

State University of New York
College at Oneonta

Counselor Education
Student and Practicum Handbook

Department of Educational Psychology,
Counseling and Special Education

Revised August 9, 2018

**COUNSELOR EDUCATION HANDBOOK
SUNY Oneonta**

TABLE OF CONTENTS

Directory.....	2
The Department of Educational Psychology, Counseling and Special Education.....	3
Overview and Welcome.....	4
MSED Advisement Guidelines.....	5 - 7
Second Master’s and Second CAS Programs	8 - 9
CAS Advisement Guidelines	10 - 11
Professional Competencies for Counselor Education.....	12 - 13
Sample Confidentiality Statement.....	14
Disclosure Contract.....	15 - 16
Comprehensive Exam Policy	17
Practicum Guidelines	18 - 20
Practicum Disclosure and Taping Guidelines	21 - 22
Retention and Pre-Practicum Review.....	23 - 24
 Appendices:	
New York State Code of Ethics.....	25
Links to Counseling Codes of Ethics	26
New York State Regulations.....	27
Finger Printing and Child Abuse and SAVE Training.....	28 - 30

Note: This handbook is regularly updated. Policies stated herein are subject to change.

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Accreditations:

SUNY College at Oneonta is accredited by Middle States.

SUNY College at Oneonta Division of Education has NCATE (National Council for the Accreditation of Teacher Education) accreditation. The Counselor Education Degree Programs are registered with and approved by the State of NY Department of Education.

Overview and Welcome

***To the candidate:** Congratulations, you are about to begin a journey filled with challenge, excitement, and professional growth. Counseling is a commitment that provides you with the opportunity to participate in the full range of counseling responsibilities. You have brought with you a set of tools and experiences. Practicum will be the time to apply your knowledge, skills and dispositions to test out your counseling strategies. Keep in mind, you are not alone in this endeavor; there is a whole team of professionals ready to assist you along the way.*

***Advisement:** This set of materials contains copies of the current advisement guidelines for both the Master's degree and the Certificate of Advanced Study. **You are required to meet with your advisor prior to your first registration.** After that time, we strongly suggest that you touch base with your advisor regularly. If any change in your status as a full or part time student is contemplated, it is urgent that you discuss this change with your advisor to have minimum impact on your program of study. Remember that changes will probably lengthen your time toward a degree and, since Practicum is a Spring semester placement only, this will likely affect your ability to plan to take Practicum as originally planned.*

***Fair Process and Procedures:** The Division of Education Counseling Program's Statement of Fair Process Policy and Procedures are outlined for students. Counseling candidates need to be aware that, as Counselor Educators, the faculty must review and discuss candidate behavior and performance routinely. These discussions can lead to meeting(s) with the candidate's advisor and/or faculty member. Such meeting(s) will be documented in writing.*

***Ethical Pledges:** Much of the content in some counseling courses is considered confidential material and candidates will be expected to maintain that confidentiality. A sample confidentiality statement is included for your review.*

***Disclosure Contract:** All candidates in the Introduction to School Counseling course are required to read and sign the program disclosure contract. A copy is included. At mid-term in that class, students are given a performance evaluation progress report. Any weakness(es) indicated in that report is/are to be treated as indicating "remedial" need(s).*

***Comprehensive Examination Guidelines:** This set of examinations caps the end of the first year for full-time students. It covers all the content of the first-year courses. You must pass all the examinations with a score of at least 70% correct.*

***Practicum Guidelines:** These are general information for all students in the Master's Degree Program. **You must attend the** pre-practicum meeting the fall semester before you are due to take practicum where more information will be provided.*

**ADVISEMENT GUIDELINES – COUNSELOR EDUCATION – SUNY Oneonta
MS ED., SCHOOL COUNSELING**

**Effective Fall 2006
39 HOUR PROGRAM
DEGREE STATUS**

REQUIREMENTS FOR UNCONDITIONAL ADMISSION:

1. 2.8 undergraduate GPA overall.
2. 18 credits total prerequisite coursework: 12 in Psych/Ed Psych, 6 in Behavioral and Social Sciences, Anthropology, Sociology, or related area.
3. To be admitted, the candidate must:
 - a) submit application, official undergraduate transcripts, and 2 letters of recommendation to the Office of Graduate Studies.
 - b) meet the requirements stated above.
 - c) pay \$50 nonrefundable admission fee to Office of Graduate Studies.
 - d) be interviewed by members of the departmental admission committee.

