; PHONE (845) 257-3431; EMAIL: spearr@newpaltz.edu

COUNSELOR EDUCATION DEPARTMENT OVERVIEW

The Counselor Education Department offers the following:

1. M.S. in Clinical Mental Health Counseling,
2. M.S. in School Counseling, and
3. Advanced Certificate in Clinical Mental Health Counseling.

DEGREE DESCRIPTIONS

CLINICAL MENTAL HEALTH COUNSELING

The Counselor Education Department offers a CACREP-Accredited 60-credit Master of Science in Clinical Mental Health Counseling, which serves both students looking to become licensed as mental health counselors and those seeking to eventually proceed into doctoral programs. The curriculum covers mental health counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals. The degree can be completed full-time in two years, including summer classes. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is registered with the State Education Department as meeting the educational requirements necessary for mental health counseling licensure in New York. Detailed information on the Licensure and Practice of the Mental Health Professions in New York is available from the Office of the Professions (OP) at <http://www.op.nysed.gov/mhclhc.htm>.

Degree Code: 293

SCHOOL COUNSELING

The Counselor Education Department offers a CACREP-Accredited 60-credit Master of Science in School Counseling, which prepares students for certification as school counselors. The degree includes a core curriculum and specialization courses. The curriculum covers school counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on school counseling training experiences that meet state certification requirements. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the degree meets New York State requirements for certification in school counseling. It can be completed full-time in two years, including summer classes. Detailed information on the certification of school counselors in New York is available from the State Education Department (SED) at <http://www.highered.nysed.gov/tcert>.

Degree Code: 295

ADVANCED CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING

The 24-credit** Advanced Certificate in Clinical Mental Health Counseling is a bridge program that addresses the needs of two distinct cohorts, both requiring supplemental coursework and training to qualify for licensure as mental health counselors in New York State. Students with 36- or 48-credit degrees in mental health counseling will accrue the additional credits needed to meet the 60-credit education requirement for licensure, while those with 36 to 60-credit degrees in other areas of counseling (or a closely related helping-professions discipline) will acquire the specialized courses and fieldwork necessary to retrain as mental health counselors. All students will complete the 9-credit practicum/internship sequence (COU530, COU771, COU772), which includes more than 600 hours of supervised mental health counseling experience, plus 15 additional credits based on review of their prior graduate transcripts and identification of specific courses needed to fulfill licensure requirements.

Consistent with the mission of the State University of New York at New Paltz, the advanced certificate program provides students with a challenging, student-centered, and personalized learning environment that enables them to gain knowledge, skills, and confidence to contribute productively to their profession and communities. For those professionals interested in “retooling” within the broad field of counseling, the advanced certificate program facilitates mid-career changes in specialization to meet professional goals and local regional needs.

** Graduates of the SUNY New Paltz M.S. in School Counseling degree require only 18 credits to complete this advanced certificate. **

Degree Code: 291

MISSION STATEMENT

The Counselor Education Department at SUNY New Paltz trains highly skilled clinical mental health counselors and school counselors knowledgeable in both the practice and science of counseling. The program’s climate combines rigorous academics that meet national standards along with a collegial and supportive mentoring environment that conceptualizes students as emerging professionals. The program is committed to the academic and personal development of counseling trainees within an atmosphere that values cultural and intellectual diversity. The program’s goal is to prepare mental health and school counselors who:

- Possess the knowledge and skills necessary to practice as highly competent counselors.
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency.
- Understand and model the professional standards and ethics of their profession.
- Attend to their own personal growth and that of their clients through supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation.
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation.
- Are open-minded and respectful of multicultural and intellectual diversity.
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve.

CLINICAL MENTAL HEALTH COUNSELING MISSION STATEMENT

In addition to the criteria outlined in the general mission statement, the **mission of the Clinical Mental Health Counseling program** is to produce graduates who:

- Function as highly skilled and ethical counselors in individual, couples, and group settings.
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them therapeutically in clinical settings.
- Have strong foundational knowledge in human growth and development and can use it to inform their therapeutic work with individuals, couples, and groups.
- Value and respect diversity and demonstrate multicultural competency working with therapy clients from diverse backgrounds.
- Show mastery of skills necessary to work therapeutically with clients who have experienced crises, disasters, and trauma.
- Possess an adjustment-oriented approach that emphasizes prevention, wellness, early intervention, and advocacy, along with diagnosis and remediation of pathology.

SCHOOL COUNSELING MISSION STATEMENT

In addition to the criteria outlined in the general mission statement, the **mission of the School Counseling program** is to produce graduates who:

- Function as highly skilled and ethical counselors able to work effectively in a variety of school settings with students of different ages.
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them appropriately and effectively within schools.
- Have strong foundational knowledge in human growth and development and can use it to inform their understanding of the students with whom they work.
- Value and respect diversity and demonstrate multicultural competency working with students from diverse backgrounds.
- Attend to and understand the system of teachers, parents, administrators, and community members that makes up a school setting and can work with these constituencies effectively.
- Can utilize data to effectively assess and evaluate student academic achievement, career, and personal/social development as well as the school counseling program as it relates to their school's broader mission.
- Possess an adjustment-oriented approach that emphasizes not only addressing administrative responsibilities of school counselors, but also their role as counselors providing intervention and advocacy in both preventative and remedial forms for the students they serve.

PROGRAM OBJECTIVES

The Counselor Education Department objectives were revised in Fall 2019 and are in alignment with CACREP's Professional Identity Standards.

CACREP Professional Identity Standard	Program Objective #	SUNY New Paltz Counselor Education Department Objectives
Professional Counseling Orientation & Ethical Practice	PO-01	Students develop strong professional identities as mental health and school counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.
	PO-02	Students understand the various professional roles that mental health and school counselors engage in, including - but not limited to - supervision, consultation, leadership and social advocacy.
Social & Cultural Diversity	PO-03	Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.
Human Growth & Development	PO-04	Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.
	PO-05	Students learn theories of normal and abnormal personality development.
	PO-06	Students learn theories and etiology of addictions and addictive behaviors
Career Development	PO-07	Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.
Counseling & Helping Relationships	PO-08	Students learn theories and models of counseling, including a systems approach to conceptualizing clients.
	PO-09	Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions.
Group Counseling & Group Work	PO-10	Students learn the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice.

Assessment & Testing	PO-11	Students will gain knowledge needed to administer, interpret and utilize psychological tests and other sources of assessment data in school, community, clinic and other mental health settings.
Research & Program Evaluation	PO-12	Students will understand how to apply principles of effective research to evaluating counseling research to inform their counseling practice and to participate in practice-based research at their counseling site.
Professional Orientation and Ethical Practice; Human Growth & Development; Counseling & Helping Relationships	PO-13	Students learn theory, research, and practice in crisis counseling and disaster mental health.
Professional Dispositions	PO-14	Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.
Clinical Mental Health Counseling	PO-CMHC-01	Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.
School Counseling	PO-SC-01	Students understand the theories and models of school counseling and are able to effectively use guidance lessons client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.

CURRICULUM

The Clinical Mental Health Counseling and School Counseling programs meet the educational requirements of New York State Office of Professions and are **accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)**.

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM (60 CREDITS)

TWO-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(12 CREDITS) COU501 Ethics & Prof. Iden in MHC COU510 Counseling Theories COU515 Counseling Skills COU520 Career Counseling	(12 CREDITS) COU540 Psychopathology COU545 Group Counseling COU575 Human Growth & Dev PLUS, one of the following: COU530 Practicum in MHC COU565 Disaster & Crisis Interventions	(6 CREDITS) COU570 Substance Use & Addictions PLUS, one of the following: COU530 Practicum in MHC COU565 Disaster & Crisis Interventions
Year 2	(12 CREDITS) COU505 Professional Roles in MHC COU525 Multicultural Counseling COU771 Internship in MHC I COU555 Assessment	(12 CREDITS) COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval COU772 Internship in MHC II COU Elective	(6 CREDITS) COU585 Contemp Issues COU585 Contemp Issues

THREE-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(9 CREDITS) COU501 Ethics & Prof. Iden in MHC COU510 Counseling Theories COU515 Counseling Skills	(9 CREDITS) COU540 Psychopathology COU545 Group Dynamics & Counseling COU575 Human Growth & Dev	(6 CREDITS) COU565 Disaster & Crisis Interventions COU570 Substance Use & Addictions
Year 2	(9 CREDITS) COU505 Professional Roles in MHC COU520 Career Counseling COU525 Multicultural Counseling	(9 CREDITS) COU530 Practicum in MHC COU550 Couple & Family Counseling COU 610 Research Meth & Prgm Eval	(6 CREDITS) COU585 Contemporary Issues COU585 Contemporary Issues
Year 3	(6 credits) COU 771 Internship in MHC I COU555 Assessment	(6 CREDITS) COU 772 Internship in MHC II COU Elective	

SCHOOL COUNSELING CURRICULUM (60 CREDITS)

TWO-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(12 CREDITS) COU502 Ethics & Prof. Iden in SC COU510 Counseling Theories COU515 Counseling Skills COU520 Career Counseling	(12 CREDITS) COU535 Practicum in SC COU540 Psychopathology COU545 Group Counseling COU575 Human Growth & Dev	(6 CREDITS) SPE565 Teach in Inclusive Classrooms COU565 Disaster & Crisis Interventions
Year 2	(12 CREDITS) COU506 Professional Roles in SC COU525 Multicultural Counseling COU781 Internship in SC I COU555 Assessment	(12 CREDITS) COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval COU782 Internship in SC II Elective	(6 CREDITS) COU570 Substance Use & Addictions COU585 Contemp Issues

THREE-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(9 CREDITS) COU502 Ethics & Prof. Iden in SC COU510 Counseling Theories COU515 Counseling Skills	(9 CREDITS) COU540 Psychopathology COU545 Group Counseling	(6 CREDITS) SPE565 Teach in Inclusive Classrooms COU565 Disaster & Crisis Interventions
Year 2	(9 CREDITS) COU506 Professional Roles in SC COU520 Career Counseling COU525 Multicultural Counseling	(9 CREDITS) COU535 Practicum in SC COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval	(6 CREDITS) COU570 Substance Use & Addictions COU585 Contemp Issues
Year 3	(6 CREDITS) COU781 Internship in SC I COU555 Assessment	(6 CREDITS) COU782 Internship in SC II Elective	

ADVANCED CERTIFICATE CURRICULUM (24 CREDITS)

REQUIRED COURSES (9 CREDITS)

- ✓ COU 530 – Practicum in Mental Health Counseling
- ✓ COU 771 – Internship in Mental Health Counseling 1
- ✓ COU 772 – Internship in Mental Health Counseling 2

SUPPLEMENTARY COURSES (15 CREDITS; 9 CREDITS IF A SUNY NEW PALTZ M.S. IN SCHOOL COUNSELING GRADUATE)- 5 supplementary courses based on transcript review and comparison to NYSED licensure requirements. SUNY New Paltz M.S. in School Counseling graduates only take 3 supplementary courses.

FALL ADMISSION

THREE SEMESTER PLAN OF STUDY

	SUMMER	FALL	SPRING
Year 1	(6 CREDITS) COU530 Practicum in MHC Supplementary course *	(9 CREDITS) COU771 Internship in MHC I Supplementary course * Supplementary course *	(9 CREDITS) COU772 Internship in MHC II Supplementary course * Supplementary course *

SIX SEMESTER PLAN OF STUDY

	SUMMER	FALL	SPRING
Year 1	(3 CREDITS) Supplementary course *	(6 CREDITS) Supplementary course * Supplementary course *	(6 CREDITS) COU530 Practicum in MHC Supplementary course *
Year 2	(3 CREDITS) Supplementary course *	(6 CREDITS) COU771 Internship in MHC I	(3 CREDITS) COU772 Internship in MHC II

*All supplementary courses are based on advisement, review of transcript, and comparison with NYSED licensure requirements.

SPRING ADMISSION

FOUR SEMESTER PLAN OF STUDY

	SPRING	SUMMER	FALL	SPRING
Year 1	(6 CREDITS) Supplementary course * Supplementary course *	(6 CREDITS) COU530 Practicum in MHC Supplementary course *	(6 CREDITS) COU771 Intern in MHC I Supplementary course *	(6 CREDITS) COU772 Intern in MHC II Supplementary course *

EIGHT SEMESTER PLAN OF STUDY

	SPRING	SUMMER	FALL
Year 1	(6 CREDITS) Supplementary course * Supplementary course *	(3 CREDITS) Supplementary course *	(6 CREDITS) Supplementary course * Supplementary course *
Year 2	(3 CREDITS) COU530 Practicum in MHC	(3 CREDITS) COU771 Internship in MHC I	(3 CREDITS) COU772 Internship in MHC II

COURSES THAT MEET THE COUNSELING ELECTIVE REQUIREMENT

- COU585 Contemporary Issues in Counseling (repeatable; Summer, some Winters)
- COU561 Evidence-Based Assessment & Treatment of Traumatic Stress (online; Spring)
- COU562 Assessment and Interventions with Children, Adolescents, and Families (online; summer)
- COU563 Assisting Veterans and First Responders (online; alternating spring, ending in odd number)
- COU566 Assisting Vulnerable Populations (online; alternating spring, ending in even number)
- COU567 Grief, Loss, and Bereavement (online; fall)

Additional Electives for School Counseling students:

- EDS546 Conflict Resolution in Education (Summer)
- EDS741 Social and Emotional Learning for Social Justice (alternating Summer, ending in even number)
- EDS581 Racism and Sexism in Education (Fall, Spring, Summer)
- EDS753 Leadership in Education and Human Service Settings (alternating Fall, ending in even number)

INFORMATION FOR NEW STUDENTS

ORIENTATION

Incoming students will be invited to a **mandatory** New Student Orientation that is held every August. The Orientation will cover the policies and procedures of the Counselor Education Department, the expectations of students in the Clinical Mental Health Counseling and School Counseling programs and review the content of the Counselor Education Department Student Handbook.

ADVISING

Advisers serve as a source of both information and support to counseling students. All incoming students are assigned an adviser from among the full-time counselor education faculty.

- ✓ **School Counseling Advising Sessions** will occur the second Tuesday of every month from 9:30-10:30am.
- ✓ **Mental Health Counseling** will occur the second Tuesday of every month from 11am-12noon.

Students should mark their calendars and attend each monthly advising session as they contain important information about due dates, practicum and internship procedures, and course registration.

COHORT MODEL

Our Counselor Education Department operates from a cohort model in which students entering the program at the same time progress through the program together. We have found that this increases the sense of community and peer academic support among our students. Upon admission students will indicate whether they want to complete the counseling program as part of the 2-year cohort, 3-year cohort, or customize their degree plan for more than 3 years. Most of our students complete the 60-credit program in either 2 or 3 years.

Prior to registering for classes, you will need to decide which cohort you will be joining: the 2-year Plan or the 3- year Plan.

- ✓ We recommend the **3-year Plan** for those who work more than 20 hours per week at a job in addition to going to school, or who other responsibilities that require a significant amount of time. Most of our students report preferring the 3-year plan and choose the 2-year plan for primarily financial reasons.

- ✓ For those who work less than 20 hours per week and can commit to graduate studies full-time, the **2- year Plan** is doable.
- ✓ If you plan to complete the program in **more than 3-years**, please contact the Chair of the Counselor Education Department Dr. Hill at hillm@newpaltz.edu.
- ✓ Please note, if your circumstances change, you will have the opportunity to change your plan at various points during your matriculation by completing the "[Change of Cohort Request Form](#)"
- ✓ **You will not be able to register for classes until you have chosen your Cohort Plan.**

DEGREE PLAN OF STUDY

During their first semester students will receive a corresponding Degree Plan of Study that will outline their selected academic course of study. The Degree Plan of Study will indicate which classes need to be completed which semesters and will provide a timeframe for degree completion. **Students are not allowed to register for courses other than those listed for that specific semester on their Degree Plan without first requesting a change.** Any changes made to a Degree Plan of Study must be made by completing either (a) a "[Plan of Study Deviation Request](#)" form if the student is wanting to change the order or timing of a couple of classes); or (b) a "[Change of Cohort Request Form](#)" if the student is wanting to extend or shorten the time in which they complete the program.

REGISTRATION

To register the first time, you must:

1. Submit your cohort plan to Susan Buckbee (buckbees@newpaltz.edu).
2. Activate your my.newpaltz account (see instructions above under the "my.newpaltz" heading). If you are having problems logging in due to your user ID and password, please contact the Student Help Desk at 257-3597, via e-mail at helpdesk@newpaltz.edu or in person in Humanities 103.
3. Once you have access to your account, you may register online via my.newpaltz.edu. The "Student Registration Guide" provides step-by-step instructions for web registration and may be found in the Student Information section of my.newpaltz.edu.

You will only be cleared to register for those classes in your cohort plan.

Below are **the fall classes for incoming Clinical Mental Health Counseling and School Counseling students**. Registration for Advanced Certificate students will be done in consultation with the Counselor Education Department Chair, Dr. Hill.

	Clinical Mental Health Counseling	School Counseling
2 Year Plan	COU501: Ethics & Professional Identity in CMHC COU510: Counseling Theories COU515: Counseling Skills COU520: Career Counseling and Development	COU502: Ethics & Professional Identity in SC COU510: Counseling Theories COU515: Counseling Skills COU520: Career Counseling and Development
3 Year Plan	COU501: Ethics & Professional Identity in CMHC COU510: Counseling Theories COU515: Counseling Skills	COU502: Ethics & Professional Identity in SC COU510: Counseling Theories COU515: Counseling Skills

PURCHASING BOOKS ONLINE

The Counselor Education Department knows that course books are often quite expensive. Some advance planning may be of help. Some professors post their syllabi on Brightspace in advance of the start of each semester. This potentially allows you to get a head start on tracking down course materials and may even give you time to order new or used course books online at better prices than may be available locally. The key is to **leave ample time for the books to get shipped to you before the term begins.**

MY.NEWPALTZ.EDU, HAWKMAIL, & BRIGHTSPACE

- **My New Paltz**- is the primary portal used to interact with numerous departments at SUNY New Paltz. It provides personalized content for students, faculty and staff of the university. Students can register for most of their courses, as well as get instant access to their grades, current class schedule, financial records, get their progress report to track their progress in the program, and other important academic information.
- **Office365**- is the primary email for students at SUNY New Paltz. New Paltz students are REQUIRED to check their campus email and to use it for ALL campus business.
- **Brightspace**- When you log on to Brightspace (www.newpaltz.edu/brightspace), you will find links to each of your current classes. Students are encouraged to log into Brightspace regularly. For more information or instructions on how to get started with Brightspace, visit this website:
<https://newpaltz.teamdynamix.com/TDClient/1905/Portal/KB/?CategoryID=22799>

WATERMARK & EXCEL LOGS

Watermark is an e-portfolio and assessment system. Important departmental practicum and internship communication with site supervisors takes place through Watermark's Student Learning & Licensure site (Watermark). Additionally, all clinical hours are recorded both in Watermark (monthly) as well as student Excel Logs (daily). Please refer to the appendix for a more detailed [Guide for using Excel and Watermark for Practicum and Internship](#).

All students in the Counselor Education are required to obtain a Watermark membership as a course fee associated with their Counseling Skills class.

Watermark memberships can be purchased online at [https://sll.watermarkinsights.com/login#/#/](https://sll.watermarkinsights.com/login#/). This one-time purchase, which is comparable in price to the cost of a textbook, lasts for seven years, allowing you to reference your clinical hour logs for licensure/certification.

For further information about setting up your account, please follow this link:

<https://support.watermarkinsights.com/hc/en-us/articles/4414776258715-How-to-Activate-Your-Student-Account>

More information about how activate your Watermark account will be shared as part of your Counseling Skills class.

WATERMARK TECHNICAL SUPPORT

If you have questions about setting up your account or navigating the Watermark site now and in the future, please contact Watermark's Customer Support. They have the technical expertise to assist students, site supervisors, and faculty who are using the system. There are many options for getting in touch with Watermark's Support Team. The website link below lists all the options, followed by a description of when to use which option, hours, and average response times.