Note: We have a once a year admission.

PROCEDURES FOR ADMISSION AND COURSE-RELATED INFORMATION:

Before admission -

1. Complete and submit to Office of Graduate Studies, Application for Degree Status by February 1 for fall start.
2. Note: Incomplete applications or those filed after the deadline will be placed on hold for the next review cycle.

After admission -

1. All matriculated students will be assigned an advisor.
2. Matriculated students are required to contact advisors **before registering** to review the program of study document (arrow sheet) and to obtain permission form for registration. Any changes to program of study need to be made with advisor's approval and appropriate documentation sent to Office of Graduate Studies.
3. Any previously completed graduate courses for which the student seeks transfer credit must be approved by advisor, must be relevant, must be from an accredited college, must be within the 6-year time limit for obtaining the Master's degree at time of graduation, must appear on a college transcript, must include a minimum of 37.5 clock hours and must have a grade of B or better. Forms for Course Substitution can be obtained from the Office of Graduate Studies or from your advisor. As a general rule, elective credits are most appropriate for transfer. Appropriate documentation of course content is to be supplied when form is submitted. No more than 9 s.h. may be transferred into this program. Techniques (CNED 541) may not be transferred in from another institution. Once admitted to the program, students must complete Introduction to School Counseling here.

4. Any graduate courses students wish to transfer in following admission must have written prior approval by advisor, must be relevant, must be from an accredited college, must appear on a college transcript, must include a minimum of 37.5 clock hours and must result in a grade of B or better. Forms for Course Substitution can be obtained from Office of Graduate Studies or from your advisor. Appropriate documentation of course content is to be supplied when form is submitted. Acceptance of transferred in coursework into this degree will affect time limit set for completion of degree.
5. Registration Prerequisites:
 - a. Prerequisites to Practicum for School Counseling (596): All thirty-three hours of core courses are prerequisite to Practicum. In addition, students admitted as of fall 2003 must obtain a B or better in Intro to School Counseling (500), Groups (560) and Techniques (541) to take practicum. Students on Academic Probation will not be permitted to take Practicum. Students with felony/misdemeanor charges will need to request a meeting of the counselor education faculty to review appropriateness for practicum placement. The closer to the beginning of Practicum that charges are incurred, the less likely students will be approved for placement that semester. Passing the comprehensive examination is a prerequisite for both level two classes and Practicum.
 - b. Techniques (541) - grade must be B or better to take Practicum (596). Must take Theories (540) before or concurrent with techniques.
 - c. Theories (540) and Techniques (541) are prerequisite to Groups (560) Counseling Services for Special Needs (545) Counseling Services for Children and Adolescents (561)
 - d. Stat/Research (516) is prerequisite to Measurement (525).
 - e. Theories (540) is prerequisite to Self, Culture and Society (565)
6. Practicum (596) is an all-day commitment for a minimum of three days a week, one at SUNY Oneonta and two at your site. Practicum (596) will be offered Spring Semester only and must be passed with B or better. If not, no departmental or field coordinator recommendation will be made, and students will need to repeat Practicum. Students must arrange for practicum placement before the departmental deadlines set each semester. Late placements will not be made. No placements will be authorized which are more than one hour away from the college and some restrictions apply within those limits. See faculty before arranging site. Students may not arrange a practicum in the district in which they work(ed), where they, their spouses, or their children attend(ed) school. See the practicum policy document for further details on restrictions.

All students must attend the pre-practicum orientation group meeting the semester before they wish to apply for practicum placement. The graduate committee of the Department of Educational Psychology, Counseling, and Special Education must approve all placements. Students deemed ineligible for practicum will be allowed to meet with the subcommittee for review.