<https://support.watermarkinsights.com/hc/en-us/articles/11808042307739-Contacting-Watermark-s-Customer-Support>

For urgent issues, call: 800.311.5656; For less time-sensitive issues, e-mail: support@watermarkinsights.com

ACADEMIC COMPUTING

The Office of Academic Computing provides many services for students: storage space, wireless access information, wireless printing, access to campus computer labs, terminal services, space to create a personal website, and downloads (including free anti-virus software). For details, see the Academic Computing website: <http://acs.newpaltz.edu/>

CLINICAL TRAINING SPACE

The Counselor Education Department has a clinical training space located in the basement of the Humanities Building next to the Speech-Language and Hearing Center. The clinical training space contains:

- ✓ a **group therapy room** (HUM 20) and an **individual counseling room** (HUM 16) that can be used for class assigned role-plays. Each room is furnished with audio-visual equipment that students can use to record and share role-plays with Counselor Education Faculty via a secure web-based system.
- ✓ an **observation room** (HUM 18) with 2-way mirrors allowing live supervision into both the group therapy and individual counseling rooms.
- ✓ a locked **storage room** (HUM 17A & HUM 17B) dedicated to the Counselor Education Department designed to hold confidential client files and training materials.
- ✓ Counselor Education students also have access to a **HIPAA compliant computer lab** (HUM 04). This computer lab will be shared with students enrolled in the Communication Disorders program. All case notes, case reports, transcripts and anything containing confidential client information should be done using this computer lab. Students should not have any client information on their personal cell phones, laptops, or home computers. Further, documents containing confidential client information should not be saved on any computer outside of this computer lab. Counselor Education students will be given access to each of these spaces via your SUNY New Paltz ID Card.

MANDATED TRAINING SESSIONS

	Clinical Mental Health Counseling	School Counseling
Prior to Practicum	<ul style="list-style-type: none"> ✓ HIPAA Training ✓ Child Abuse Identification and Reporting 	<ul style="list-style-type: none"> ✓ HIPAA Training ✓ Child Abuse Identification and Reporting ✓ School Violence Prevention and Intervention ✓ DASA Training ✓ Fingerprinting
Prior to Graduation		<ul style="list-style-type: none"> ✓ Health & Safety Education Training

These trainings may be completed on-campus or off-campus. *Note: Fall on-campus workshops fill up quickly as they are less expensive. Make sure to register early!* ****Students must have proof of all completed training workshops put on their transcript by sending copies of their workshop certificates of completion to Records & Registration. ****

HIPAA TRAINING

All students in the Counselor Education Department need to complete a HIPAA training and sign a Confidentiality Agreement prior to beginning the Counselor Education Department. Students will not be granted access to the clinical training spaces until the HIPAA training has been completed and the Confidentiality Agreement has been submitted. **Signed Confidentiality Agreements should be submitted to Susan Buckbee (WH 319) by the first day of classes.** The HIPAA Training and Confidentiality Agreement can be accessed via the Counselor Education Department website: <https://www.newpaltz.edu/psychology/counseling-graduate/forms-attachments-and-program-materials/>

CHILD ABUSE IDENTIFICATION AND REPORTING

Students in both the **Clinical Mental Health Counseling** and **School Counseling** degree programs must complete a child abuse reporting session **prior to practicum**. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider.

- ✓ For a list of approved providers, see <http://www.op.nysed.gov/training/camemo.htm>.
- ✓ To take the training online, go to <http://www.childabuseworkshop.com/>. Enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.
- ✓ For more information the **on-campus workshop**, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage: <https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

SCHOOL VIOLENCE PREVENTION

Students in the **School Counseling** degree program must complete a School Violence Prevention training **prior to practicum**. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider.

- ✓ For a list of approved providers, see <http://www.highered.nysed.gov/tcert/certificate/save.html>.
- ✓ To take the training online, go to <http://www.violenceworkshop.com/> and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.
- ✓ For more information the **on-campus workshop**, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage: <https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

DASA (DIGNITY FOR ALL STUDENTS ACT TRAINING)

Students in the **School Counseling** program must complete the Dignity for All Students Act training (DASA) **prior to practicum**. Workshops will be offered:

- ✓ toward the end of each semester on-campus <http://www.newpaltz.edu/schoolofed/certification.html> and
- ✓ throughout the semester at our local BOCES Center for School Safety <http://www.ulsterbooces.org/SchoolSafety.cfm?subpage=763>. Registration forms will be available the month prior to the workshop.
- ✓ For more information the on-campus workshop, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage: <https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

HEALTH & SAFETY EDUCATION TRAINING

According to NYSED, candidates who are pursuing **School Counseling** certification must complete a training course in four different areas of Health & Safety Education: Fire and Arson Prevention; Child Abduction Prevention; Bicycle and Highway Safety; and Prevention of Alcohol and Drug Abuse. These training must appear on your NP transcript **prior to graduation**.

To comply with NYSED Law, we have created a 0-credit online training titled, **EDI095 “Training in Health & Safety Education.”** It is comprised of four video modules on Brightspace and each module is followed by a short 5 question quiz. Each quiz is worth 5 points. You must score at least 4 out of 5 points on each quiz to pass the training. If you do not achieve the required score the first time around, you can take the quizzes two more times. Also, the training is repeatable from one semester to the next if necessary. EDI095 is listed under the schedule of classes under “EDI –Education Interdisciplinary.” The training will be offered every fall and spring semester [Note: for the spring semester, you will have until **March 1st** to complete the training modules and pass the quizzes; during the fall semester, the training end date will be October 1st]. **Please make special note of these deadlines.**

FINGERPRINTING

All **School Counseling** candidates must be fingerprinted through MorphoTrust upon acceptance into the School Counseling program. These **must be completed prior to Practicum**. For more information about how to get your fingerprints taken and verified, see the School of Education website: <https://www.newpaltz.edu/schoolofed/certification.html#Fingerprints>

LIABILITY AWARENESS AND MALPRACTICE INSURANCE

All students must present evidence of adequate personal liability coverage; minimum amount of \$1,000,000 incident/\$1,000,000 aggregate. Student membership in the American Counseling Association (www.counseling.org/students) or New York Mental Health Counseling Association (<https://nymhca.org/page/membership-benefits>) makes students eligible for free or discounted malpractice insurance.

SUNY New Paltz is not endorsing or recommending these insurance companies. It is the student's responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her own personal insurance agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage prior to each course involving a training component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. **Courses where proof of insurance is required are: COU 530, 535, 771, 772, 781, and 782.** If a change occurs in a student's insurance during clinical course work, the student is required to notify immediately the current instructor(s).

ASSISTANTSHIPS AND OTHER FUNDING

GRADUATE ASSISTANSHIPS

Two Graduate Assistantship (GA) positions are available in the Counselor Education Department, rotating with one opening available each year. Selection for these positions is competitive. The position is a 20-hour a week commitment and entails a six-credit tuition scholarship per semester plus a stipend. Candidates for GA positions are chosen by the Chair of the Counselor Education Department. Often there are GA positions in other departments (e.g., Institute for Disaster Mental Health) that are also available to Counselor Education students.

TEACHING ASSISTANSHIPS

Teaching Assistantship (TA) positions in the Psychology Department are available to a limited number of students each year. Selection for these positions is competitive. Assistantship duties involve aiding faculty in teaching either undergraduate PSY275 Psychological Statistics or PSY311 Psychological Research Methods. Currently, the position is a 20-hour a week commitment and entails a six-credit tuition scholarship per semester plus a stipend. Candidates for TA positions are chosen by the Director of the Psychological Science graduate program.

OTHER POSITIONS

The Career Resource Center, the Disability Resource Center, Academic Advising, and the Office of Graduate and Extended Learning often offer jobs to students in the Counselor Education Department. Applications are solicited on an invitation only basis; job postings will be shared via email when they become available.

SCHOLARSHIPS & FELLOWSHIPS

- **GOPW Tuition Waiver Program**- The GOPW program provides a tuition waiver for former EOP/HEOP/SEEK students. The tuition waiver covers up to 9 credits of graduate tuition plus the college fee for each semester that the student is eligible for the award. To maintain eligibility, students must maintain a minimum 3.0 GPA and enroll in at least 9 graduate credits each term. For more information: <https://newpaltz.wufoo.com/forms/gopw-application-for-initial-support/>
- **Sojourner Truth Diversity Fellowship (STF)**- The Sojourner Truth Diversity Fellowship is open to applicants from all majors holding at least a 3.0 undergraduate GPA in pursuit of their initial master's degree, a US citizen or permanent resident, matriculated in a graduate program at New Paltz; and adequately meeting the diversity criteria set forth within the application. For more information: <https://newpaltz.wufoo.com/forms/zu89i4x0tl883c/>
- **Office of Mental Health (OMH)/SUNY Mental Health Scholarship Program for Underrepresented and/or Multilingual Students**- Underrepresented racial and ethnic groups are historically scarce in the mental health workforce. To address this diversity issue, the Office of Mental Health, in partnership with the SUNY Office of DE&I, and SUNY schools, have created the SUNY/OMH Mental Health Scholarship Program for Underrepresented and/or Multilingual Students. Components of the program include scholarships, paid internships, professional/career development workshops, advising mentoring, fee waivers for students applying to professional programs. For more information: <https://www.suny.edu/diversity/mentalhealth-scholarship/> To apply: <https://workflow.suny.edu/view.php?id=112650>
- The **Mental Health Association in Ulster County** offers a \$1,000 scholarship to residents of Ulster County who are pursuing an education in a mental health field to students who reside in Ulster County. For more information: <https://www.mhainulster.com/now-accepting-scholarship-applications-5/>
- The **New York Mental Health Counselors Association** offers a Scholarship Award to outstanding graduates of counseling-related programs. <http://www.nymhca.org/StudentScholarships.html>
- The **SUNY New Paltz Foundation** also has scholarships, some of which may be appropriate for graduate students. <https://www.newpaltz.edu/financialaid/foundation.html>
- The **Office of Graduate, Professional and Interdisciplinary Studies** contains information about scholarships, fellowships, and support for graduate student research. <https://www.newpaltz.edu/graduate/funding/>
- More generally, **Financial Aid** has information on scholarships and loans. <https://www.newpaltz.edu/financialaid/>

ETHICS & PROFESSIONAL IDENTITY

Students are expected to develop a professional identity as a counselor. This means adhering to the ACA Code of Ethics, demonstrating professional dispositions, and getting involved with appropriate professional organizations.

COMMITMENT TO ACA CODE OF ETHICS (2014)

By choosing to enroll in a CACREP-accredited program, you are making a commitment to adhere strictly to letter and spirit of the American Counseling Association (ACA) Code of Ethics (2014). During the first semester, you will become familiar with the Code of Ethics and ethical principles and laws related to your specialized practice area of CMHC or SC.

PROFESSIONAL DISPOSITIONS

Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). All members of our community are expected to demonstrate these dispositions. The faculty is responsible for helping students identify strategies for building strong professional dispositions and providing feedback when dispositions may impact their effectiveness as counselors negatively. We have identified the following dispositions associated with success for professional counselors. You will have opportunities to develop and demonstrate each of these dispositions throughout the program. The acronym CHORIS may help you remember them.

Disposition	Definition
Commitment	Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.
Humility	Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a life-long process. Embraces an attitude of curiosity and acceptance of others' beliefs, identities, and values.
Openness	Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.
Respect	Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of shared goals and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.
Integrity	Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.
Self-Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

PROFESSIONAL COUNSELING ORGANIZATIONS

AMERICAN COUNSELING ASSOCIATION (ACA) WWW.COUNSELING.ORG

“As the world's largest association representing professional counselors in various practice settings, the American Counseling Association stands ready to serve over 53,000 members with the resources they need to make a difference. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.”

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION (AMHCA) WWW.AMHCA.ORG

“The American Mental Health Counselors Association (AMHCA) is a growing community of nearly 7,000 clinical mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state.”

NEW YORK MENTAL HEALTH COUNSELORS ASSOCIATION (NYMHCA) WWW.NYMHCA.ORG/

“NYMHCA is the advocacy organization representing the clinical counselors of New York State! Our continuing role is to protect and enhance the rights of counselors to practice our profession!”

Local Hudson Valley chapter: <http://www.nymhcahudsonvalley.org/>

AMERICAN SCHOOL COUNSELORS ASSOCIATION (ASCA) WWW.SCHOOLCOUNSELOR.ORG

“The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 32,000 professional school counselors around the globe”

NEW YORK STATE SCHOOL COUNSELORS ASSOCIATION (NYSSCA) WWW.NYSSCA.ORG

“NYSSCA’s mission is to unite, represent, and support professional school counselors in New York State as they provide academic, personal/social, and career services for their students.”

CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

CLINICAL MENTAL HEALTH COUNSELING

OVERVIEW

Clinical Mental Health Counseling students complete intensive supervised practicum and internship experiences during which they actively work with clients and students in mental health-related training settings. The counseling practicum and internship constitute the students’ primary applied training experiences and involve accruing many hours of direct client contact under supervision of trained professionals. Students are expected to complete a total 700 hours for their practicum and internship experiences *combined*. As a practitioner-scholar oriented program, we believe these experiences are central to the education at SUNY New Paltz. The practicum is the fieldwork experience that occurs during the second semester of the student’s first year. The experience is designed to reflect the student’s initial experience working with clients. The internship begins the following year and involves an increase in the expectation for direct client contact and additional responsibilities. Both the practicum and internship experience carry with it the expectation of increasingly independent practice but under close supervision.

PRACTICUM

REQUIREMENTS

1. **Duration:** during the Spring semester, January – May; OR during the Summer 10-week session.
2. **Time:** Mental Health Counseling Practicum students are expected to complete 100 hours of on-site counseling-related work, at least 40 hours of which must be spent in direct counseling service.
 - a. **Direct Service** is defined as: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).

- b. If the student counselor engages in **co-counseling** with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of **group counseling** counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a supervisor; students should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must have:
 - i. a minimum of a master's degree in mental health counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters clinical experience,
 - iv. knowledge of the program's expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision.
 - b. Students are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients.
5. **Practicum Site Agreement:** the site agreement contract lists the expectations for the university, site, site supervisor, faculty supervisor, practicum student. The Clinical Placement Coordinator distributes and collects the site contracts at the beginning of each semester. A contract signed by the student and site supervisor is required at the beginning of the practicum training experience.
6. **Time Log-** Students are required to keep weekly time logs in a departmental Excel spreadsheet, and monthly time logs in Watermark. These time logs are prepared by the student and verified by the site supervisor. They document direct client contact hours, weekly supervision, and other activities attended by students such as case conferences, in-service trainings, and consultations with other care providers. Time logs will be retained by the College and should not contain any client- identifying information.

Note: Although each placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSIONS PROCESS

Pre-requisites:

- Matriculated student in either the Clinical Mental Health Counseling or Advanced Certificate in Clinical Mental Health Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU501: Ethics & Professional Identity in Mental Health Counseling
 - COU510: Counseling Theories
 - COU515: Counseling Skills
- Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Applying for practicum. Students who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application by the date listed below. At the mid-point and the end of the relevant semester, the counseling core faculty, along with any the Practicum and Internship Coordinator and other instructors teaching the core counseling

courses, meet to review all students who have applied for entry into the practicum. Students are assessed in terms of their (a) academic performance, (b) demonstration of counseling skills and competencies, (c) adherence to professional and ethical standards of the profession, and (d) a commitment to, and demonstration of, professional behaviors and dispositions.

Instructors will complete a “Midterm Feedback Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education faculty advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form; another copy is placed in the student file. Any student who is not making satisfactory progress in any of the four areas by the end of the semester may be held back from proceeding to practicum or put on probation and a remediation process is initiated to address the deficits. Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement.

PRACTICUM INFORMATION SESSIONS FOR CMHC SPRING/SUMMER 2025 PLACEMENTS

On Tuesday, 9/10, our Clinical Placement Coordinators (Amy and Yvette) will hold a virtual Practicum Information Session (see timeline below). If you want to proceed to practicum in 2025, please make sure to attend! A copy of the slide presentation will be e-mailed to you after the virtual presentations (regardless of attendance), so you'll also have access to the information at any time. Additionally, please keep an eye out for updates via e-mail and our department's newsletter.

PRACTICUM PLACEMENT TIMELINE (CMHC SPRING AND SUMMER PRACTICUM)

- **Tuesday, 9/3:** After consulting with the faculty, Amy and Yvette will begin contacting site supervisors at approved practicum sites to verify their availability, current opportunities, number of openings, etc.
- **Tuesday, 9/10:** Practicum Information Session- 11:00am: Mental Health Counseling students (MS and Advanced Certificate)
- **Monday, 9/16:** Practicum Application Due. *Note:* Early in the fall semester is also the best time to prepare/update a high-quality resume, along with a cover letter template that can be customized to specific practicum sites (as discussed during the practicum information sessions).
- **Monday, 9/30:** Students who have submitted practicum applications to the Counselor Education Department will receive a survey containing approved and available practicum site information. Students will be asked to indicate their preferences. **(Survey due date: Friday 10/4)**
- **Thursday, 10/10:** Based on the data from site supervisors and students, Amy and Yvette will email each practicum applicant a personalized list of sites to apply to with the goal of optimizing the placement application process and outcomes.
- **10/14-10/15:** Fall Break. No Classes. Enjoy!
- **Thursday, 10/17:** Due date for students to send their resumes and cover letters to their assigned placement coordinator (Amy or Yvette) according to instructions provided on 10/10.
- **Monday, 10/21:** Amy and Yvette will notify participating site supervisors that our practicum placement process has officially begun, and send all student resumes and cover letters out to site supervisors.
- **Thursday, 11/14:** Rank-order lists due to assigned placement coordinator (Amy or Yvette) from practicum applicants and site supervisors (using a fillable form, to be distributed).
- **Friday, 11/22:** MATCH DAY. Each student will be e-mailed their match results, and site supervisors will be included in this correspondence. **Please remember that all placements are conditional upon a student's final academic evaluation for the fall 2024 semester.**

Important Note: Following the matching process, Amy and Yvette will work with any students who still need to be placed. Please remember that if a student has not applied to a minimum of 3 approved sites or has turned down the match (communicated by Amy or Yvette), we cannot guarantee that a placement will be secured. All placements are conditional and subject to end-of-semester evaluations that assess academics, counseling skill development, adherence to professional and ethical standards, and professional behaviors and dispositions. To take the practicum class, a student must be matched with an approved practicum site in advance. Even if given the go-ahead by the faculty, students are never guaranteed practicum placements. Placements are always at the discretion of the training sites.

INTERNSHIP

REQUIREMENTS

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** Mental Health Counseling Internship students are expected to complete **600 hours** of on-site counseling-related work, at least **240 hours** of which must be spent in direct counseling service.
 - a. **Direct Service** is defined as: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - b. If the student counselor engages in **co-counseling** with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of **group counseling** counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a supervisor; students should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must have:
 - i. a minimum of a master’s degree in mental health counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters clinical experience,
 - iv. knowledge of the program’s expectations, requirements, and evaluation procedures for students,
 - v. relevant training in counseling supervision.
 - b. Students are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients.
5. **Internship Site Agreement:** the site agreement contract lists the expectations for the university, site, site supervisor, faculty supervisor, practicum student/intern. The Clinical Placement Coordinator distributes and collects the site contracts at the beginning of each semester. A contract signed by the student and site supervisor is required at the beginning of the internship training experience.
6. **Time Log-** Students are required to keep weekly time logs in a departmental Excel spreadsheet, and monthly time logs in Watermark. These time logs are prepared by the student and verified by the site supervisor. They

document direct client contact hours, weekly supervision, and other activities attended by students such as case conferences, in-service trainings, and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

Note: Although each placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSIONS PROCESS

Pre-requisites:

- ✓ Matriculated student in either the Clinical Mental Health Counseling or Advanced Certificate in Clinical Mental Health Counseling Program.
- ✓ Completion of the following courses with a minimum grade of a B:
 - COU530: Foundations in Mental Health Counseling
- ✓ Currently enrolled in or have taken COU545 Group Counseling.
- ✓ Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Applying for internship. Students who meet the prerequisite requirements and wish to begin internship must submit an Internship Application by the published due date. At the midpoint and end of the relevant semester, the counseling core faculty, along with the Practicum and Internship Coordinator, and any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into internship. Students are assessed in terms of their (a) academic performance, (b) demonstration of counseling skills and competencies, (c) adherence to professional and ethical standards of the profession, and (d) a commitment to, and demonstration of, professional behaviors and dispositions.

Instructors will complete a “Midterm Feedback Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education faculty advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form; another copy is placed in the student file. Any student who is not making satisfactory progress in any of the four areas by the end of the semester may be held back from proceeding to Internship II or put on probation and a remediation process is initiated to address the deficits.

To take the internship classes, a student must be offered an internship placement by an approved site. Even if given the go-ahead by the faculty, students are never guaranteed internship placements; the offer of a placement is always at the discretion of the training sites. Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement. Further, all students completing the first semester of their year-long internship will be evaluated before being allowed to proceed to the second semester.

INTERNSHIP PLACEMENT TIMELINE

Specific dates for the Fall 2025 Internship process will be shared during Internship Information Sessions at the beginning of the Spring 2025 semester and published in the monthly newsletter.