Students should take the 2-hour online training in Child Abuse Recognition and Reporting and

provide evidence of completion to the Registrar prior to registering in Practicum. Students should complete the SAVE online training and be fingerprinted early in the program. Students should complete the 6-hour Dignity for All Students Act Workshop offered at SUNY Oneonta. Proof of completion must be supplied to the Office of Graduate Studies for all workshops completed at any location (including online) other than SUNY Oneonta. Please retain copies of certificates for your records.

7. To be eligible for the comprehensive exam, students must have completed, or be currently enrolled in all courses covered by the Comprehensive Examination in their program. These include: CNED 500, 540, 541, 516, 502, 560, 525, and ESPY 530. The comprehensive examination is offered near the end of the spring semester. It is expected that full time students will sign up for and take the Comprehensive Exam at the end of their second semester. Part time students should take the exam during the spring semester they are enrolled in their final required class(es). Students retake the failed section(s), if any, in the summer. Passing the comprehensive examination is a pre-requisite to Practicum and level two courses. If a student fails to pass all sections of the exam after the second attempt, **he/she will be dismissed from the degree program.**
8. Students will be expected to begin a professional portfolio in the introductory course and to present their completed portfolio during their practicum semester. A copy of advisor's review of the portfolio must be placed in the student's departmental file near the end of the student's practicum semester.
9. Students needing a time extension to complete the degree should write to the department chair outlining the reasons for the extension. Generally, the program faculty can grant extensions up to three semesters. An extension beyond that requires the review of the College's Graduate Committee. Time extensions granted by the college are not in any way connected to extensions granted by the State of New York Education Department.
10. Application for the Master's degree must be completed online. Students are expected to submit their application for certification directly through the State Education TEACH website.
11. Students earning a B- or lower in CNED 500, 541, 560 or Practicum must repeat the course at its next offering. Students in this situation must be aware that this will result in their being out of sequence for graduation. Students may not use the B- or lower grade in a required course to act as their elective. Nor, should they ask for an individual enrollment in a class to bring them to full-time status for financial aid purposes. These students will **not** stay on their time-line for graduation. There are consequences to earning less than a B in key courses and students must accept that those consequences are their responsibility—not the responsibility of the faculty.

SECOND MASTER'S DEGREE OR SECOND CAS PROGRAMS

REQUIREMENTS FOR ADMISSION:

1. Successful completion of **related** Master's Degree.

Before admission -

1. Students must complete Application for Degree Status, pay \$50 fee, and submit any necessary documentation by the deadlines to the Office of Graduate Studies.
2. Students may (even if graduated from SUNY Oneonta) be asked to attend interview.

After admission -

1. Students are required to contact advisors prior to registering to review their program of study and obtain permission to enroll. Any changes made must be with advisor's approval and include appropriate documentation sent to the Office of Graduate Studies.
2. Students must complete all the prerequisites, as stated in earlier section, prior to placement in Practicum (596).
3. Students who have not taken the Comprehensive Examination at Oneonta will be required to do so at the end of core level one courses.
4. **At least half the credits for the new degree (21 s.h.) must be completed** following matriculation.
5. See policy re transfer credit, stated above. Up to 6 courses may be transferred in.
6. See policy for second master's degree approved 6/25/97 for details regarding appropriate course of study.

Post-Master's Non-Matriculated Students

The CAS provides post-Master's study which, when combined with SUNY Oneonta Master of Science in Education degree (School Counselor), satisfies the 60 s.h. academic requirement (Master's degree + CAS or related course work) of New York State for Permanent Certification in School Counseling. Two full years of professional experience as a school counselor are also required for permanent certification by New York State. This program can be completed through part-time study. The college allows a maximum of six calendar years to complete all requirements for the program. Since the NYS Provisional Certificate is valid for five years, students are encouraged to complete their CAS within this time period.

National Counselor's Exam: Courses offered in the CAS program (school counselor) may be used to fulfill part of the eligibility requirements for the National Counselor's Exam.

Students who possess a 48-credit School Counseling Master's degree and wish to take coursework toward Permanent Certification in School Counseling can apply for non-matriculated status. This option is available for qualified applicants who are not degree-seeking but wish to receive course credit as they work to satisfy New York State's 60 s.h. academic requirement for permanent certification. Students approved for non-matriculated status will be eligible to register for online courses offered in our Certificate of Advanced Study program, as well as our traditional on-campus elective courses. Permission of the instructor and Department Chairperson is required to enroll in Counselor Education courses. Non-matriculated students are NOT eligible to take Internship in School Counseling or to take an Independent Study/Research project (CNED 599).

The CAS post-Master's study, approved courses beyond the Master's degree including:

- CNED 604 Developmental Counseling Services 3 s.h.
- CNED 563 Teaching Pro Social Skills 3 s.h.
- CNED 655 Brief Approaches to Counseling 3 s.h.
- CNED 602 Consultation in Educational Settings 3 s.h.
- Elective courses

CERTIFICATE OF ADVANCED STUDY - SCHOOL COUNSELING

REQUIREMENTS:

1. MS in Education/School Counseling.
2. New York State Provisional Certification in School Counseling.
3. Two (2) professional references if student did not obtain his/her MSED from SUNY Oneonta.

PROCEDURES FOR ADMISSION AND COURSE-RELATED INFORMATION:

Before admission -

1. Applicants must complete Application for Admission and submit this form to the Office of Graduate Studies. Include a copy of NYS School Counselor provisional certificate by deadline of February 1 for fall semester and November 1 for spring semester. For those students graduated with a Master's from SUNY Oneonta (School Counseling), letters of recommendation are not necessary.
2. Students may be asked to attend an interview.

After admission -

1. Transfer credit from other college or SUNY Oneonta into CAS:
 - a. No more than 9 credits (taken at SUNY Oneonta) beyond the 39 required in MS/Ed may be applied to the CAS.
 - b. Students may arrange with advisor for approval of up to 9 relevant credits for transfer from another institution. See first section (Degree Status #3) for further details.
2. At least half the credits (9 s.h.) for the CAS must be taken following matriculation - See program requirements.
3. Prior approval from advisor (assigned upon admission) is necessary for transfer in of elective credits once admitted. Electives taken elsewhere must meet the following requirements:
 - a. from an accredited college with official transcript supplied.
 - b. minimum of 37.5 clock hours of instruction and must result in a grade of B or better.
 - c. related to school counseling*
4. Students are required to contact advisors before registering to complete their program of study form and obtain permission to register. Any changes made must be done with advisor's approval and the appropriate documentation sent to the Graduate Office. No more than 9 s.h. can be taken in courses titled Seminar.
5. Internship in School Counseling is for CAS degree students only. This course is usually offered every three or four semesters.
 - a. students can use a full-time school counseling job they hold or
 - b. students can be placed full time for one entire semester in a site. If a student wishes placement, he/she must contact the school counseling faculty within the first month of the semester prior to enrolling in the internship.

6. Internship can be replaced with 2 advisor-approved electives, using the proper Course Substitution form, if the student has completed a minimum of 2 years full time school counseling experience.
7. Students needing a time extension to complete the degree should write to their advisor outlining the reasons for the extension. Generally, the program faculty can grant extensions up to one year. An extension beyond that requires the review of the College's Graduate Committee. Time extensions granted by the college are not in any way connected to extensions granted by the State of New York Education Department.
8. At the CAS level, degree status is required for students in 695 Internship and 599 Independent Research.
9. Application for the CAS degree must be completed online. Students are expected to submit their application for certification directly through the State Education TEACH website.
10. Required CAS courses are now all available in distance learning format, with exception of CNED 695 Internship. Please review policy #6. Contact your advisor for advisement on course substitution and approval.
11. Students are required to contact advisors prior to registering to review their program of study each year. Any changes made must be with advisor's approval and include appropriate documentation sent to the Office of Graduate Studies.