OVERVIEW

The M.S. in School Counseling Program at the State University of New York at New Paltz is a 60- credit program built upon the tenets of the ASCA National Model. It prepares counselors-in-training to be elementary, middle, and high school counselors. School Counseling counselors-in-training complete intensive supervised practicum and internship experiences during which they actively work with students in school counseling settings. The counseling practicum and internship constitute the primary applied training experiences and involve accruing many hours of direct client contact under supervision of trained professionals. Counselors-in-training are expected to complete a total 100 hours for their practicum and 600 hours for their internship. As a practitioner- scholar oriented program, we believe these experiences are central to the education at SUNY New Paltz. The practicum is the fieldwork experience that occurs during the second semester of the first year. The experience is designed to provide the initial experience working with students. The internship begins the following year and involves an increase in the expectation for direct student contact and additional responsibilities. Both the practicum and internship experience carry with it the expectation of increasingly independent practice but under close supervision. The School Counseling practicum and internship experience are designed to meet the New York State requirements for Initial/Professional Certification.

Sample school counseling activities include:

- Collaborating with parents, teachers, and school administrators
- Classroom Guidance Lessons
- Evaluation of Classroom Guidance Lessons
- Individual Counseling (academic, career, and personal/social-emotional)
- Group Counseling
- School-wide programming
- Attending Child Study meetings
- Participating in a Peer Mediation Program
- Attending District-wide School Counselor Meetings
- Attending and participating in Committee on Special Education Meetings
- Participating in child study or school-based assessment team meetings

PRACTICUM

REQUIREMENTS

1. **Duration:** during the Spring semester, January – May.
2. **Time:** School Counseling Practicum counselors-in-training are expected to complete 100 hours of on- site training in a K-12 setting over the semester that must include individual counseling, group counseling, and delivering curricula.
 - a. At least 40 of these hours must be direct service working with students.
 - i. **Direct Service** is defined as: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP, 2019 Standards).

- ii. If the student counselor engages in **co-counseling** with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hour requirement.
 - iii. One hour of **group counseling** counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
 - b. At least 60 of these hours must be spent developing, implementing, and evaluating key school counseling program elements.
- 3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the counselor trainee and the site supervisor. Counselor trainees should not schedule a student meeting if they do not have direct access to a supervisor; counselor trainees should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must:
 - i. Be a certified school counselor,
 - ii. Have a minimum of two years post-masters school counseling experience,
 - iii. Be familiar with the program's expectations, requirements, and evaluation procedures for counselors-in-training,
 - iv. Complete relevant training in counseling supervision.
 - b. Counselor trainees are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
- 4. **Audio/Video recording:** counselors-in-training are expected to bring recorded samples of their work to their university with permission for release signed by parent/guardian and assent from the student.
- 5. **Practicum Site Agreement:** the site agreement contract lists the expectations for the university, site, site supervisor, faculty supervisor, practicum student. The Clinical Placement Coordinator distributes and collects the site contracts at the beginning of each semester. A contract signed by the student and site supervisor is required at the beginning of the practicum training experience.
- 6. **Time Log-** Students are required to keep weekly time logs in a departmental Excel spreadsheet, and monthly time logs in Watermark. These time logs are prepared by the student and verified by the site supervisor. They document direct client contact hours, weekly supervision, and other activities attended by students such as case conferences, in-service trainings, and consultations with other care providers. Time logs will be retained by the College and should not contain any client- identifying information.

Note: Although each placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSIONS PROCESS

Pre-requisites:

- Matriculated student in School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU502: Ethics & Professional Identity in School Counseling
 - COU510: Counseling Theories
 - COU515: Counseling Skills
- Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Applying for practicum. Counselors-in-training who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application by the date listed below. At the midpoint and end of the fall semester, the counseling core faculty, the Practicum and Internship Coordinator, along with any other instructors teaching the core counseling courses, meet to review all counselors-in-training who have applied for entry into the practicum. Counselors-in-training are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and personal development. Instructors will complete a "Midterm Evaluation Form" which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education faculty advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form; another copy is placed in the student file. Any student who is not making satisfactory progress in any of the four areas by the end of the semester may be held back from proceeding to practicum or put on probation and a remediation process is initiated to address the deficits.

PRACTICUM INFORMATION SESSIONS FOR 2024 PLACEMENTS

On Tuesday, 9/10, our Clinical Placement Coordinators (Amy and Yvette) will hold a virtual Practicum Information Session (see timeline below). If you want to proceed to practicum in 2025, please make sure to attend! A copy of the slide presentation will be e-mailed to you after the virtual presentations (regardless of attendance), so you'll also have access to the information at any time. Additionally, please keep an eye out for updates via e-mail and our department's newsletter.

PRACTICUM PLACEMENT TIMELINE (SPRING PRACTICUM ONLY)

- **Tuesday, 9/3:** After consulting with the faculty, Amy and Yvette will begin contacting site supervisors at approved practicum sites to verify their availability, current opportunities, number of openings, etc.
- **Tuesday, 9/10:** Practicum Information Session- 9:30am: School Counseling students
- **Monday, 9/16:** Practicum Application Due. *Note:* Early in the fall semester is also the best time to prepare/update a high-quality resume, along with a cover letter template that can be customized to specific practicum sites (as discussed during the practicum information sessions).
- **Monday, 9/30:** Students who have submitted practicum applications to the Counselor Education Department will receive a survey containing approved and available practicum site information. Students will be asked to indicate their preferences. **(Survey due date: Friday 10/4)**
- **Thursday, 10/10:** Based on the data from site supervisors and students, Amy and Yvette will email each practicum applicant a personalized list of sites to apply to with the goal of optimizing the placement application process and outcomes.
- **10/14-10/15:** Fall Break. No Classes. Enjoy!
- **Thursday, 10/17:** Due date for students to send their resumes and cover letters to their assigned placement coordinator (Amy or Yvette) according to instructions provided on 10/10.
- **Monday, 10/21:** Amy and Yvette will notify participating site supervisors that our practicum placement process has officially begun, and send all student resumes and cover letters out to site supervisors.
- **Thursday, 11/14:** Rank-order lists due to assigned placement coordinator (Amy or Yvette) from practicum applicants and site supervisors (using a fillable form, to be distributed).
- **Friday, 11/22:** MATCH DAY. Each student will be e-mailed their match results, and site supervisors will be included in this correspondence. **Please remember that all placements are conditional upon a student's final academic evaluation for the fall 2024 semester.**

Important Note: Following the matching process, Amy and Yvette will work with any students who still need to be placed. Please remember that if a student has not applied to a minimum of 3 approved sites or has turned down the match (communicated by Amy or Yvette), we cannot guarantee that a placement will be secured. All placements are conditional and

subject to end-of-semester evaluations that assess academics, counseling skill development, adherence to professional and ethical standards, and professional behaviors and dispositions. To take the practicum class, a student must be matched with an approved practicum site in advance. Even if given the go-ahead by the faculty, students are never guaranteed practicum placements. Placements are always at the discretion of the training sites.

INTERNSHIP

REQUIREMENTS

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** School Counseling Interns are expected to complete 600 hours of training over the two semesters. To meet NYS Requirements 300 of these hours must be done in a K-8 setting and 300 hours done in a 9- 12 setting.
 - a. At least 240 of these hours must be direct service working with students.
 - i. **Direct Service** is defined as: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP, 2019 Standards).
 - ii. If the counselor-in-training engages in co-counseling with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hour requirement.
 - iii. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
 - b. At least 360 of these hours must be spent developing, implementing, and evaluating key school counseling program elements.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the intern and the site supervisor. Interns should not schedule a client meeting if they do not have direct access to a supervisor; interns should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must:
 - i. a minimum of a master’s degree in school counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters school counseling experience,
 - iv. knowledge of the program’s expectations, requirements, and evaluation procedures for counselors-in-training,
 - v. relevant training in counseling supervision.
 - b. Counselor trainees are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the counseling trainee at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** counselors-in-training are expected to bring recorded samples of their work to their university with permission for release signed by parent/guardian and assent from the student.
5. **Internship Site Agreement:** the site agreement contract lists the expectations for the university, site, site supervisor, faculty supervisor, and intern. The Clinical Placement Coordinator distributes and collects the site contracts at the beginning of each semester. A contract signed by the student and site supervisor is required at the beginning of the internship training experience.

6. **Time Log-** Students are required to keep weekly time logs in a departmental Excel spreadsheet, and monthly time logs in Watermark. These time logs are prepared by the student and verified by the site supervisor. They document direct client contact hours, weekly supervision, and other activities attended by students such as case conferences, in-service trainings, and consultations with other care providers. Time logs will be retained by the College and should not contain any client- identifying information.

Note: Although each placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSIONS PROCESS

Pre-requisites:

- matriculated student in the School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU535: Practicum in School Counseling
- Currently enrolled in or have taken COU545 Group Counseling.
- Students who are returning from a leave of absence may be required to take a Counselor Education course prior to proceeding to practicum, so that their readiness to proceed can be evaluated.

Applying for internship. Counselors-in-training who meet the prerequisite requirements and wish to begin internship must submit an Internship Application by the date published. At the midpoint and end of the relevant semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all counselors-in-training who have applied for entry into internship. Counselors-in-training are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development.

Instructors will complete a “Midterm Evaluation Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Counselors-in-training are provided a copy of the form, another copy is placed in the student file. Any student who is not making satisfactory progress in any of the four areas by the end of the semester may be held back from proceeding to Internship II or put on probation and a remediation process is initiated to address the deficits.

To take the internship classes, a student must be offered an internship placement by an approved site. Even if given the go-ahead by the faculty, counselors-in-training are never guaranteed internship placements; the offer of a placement is always at the discretion of the training sites. Importantly, placement sites always reserve the right to determine which counselors-in-training will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement. Further, all counselors-in-training completing the first semester of their year-long internship will be evaluated before being allowed to proceed to the second semester.

INTERNSHIP PLACEMENT TIMELINE

Specific dates for the Fall 2025 Internship process will be shared during Internship Information Sessions at the beginning of the Spring 2025 semester and published in the monthly newsletter.

EVALUATION AND RETENTION POLICY

OVERVIEW

The American Counseling Association (ACA) Code of Ethics and Standards (2014) states that “Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.” (Section F.9.b).

The Counselor Education Department emphasizes professional, personal, and academic development as essential to counselor education. Counselors-in-training must not only (a) **excel academically** but must also (b) **demonstrate adequate counseling skills and competencies**, (c) **adhere to the professional and ethical standards of the profession**, and (d) **commit to and demonstrate professional behaviors and dispositions** including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness (CHORIS).

The Counselor Education Faculty and clinical on-site supervisors will evaluate counselors-in-training based on these criteria throughout the program. A student’s acceptance in the program does not guarantee their fitness to remain in the program. Counselors-in-training who cannot or choose not to adhere to or meet these criteria will be subject to probation, remediation and/or dismissal from the respective programs.