***Examples of Acceptable Graduate Courses for School Counseling**

The courses below must be completed at a college approved to prepare individuals for school counselor.

Counseling Theory and Practice
World of the Counselor
Techniques of Counseling the Elementary School Child
Group Counseling & Practice
Core Course in Guidance
Individual Testing
Diagnostic Tools for Measurement
The Counselor as a Team Member
World of Work
Career Development/Guidance
Vocational Guidance
Community Resources & Relationships
Occupational Information & Vocational
Development in Elementary School
Drop Out Identification & Counseling
Counseling Issues for Effective Parenting
Counseling the Abused & Neglected Child
Organization & Administration of the
Guidance/Pupil Personnel Service Prog.
Supervision of Counseling
Computer Applications in Guidance

The courses below must be completed at a college approved to prepare individuals for teaching, administrative/supervisory or pupil personnel Certification.

Strategies for Preventing Conflict & Violence
Teaching Students to Get Along
Keys to Motivation
School and Community
Sex Education
Orientation to Schools
School Law
Implementation of PL #94-152 (Special Education)
Mainstreaming
Educational Psychology
Statistical Methods in Education

The courses below may be completed at any accredited college.

Group Dynamics
Developmental Psychology
Child/Adolescent Psychology
Nature & Needs of the Gifted
Psychology of the Handicapped
Abnormal Psychology/Psychopathology
Theories of Personality

Psychology of Learning
Mental Hygiene/Health
Drugs, Alcohol, & Smoking
AIDS Education & Human Sexuality
Marriage & Family
Decision Making
Problem Solving
Stress Management
Death & Dying
Sex Equity
Approaches to Homosexuality
Youth Culture & the Urban Setting
Domestic Violence
Urban & Rural Problems
The Disadvantaged Child
Race & Minority Groups
Cultural Heritage of Immigrant & Minority Groups
African-American Contributors to Society

Last Updated: March 4, 2013

Source: NYSED, Office of Teaching Initiatives - Certification

<http://www.highered.nysed.gov/tcert/certificate/sc.html>

STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA
SCHOOL OF EDUCATION AND HUMAN ECOLOGY

SUNY ONEONTA COUNSELOR EDUCATION

TECHNIQUES PLEDGE OF ETHICAL STANDARDS AND CONFIDENTIALITY

I, as a counselor-in-training, agree to uphold the ethics of the counseling profession as defined by the American Counseling Association (ACA).

I pledge to honor the confidentiality of:

- (1) Any personal information, feelings, or concerns explored within the Techniques course setting.
- (2) Specifically, I agree to "retain as private" anything revealed in this course whether by volunteer "clients", peers, instructor, or demonstration tapes. Such information is to be discussed only with the course instructor and among counselors-in-training in **this** class who are also bound by this pledge. This means that I agree not to reveal any of this information with other trainees in the program or anybody else.
- (3) I agree to treat the videos made for this course as confidential material. Specifically, I pledge not to involve anybody other than my peers in this class and the course instructor in the actual recording, viewing, or discussing of these videos.
- (4) At the end of the course, I agree to delete **all** the digital recordings from my computer(s) and device(s) in order to prevent the recordings from being used for any other purpose.

I understand that violation of these ethical principles can do great damage to the trainees and clients. I also understand that violations (including disclosure and/or idle discussion of confidential information) may result in course failure and/or expulsion from the Counselor Education Program.

Signature _____

Date _____

COUNSELOR EDUCATION – SCHOOL COUNSELING DISCLOSURE CONTRACT

The following areas have been discussed with me by the members of the counseling faculty. I understand the items below and agree to abide by the rules and policies of State University of NY at Oneonta's school counseling program.