The following section presents a detailed outline of:

1. how and when counselors-in-training can be expected to be evaluated;
2. faculty and students’ responsibility as well as students’ rights;
3. policies and procedures on how faculty will identify and will work with counselors-in-training’ who exhibit some type of deficiency;
4. the procedures for how such issues will be adjudicated;
5. how such issues may be resolved (i.e., probation, remediation, or dismissal from program).

EVALUATION CRITERIA

Students are formally and informally evaluated throughout the program on their: (a) **academic performance**, (b) **demonstration of counseling skills and competencies**, (c) **adherence to professional and ethical standards of the profession**, and (d) **a commitment to, and demonstration of, professional behaviors and dispositions**.

ACADEMIC PERFORMANCE

- A cumulative B average (GPA of 3.0) or better must be maintained across all graduate level courses. See section on Academic “Good Standing” for policies if these requirements are not maintained.
- No more than two grades below B- (2.67 on the 4.00 scale) will be permitted.
- Students must receive a grade of B or better in the following pre-requisite courses:
 - COU501 Ethics & Professional Identity in MHC or COU502 Ethics & Professional Identity in SC,
 - COU510 Counseling Theories,
 - COU515 Counseling Skills,
 - COU545 Group Dynamics & Counseling,
 - COU530 MHC Practicum or COU535 SC Practicum,
 - COU771/772 MHC Internship or COU781/782 SC Internship.

- The “Replace Course Grading Option” is available to matriculated graduate students as a *one-time*, single course option, subject to the approval of the Counselor Education Department Chair.
- Students should refer to academic policies on incomplete grades, withdrawals, academic probation, and grade appeal procedures outlined in The Office of Graduate, Professional and Interdisciplinary Studies Website: [Policies & Forms | SUNY New Paltz](#)

A student in serious academic difficulty will receive a letter from the Assistant Vice President of The Office of Graduate, Professional and Interdisciplinary Studies and should meet with his/her academic advisor. The student and advisor will develop a specific written plan to remedy the situation according to The Office of Graduate, Professional and Interdisciplinary Studies Policy. If the problem is serious, the student may be encouraged to withdraw from the program or take a leave of absence. If the student is forced to discontinue the program for academic difficulty, he/she must apply for reinstatement. Reinstatement is not automatic.

Students are encouraged to **be proactive** regarding academic difficulties by meeting with their academic advisor to develop a remediation plan.

COUNSELING SKILLS AND COMPETENCIES

Counselors-in-training in both the CMHC and SC programs will be required to demonstrate several core counseling skills throughout the program.

WHAT COUNSELING SKILLS WILL BE ASSESSED?

Counselors-in-training will be assessed on 12 core counseling skills and 6 counseling dispositions (see appendix). While we expect continual demonstration of basic dispositions, counselors-in-training will be required to demonstrate more advanced counseling skills as they progress throughout the program. For example, the counseling skills counselors-in-training will be required to demonstrate new and more sophisticated skills in COU530/535 compared to COU515.

HOW WILL COUNSELING SKILLS BE ASSESSED?

Depending on the course, counseling skills may be assessed in any of the following ways: in-class role-plays, out-of-class mock sessions, supervisor-verified transcripts, or audio/video taped sessions with clients/students.

Counseling skills may be assessed by the course instructor as well as the on-site supervisor according to the following five-point Likert scale: 4 = Highly Developed, 3 = Well Developed, 2 = Developing, 1 = Continue Practice, 0 = Major Adjustments Needed.

WHERE WILL COUNSELING SKILLS BE ASSESSED?

While these core counseling skills may be assessed in many of the COU courses, they will be the foundational assessment in the following courses: COU515 Counseling Skills, COU530 CMHC Practicum, COU535 SC Practicum, COU771 CMHC Internship I, COU772 CMHC Internship II, COU781 SC Internship I and COU782 SC Internship II.

HOW OFTEN WILL COUNSELING SKILLS BE ASSESSED?

Counselors-in-training will be assessed at least twice a semester (mid-term and end of semester) on their counseling skills in the foundational skills courses. In other courses, the number of and timing of counseling skills assessment will vary.

WHAT SCORES DO I NEED TO ACHIEVE ON THE COUNSELING SKILLS ASSESSMENT TO PASS?

For each required counseling skill and disposition, the benchmark (i.e., rubric rating that needs to be achieved) will vary depending on the class (see attached). To successfully pass a course, without being on probation, counselors-in-training must meet each of the required benchmarks for that course.

If the highest rubric rating a student earns on any required counseling skill, is the “**probation**” they will be placed on **probation**. Students on probation will be required to follow a remediation plan determined by the Chair of the Counselor Education Department. Depending on the level of remediation needed, the remediation plan may include things such as:

- A mock session in which you highlight at least 2 instances where they demonstrate the skill.
- Audit COU515 Counseling Skills.
- Meet with instructors for additional supervision.

If, by the end of the semester, the highest rubric rating a student earns is “**unacceptable**” on any required counseling skill, they will be required to **repeat the course**. (see appendix for list of skills and [benchmarks by course](#))

PROFESSIONAL AND ETHICAL STANDARDS

Students are expected to be familiar with and abide by the following ethics codes, available on each organization’s website:

- American Counseling Association (ACA): <http://www.counseling.org/>
- American Psychological Association (APA): <http://www.apa.org/>

PROFESSIONALISM

Professional counselors are often held to a higher standard of professionalism than the community at large. We are expected to interact with others professionally, hold specific dispositions that support the mental well-being of our clients and colleagues, and take care of our own well-being so that it doesn’t interfere with our work. Below is a more specific description of each of these areas of professionalism.

PROFESSIONAL BEHAVIORS

As counselors, you will serve as models to clients in terms of respectful communication and behaviors that exhibit your commitment to your role. Behaviors that showcase professionalism as a counseling student include (but are not limited to):

- **Showing up to class on time and prepared consistently** (and communicating when you are not able to do so) – be sure to familiarize yourself with attendance policies of each instructor.
- **Being an active learner** – while instructors are responsible for the content of their courses, you are also responsible for doing the readings and being prepared each week. As a faculty, we value interactive discussions and not didactic lectures where we tell you what you need to know. All readings should be completed prior to class.
- **Class engagement** – while everyone has different learning styles, it is generally expected that you show you are actively involved in class (not staring at your laptop throughout, texting on your phone, or engaging in other behaviors that detract from your classroom presence).
- **Responsibility for your own growth and needs** – proactively and respectfully working with faculty to address any personal issues that arise that might interfere with your ability to succeed.
- **Respect in interactions with others** – as we learn and grow as a community of counselors, it is imperative that we respect the lived experiences and humanity of one another and consistently express empathy and positive regard for

one another. This also comes through in small ways, such as addressing the recipient by name in emails, or in larger ways, such as directly addressing others if conflict arises to showcase respect in the relationship.

PROFESSIONAL DISPOSITIONS

Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). All students are expected to demonstrate these six (6) basic areas that are considered “essential attributes” for counselors (Spurgeon, Gibbons, & Cochran, 2012). The faculty is responsible for helping students identify strategies for building strong professional dispositions and providing feedback when dispositions may impact their effectiveness as counselors negatively. These dispositions have been shown to be associated with success for professional counselors (Christensen, Dickerman, & Dorn-Medeiros, 2018). You will be evaluated on each of these dispositions throughout the program. The acronym CHORIS may help you remember them.

Disposition	Definition
Commitment	Demonstrates engagement in and dedication to the learning process, the counseling profession, and the development of counseling skills and knowledge. Completes tasks by scheduled deadlines, meets program and site expectations, and takes initiative in program and site activities.
Humility	Demonstrates commitment to self-critique regarding own counseling skills, ability, and knowledge with a recognition that professional growth is a life-long process. Embraces an attitude of curiosity and acceptance of others' beliefs, identities, and values.
Openness	Demonstrates an interest in learning, growing, and changing behavior. Receives and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors.
Respect	Demonstrates an ability to collaborate with colleagues and supervisors in the pursuit of shared goals and understanding. Recognizes role and maintains core conditions when navigating challenging or conflictual situations. Communicates with colleagues and supervisors effectively and appropriately.
Integrity	Demonstrates professional behavior with others, including maturity and honesty within all professional interactions. Takes responsibility for own professional behavior during challenging circumstances, including providing an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. Accepts mistakes and avoids placing blame on others. Adheres to professional and ethical guidelines for the counseling profession.
Self-Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Actively pursues learning about self in relationship to the world around them. Implements professional self-care strategies to optimize wellness, mitigate personal concerns, and prevent burnout that may impact clients and counselor competency.

MENTAL HEALTH AND WELLBEING

Students in the program are expected to attend to their own social and emotional functioning. Counseling training requires that trainees be self-reflective, open to new and challenging ideas, willing to examine their own assumptions, able to receive feedback, and generally willing to engage in personal growth. At times this may involve examining one's own life experiences and facing one's own emotional issues. Willingness to do this important personal work is an integral part of any counselor's training.

Counseling graduate students are encouraged by the faculty to seek personal counseling services for themselves during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students to empathize more fully with clients who seek counseling services.

A distinction is made between advisement and counseling. Advisement focuses on academic and professional goals and growth whereas counseling assists people with personal concerns and psychological adjustment.

Although Graduate Counselor Education Faculty members are qualified to fulfill both functions, ethics of the counseling profession prohibit them from engaging in **dual relationships** with their students. Because faculty members are asked to evaluate students' academic and professional growth, they are asked to refrain from providing personal counseling services to students and their family members. Students who would like to seek professional counseling may consult with Counseling Program faculty regarding other services and referrals.

Requests for personal counseling referrals are encouraged and will not be judged negatively by the Counselor Education Faculty. Please see [Student Support Services](#) for therapist recommendations.

EVALUATION PROCESS

Students are formally and informally evaluated throughout the program on their: (a) academic performance, (b) demonstration of counseling skills and competencies, (c) adherence to professional and ethical standards of the profession, and (d) commitment to, and demonstration of, professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness (CHORIS).

According to the ACA Code of Ethics (2014) "F.9.a. Evaluation of Students Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program."

On the first day of each class, professors will specifically address—both in class and in their syllabi—how students will be evaluated in areas other than their academic performance. Generally, in addition to academic performance, this evaluation will include (a) students' understanding and adherence to professional and ethical behavior, (b) their demonstration of their mastery over the relevant professional skills and competencies, and (c) their social- emotional and interpersonal functioning as relevant to their work as counselors.

In addition, members of the Counselor Education Faculty meet to formally to evaluate student fitness and performance at the midpoint of fall, spring, and summer semesters. In some cases, students will be evaluated at other points during the year as well. The faculty make judgments as to the students' professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisor's evaluations of student's performances in clinical situations, and their adherence to their discipline's code of ethics. Faculty will identify

additional help students may need to be successful, as well as recognize outstanding achievements of students in their work utilizing the “Midterm Evaluation Form”.

Students will be evaluated using the following rubric:

- 4 = exceeds standards (A/A-)
- 3 = meets standards (B+/B)
- 2 = approaches standards (B-/C+/C)
- 1 = does not meet standards (D/F)

PROCEDURES FOR REVIEWING STUDENT COMPETENCY

MID-TERM EVALUATION PROCEDURES & PROGRAM PROBATION

- Students who receive a "2" in any of the areas for any course evaluated on their midterm or final evaluation (i.e., academics, counseling skills, professional development, personal development) will be placed on “program probation.”
- Students are expected to attend to the areas of concern and demonstrate improvement for the student to successfully progress in the program.
- Students on program probation will be reviewed at the midpoint and end of every semester until enough significant progress has been noted for them to be removed from probation. For those on probation for receiving a "2" in either (a) academic performance or (b) counseling skills, this may be as soon as the end point of the semester in which they were placed on probation.
- At the discretion of the Counselor Education Faculty, students who are on program probation may be required to devise a written plan that addresses the concerns raised in their evaluation. This written plan should include goals and timeline by which the goals will be met.
- If there is not significant improvement made, then a professional competency review process may be initiated. See section describing professional competency review for additional information.

Proceeding to Practicum & Internship-

- Students who receive a “2” or below in (a) COU pre-requisite courses, (b) counseling skills, (c) professional development, or (d) personal development, cannot proceed on to practicum or internship.
- Students who have applied for and been denied a practicum or internship twice will automatically be removed from the program.

PROFESSIONAL COMPETENCY REVIEW PROCEDURES

Step 1: If at any time during the semester, a faculty member identifies a concern with a student, the *faculty member will meet with the student on an informal basis* to see if some informal remediation can resolve the issue. Faculty members will attempt to identify and address any concerns with a student’s performance as early as possible in the semester.

Step 2: If the issue cannot be resolved in this manner, the faculty member will initiate the *Student Professional Competency Review* procedure by filling out the “Call for Student Professional Competency Evaluation” and the relevant sections of the “Professional Counseling Performance Evaluation Form.”

1. The faculty member will provide the “Call for Student Professional Competency Evaluation” to the Counselor Education Department Chair (*note: if the Chair of the Counselor Education Department is the one completing the “Call for Student Professional Competency Evaluation”, another Counselor Education Faculty member will be nominated by the Counselor Education Faculty to serve in the Chair’s role for these proceedings).
2. The Counselor Education Department Chair will, within 2 weeks, designate a “Faculty Review Committee” consisting of three members from the Counselor Education, Music Therapy, or Communication Disorders faculty. The purpose of the

Faculty Review Committee is to assess the student's performance and recommend a course of action to the student and Counselor Education Department Chair. (*In the instance that three Counselor Education faculty members are not available to serve, affiliated faculty with appropriate counseling training may be nominated to serve on the Faculty Review Committee).

3. Once a Faculty Review Committee has been established, the Counselor Education Department Chair will inform the student in writing that the Faculty Review Committee will be meeting, and that the student's presence is required. This written notice will occur within a week of the Faculty Review Committee being established. The specific time and date of the meeting will be shared with the student by the Chair of the Faculty Review Committee (giving the student approximately two weeks' notice). The student will be allowed to bring a representative to the meeting with whom the student can consult, but who may not speak during the meeting. A notice of this meeting will also be provided to the Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
4. At the conclusion of the meeting, the Faculty Review Committee will recommend one of three courses of action:
 - a. The student's professional and interpersonal functioning is okay, and the student can continue in the program with **no remediation** or further concern.
 - b. The student should undergo some form of **remediation**. (See information about remediation below)
 - c. The student should be **dismissed** from the program.
5. Within two weeks of making their decision, the Faculty Review Committee will inform the Counselor Education Department Chair of their decision.
6. Within two weeks of receiving the decision from the Faculty Review Committee, the Counselor Education Department Chair will officially inform the student in writing of the committee's decision. A copy of this decision will also be provided to the Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
7. If at any point the student does not agree with the Faculty Review Committee's decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal to the decision (See Disposition Appeal Procedures described below).

REMEDATION

- The form of remediation is determined by the committee.
- Examples of remediation include but are not limited to course repetition, denial of advancement to sequenced courses, recommendation to receive personal counseling, increased supervision, reduced clinical load, written warnings, placement on formal probation, advisement to take a leave of absence, disciplinary action, receiving tutoring, attending special seminars, extra assignment or coursework, attending peer support groups, and repetition of practicum/internship.
- If the review committee and the Counselor Education Department Chair recommend that the student receive some type of remediation and the student agrees to this recommendation:
 1. A time-based and outcome focused plan will be developed in which clearly documentable steps and actions to be taken by the student (and perhaps faculty) to help student remediate the issue.
 2. A date for a follow-up review procedure is identified to determine if the student has met the goals and expectations of the remediation.
 3. At the date indicated, the Counselor Education Faculty determines the student's future status in the program based on their assessment of whether the remediation has been successful. They inform the student and Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning about whether (a) they believe the remediation has worked, (b) further remediation is required, or (c) the student should be dismissed from the program. If the remediation is successful, then the student continues with the program under no further sanction. If it has not been

successful, then the Counselor Education Faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.

4. If the Counselor Education Faculty chooses to dismiss the student from the program, the Counselor Education Faculty will be reported this to the student, Psychology Department Chair, the Dean of Liberal Arts and Sciences and the Associate Provost for Academic Planning and Learning Innovation in writing.
5. If at any point the student does not agree with the Counselor Education Faculty's decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal to the decision (See Graduate Academic Appeals Procedures described below).

GRADUATE ACADEMIC APPEALS PROCEDURE

Students who wish to appeal an course grade, academic integrity decision, or a professional dispositions decision should use the Graduate Academic Appeals Procedure described in detail in the Graduate Catalog: [Graduate Academic Appeals Procedure < State University of New York at New Paltz](#)

STUDENT EVALUATION OF THE PROGRAM

All currently enrolled students can evaluate individual courses and instructors throughout their enrollment. Further, they will be given the opportunity to evaluate their on-site supervisors and practicum/internship placements. Graduates are contacted shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Graduates and students currently enrolled in the program are encouraged to provide up-to-date contact information.

THE OFFICE OF GRADUATE, PROFESSIONAL AND INTERDISCIPLINARY STUDIES ACADEMIC POLICIES AND PROCEDURES

All students in the Counselor Education are expected to follow the graduate-level policies and procedures outlined by The Office of Graduate, Professional, and Interdisciplinary Studies at SUNY New Paltz. Below is a list of the policies covered. Please see the *Graduate Academic Policies* website for updated policy information: [Policies & Forms | SUNY New Paltz](#)

- Academic "Good Standing"
- Academic Integrity
- Advising
- Audit Privileges
- Continuous Enrollment
- Deferral Policy
- Grading System
- Grievances and Appeals Procedures
- Leave of Absence
- Non-Degree Students
- Notice to Persons with Prior Felony Convictions
- Online Identity Verification Policy
- Replace Course Grading Option
- Time Limit for Completion of Degree
- Veteran and Military Services
- Withdrawal from a Course

GRADUATION

The semester before graduation, students must:

1. File an Application for Master's Degree or Certificate of Advanced Study with the Records and Registration Office: <https://www.newpaltz.edu/registrar/graduation.html>
2. Submit a Counselor Education Department Graduation Application along with an updated Degree Plan of Study. The coursework the student has completed must match that listed on the Degree Plan of Study; if it does not match, a Request for Change in Degree Plan of Study form or a new Degree Plan of Study form must be filed. The degree application form is available here: <http://www.newpaltz.edu/advising/appformastersdegree.pdf>
3. By the end of the semester, the Counselor Education core faculty will meet to review all students who have applied to graduate. Students are assessed in terms of their academic performance, professional development, and personal development. Any student who is not making satisfactory progress in all three areas by the end of the semester may be delayed in graduating; further, the remediation process is initiated to address the deficits.

If anything is missing from a student's file, the student will be sent notification. A student whose file is incomplete will not be allowed to graduate. It is the student's responsibility to make sure their file is complete.

LICENSURE AND CERTIFICATION

MENTAL HEALTH COUNSELING LICENSURE NEW YORK STATE LICENSURE INFORMATION

The practice of mental health counseling or use of the title "licensed mental health counselor" or the title "mental health counselor" or any derivative thereof within New York State requires licensure as a mental health counselor, unless otherwise exempt under the law. Our program is registered with New York State as meeting the educational requirements for licensure. For details on applying for a license in New York (including fee information, New York State Law information, and the Regulations of the Commissioner of Education), see the Office of the Professions website: <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>

TO QUALIFY FOR A LMHC IN NY STATE

To qualify for a license as a "licensed mental health counselor" in New York State you must:

- be of good moral character;
 - be at least 21 years of age;
 - meet education requirements;
 - complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider;
 - meet experience requirements; and
 - meet examination requirements.
- You must file an application for licensure and the other forms indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form. It is your responsibility to follow up with anyone you have asked to send us material.

APPLYING FOR YOUR LMHC IN NEW YORK STATE

To apply for licensure, you must (see checklist <http://www.op.nysed.gov/prof/mhp/lmhcchecklist.pdf>):

- file the application for the Licensed Mental Health Counselor (**Form 1**)
- pay the application and registration fee (\$345)

- have the college or university from which you completed your graduate program verify that you received a master’s or higher degree in counseling that includes course content required in the law and regulations (**Form 2** and transcript), **Note: Our program is registered with New York State, so you do not need to complete Form 2INT.**
- apply for a limited permit to meet the requirements for supervised experience and examination in a setting acceptable to the Department (**Form 5** and \$70 fee)
- pass the National Clinical Mental Health Counseling Examination (NCHMCE) from the National Board for Certified Counselors (NBCC)
- have your employer or supervisor document that you completed 3,000 client contact hours of supervised experience in mental health counseling after receipt of the qualifying degree, acceptable to the Department (**Form 4 and 4B**), and
- complete the two-hour Department-approved course in child abuse identification and reporting or the exemption (**Form 1CE**).

LICENSURE REQUIREMENTS IN OTHER STATES

Licensure requirements for other states may vary. You will need to check on the specific requirements of the state you are interested in for details. NBCC has a very helpful data base with requirements by state:

<https://www.nbcc.org/search/stateboarddirectory>

SCHOOL COUNSELING CERTIFICATION

School counselors achieve initial/professional “teachers” certification in New York State. Information about the various school counselor certificate types and their requirements in NY can be found here: <https://www.highered.nysed.gov/tcert/certificate/school-counselor.html>

TEACHER CERTIFICATION REQUIREMENTS: HOW & WHEN

The New York State Education Department (NYSED) requires teachers to obtain certification before they can teach, and school counselors before they can counsel. **Remember, it is your responsibility to stay current on deadlines for graduation, certification tests and requirements.** The step to become recommended for certification by SUNY New Paltz involve the following:

ACADEMIC PREPARATION

You must complete one of our NCATE/CACREP accredited programs of study, including the required pedagogical coursework, practicum/internship placements and a conferred degree upon graduation.

TEACHING CERTIFICATE APPLICATION

When you start your Internship Placement, open a TEACH account and apply for your Teaching Certificate at <http://www.highered.nysed.gov/tcert/teach/login.htm>.

Student Application Information Sheets with step-by-step directions (and Program Codes) will show you how to register, log-in, and apply for the appropriate teaching certificate. You can only use the specific Program Code that corresponds to your registered degree and program at SUNY New Paltz.

ENDORSEMENT POLICY

Students' requests for endorsement are to be directed to the Counselor Education Department Chair. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or coursework completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

STUDENT SUPPORT SERVICES

OVERVIEW

The Counselor Education Department is happy to provide necessary and reasonable accommodations, as determined by the Disability Resource Center, if you are a student with special needs. More generally, students are encouraged to make use of campus resources pertaining to their physical, psychological, and social well-being. Below is a list of campus resources students should feel free to utilize. Let us know if you have questions about any of them.

Disability Resource Center	257-3020
Student Health Center	257-3400
Psychological Counseling Center	257-2920
Career Resource Center	257-3265
University Police	257-2222

As graduate students, many of you may find yourselves working in one or more of the offices above. If you feel this may interfere with your ability to use these services, feel free to raise this issue with your adviser, a trusted faculty member, or a member of the staff in any of these offices. We will be happy to help work with you to make sure you receive whatever services are necessary.

PERSONAL COUNSELING

Counseling graduate students are encouraged by the faculty to seek personal counseling services for themselves during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students to empathize more fully with clients who seek counseling services.

A distinction is made between advisement and counseling. Advisement focuses on academic and professional goals and growth whereas counseling assists people with personal concerns and psychological adjustment.

Although Graduate Counselor Education Faculty members are qualified to fulfill both functions, ethics of the counseling profession prohibit them from engaging in dual relationships with their students. Because faculty members are asked to evaluate students' academic and professional growth, they are asked to refrain from providing personal counseling services to students and their family members. Students who would like to seek professional counseling may consult with Counseling Program faculty regarding other services and referrals.

Requests for personal counseling referrals are encouraged and will not be judged negatively by the Counselor Education Faculty.

There are many good therapists in the area, but many of them are involved in supervising interns from the Counselor Education programs. Below are some local therapists we recommend, that do not currently provide supervision for our students:

Mark Balaban, PhD New Paltz, NY (845) 616-7898	Janine Prisco, LMHC New Paltz, NY (917) 746-5412	Caitlin Wells, Ph.D. New Paltz, NY (845) 532-3923
Elise Grant, LMHC New Paltz, NY (845) 901-7552	Patti Knoblauch, Ph.D. Kingston, NY (845) 988-0321	Suse Volk, LMHC New Paltz, NY (845) 417-7188

SOJOURNER TRUTH LIBRARY

OVERVIEW

Sojourner Truth Library is a learning library: a gateway to knowledge and global resources; an inviting place where students and faculty learn, conduct research, and engage in joint inquiries, with an array of innovative, outstanding information services, and the expertise to prepare students for lifelong learning.

LIBRARY RESOURCES FOR COUNSELING STUDENTS

The library offers in person and online services that are essential resources for graduate students. The library home page, including the online catalog and access to relevant search databases, can be found at: <http://lib.newpaltz.edu>

INTERLIBRARY LOAN (ILL)

If the Sojourner Truth Library does not have the article or book you need, you may request it through interlibrary loan. The Interlibrary Loan Office receives thousands of requests for information each semester, and psychology majors are responsible for the vast majority of the material obtained by the ILL. Graduate students ask for the greatest proportion of the psychology literature that is borrowed from other libraries. With this in mind, here are a few helpful hints that will enable you to obtain the journal articles you need for your thesis and other projects.

- ILL requests are most easily made on-line at: <http://137.140.20.68/illiad/logon.html>.
- Plan ahead! Start requesting early and build time into your research schedule for information gathering. Remember, the peak request times for the ILL Office are March/April and October/November.
- Pace your requests. A few items a week are easier for the ILL Staff to honor than 25 all at once.
- Misinformation slows the process and frustrates the ILL Staff. Check your citations and verify that the Library doesn't own the material.
- For frequently asked questions about ILLiad see: <http://137.140.20.68/illiad/FAQ.html>

APPENDICES

LINKS TO IMPORTANT FORMS

Counselor Education Department – Resources for Students <https://www.newpaltz.edu/counselor-education/resources-for-students/> Contains:

- Counselor Education Department Handbook
- Handbook Understanding and Acknowledgement Form
- Practicum and Internship Application Forms
- Graduation Application Form
- Developmental/Midterm Feedback Form
- Site Contract
- Sample Plans of Study
- Plan of Study Deviation Request Form
- Change of Cohort Request Form
- HIPAA Privacy Training
- HIPAA Confidentiality Agreement
- NY Licensure Information for Mental Health Counseling Students
- NY Certification Information for School Counseling Students

The Office of Graduate, Professional and Interdisciplinary Studies- Student Forms <https://www.newpaltz.edu/graduate/forms/> Contains:

- Address Change
- Application for Graduation
- Deferral of Matriculation
- Extension of Time
- Graduate Student Appeal
- Independent Study
- Leave of Absence/Withdrawal from College
- Name/SSN Change Form
- Parking Hang Tag Application
- Replace Course Grade Option
- TA/GA Forms
- Transfer Credit Request
- Transcript Request
- Waiver for Release of Information

COUNSELING SKILLS BENCHMARKS BY CLASS

Counseling Skill		COU515 Counseling Skills	COU530 CMHC Practicum/COU535 SC Practicum	COU771 CMHC Internship I/COU781 SC Internship I	COU772 CMCH Internship II/COU782 SC Internship II	
1	Nonverbal Skills	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
2	Encouragers	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
3	Questions	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
4	Reflecting-Paraphrasing	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
5	Reflecting-Reflection of Feelings	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
6	Reflecting-Summarizing	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
7	Advanced Reflection (Meaning)	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
8	Confrontation	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
9	Goal Setting	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing

Counseling Skill			COU515 Counseling Skills	COU530 CMHC Practicum/COU535 SC Practicum	COU771 CMHC Internship I/COU781 SC Internship I	COU772 CMCH Internship II/COU782 SC Internship II
10	Focus of Counseling	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
11	Facilitate Therapeutic Environment: Empathy & Caring	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
12	Facilitate Therapeutic Environment: Respect & Compassion	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
13	Case Conceptualization	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
	Theory Application	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing

WATERMARK

Watermark's Student Learning & Licensure System is another resource that's used for tracking your practicum and internship hours. Your supervisors also use this site to verify your hours and submit required assessments during practicum and internship each semester. It works similarly to the Excel spreadsheet, with a few differences. **At the end of each month**, you will log in the total hours that you accumulated for that month at your placement site. Here's an example of the time log page:



SP23_FEM_COU Practicum in MHC Internship VIEW DETAILS

Spring 2023
01/23/2023 — 05/19/2023 Time Logs

Instructors (1)

After you log into your account, scroll down to your Practicum class, and click on "Time Logs" (indicated in the red circle).



In Progress > SP23_FEM_COU Practicum in MHC

SP23_FEM_COU Practicum in MHC

ACTIVITIES HOMEPAGE LOG PLACEMENT DETAILS

EXPORT TO CSV CREATE LOG ENTRY

Once you have accessed the class, you can input your logs. To do that, click on "Create Log Entry" (indicated in the red box). If you have not done an entry yet, this button will be at the center of the page.

(This is a Spring CMHC Log Entry pop-up. If you are in SC or have Practicum in the summer, this may look slightly different).

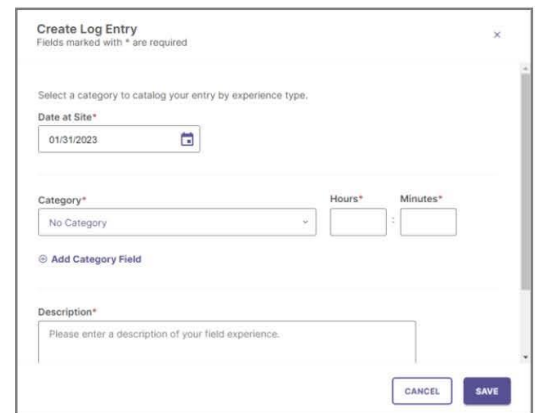
Step-by-step guide to completing a log entry in Watermark:

Step 1: Enter in the date for the hours you are reporting. Because you are only filling out this information once a month, you can insert the end date of that month (e.g. 1/31, 2/28, etc.)

Step 2: Enter the category for which you are inputting the hours (e.g., Individual Counseling, Group Counseling, Supervision, etc.).

Step 3: Enter the **TOTAL** number of hours for that category for that particular month. Refer to your Excel spreadsheet. Row 37 (gold box) indicates how many hours you have accumulated for a particular category for that month.

Step 4: Provide a brief description of your total hours. If you have inserted description information in Column H, you can copy and paste it to the Description box. Click the "Save" button when finished.



Create Log Entry
Fields marked with * are required

Select a category to catalog your entry by experience type.

Date at Site*
01/31/2023

Category* Hours* Minutes*

No Category

Add Category Field

Description*
Please enter a description of your field experience.

CANCEL SAVE

Contact Information for Watermark Support:
Phone number: 800-311-5656
Email: support@watermarkinsights.com

KEY TAKEAWAY POINTS:
EXCEL -- > AFTER EVERY PRACTICUM DAY
WATERMARK -- > ONCE A MONTH