1. I am aware that the requirements of the school counseling program are contained in the Graduate Catalog and through the Advisement Guidelines. I understand that as a student at SUNY College at Oneonta I must maintain at least a 3.0 grade point average and pass certain courses as outlined in the catalog and advisement guidelines with a B or better. I understand that the coursework proposed on the plan of study must be completed within six years after admission (or the first course transferred into the program). I understand that I must obtain a B in certain designated courses and that if I repeat a required course, it cannot count as an elective in the program.
2. In order to successfully complete the program, I will be expected to demonstrate academic competence; professional writing competence; counseling, teaching and peer supervision skills; practicing in a professional and ethical manner; and personal characteristics appropriate for a student in counselor education. I realize that my progress will be continually evaluated and discussed. Failure to attain such competencies, skills, ethics, and characteristics may result in my being referred for a Retention or Pre-Practicum Review to determine my eligibility to begin a Practicum or continue as a student in the Counselor Education Program.
3. I understand that my performance in the school counseling program will be reviewed and evaluated on a continual basis in various formats by the counselor education faculty members. The evaluation will be based on academic knowledge, practitioner competencies, personal characteristics and my dispositions as evaluated in Techniques, Groups, and Practicum. I am expected to successfully complete all academic courses, all clinical experiences, and conform to the ethical standards of the American Counseling Association (ACA Code of Ethics, 2014). In addition, I must:
 - a. Display good listening skills.
 - b. Respect divergent points of view.
 - c. Express thought/knowledge effectively.
 - d. Demonstrate realistic expectations of self.
 - e. Show developed sense of self-awareness regarding skills and talents.
 - f. Demonstrate an ability to develop and sustain rapport with both men and women.
 - g. Use personal power and authority appropriately.
 - h. Work collaboratively with others.
 - i. Demonstrate an ability to articulate one's feelings.
 - j. Demonstrate an awareness of cultural issues.
 - k. Demonstrate the ability to receive, give, and integrate feedback.
 - l. Demonstrate appropriate boundaries: sexual, ethical, and professional.
 - m. Exhibit ability to take responsibility for one's actions.
 - n. Demonstrate appropriate in-class behavior
 - o. Interact appropriately with authority.
 - p. Contribute to a positive classroom environment.
 - q. Exhibit dependable behaviors with regard to assignments, group activities, and attendance.

4. With the assistance of my faculty advisor, I will develop a program of study, which consists of a minimum of 33 pre-practicum prescribed credits, an elective, and a 180-hour, one semester Practicum.
5. There is a residency requirement. I must complete at least 30 semester hours in residence.
6. I am aware that I must complete a 180-hour Practicum and must follow the departmental policies in terms of placement options and restrictions. I am aware that I must attend a mandatory pre-practicum orientation at the beginning of the semester before my anticipated Practicum experience. I know that I must obtain liability insurance and complete the 2-hour child abuse recognition and reporting workshop, the SAVE workshop, and the Dignity for All Students Act 6-hour workshop before Practicum. Practicum requires a minimum commitment of three days per week; one on campus, two on site.
7. I understand that the counselor education program encourages self-growth and requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading in these courses. However, should I disclose information indicating impairment or the potential for harm to clients, I may be referred for a Retention or Pre-Practicum Review to determine my eligibility to begin a Practicum or continue as a student in the Counselor Education Program.
8. Proficiency and professionalism are expected for the successful completion of the counselor education program. If I fail to meet performance standards or behave in an unprofessional or unethical manner, I may be referred for a Retention or Pre-Practicum Review to determine my eligibility to begin a Practicum or continue as a student in the Counselor Education Program.
9. I will be expected to complete the Comprehensive Exam at the end of the Level I core courses. These courses are: Introduction to School Counseling, Counseling Theories, Counseling Techniques, Statistics and Research Methods, Measurement and Appraisal for Counselors, Career Development, Human Development, and Group Counseling. For full time students, this means the end of their spring semester in year one of study. They may take any failed section(s) in the summer of the same year. All sections of the Comprehensive Exam must be passed before a Practicum placement is sought.
10. The completion of the Master's Degree in School Counseling does not guarantee my acceptance into the Certificate of Advanced Study.

Student Signature

Date

Printed name

Witness (CNED 500 Instructor)

Attached: Dispositions Template

COMPREHENSIVE EXAM POLICY
SUNY ONEONTA
COUNSELOR EDUCATION

PURPOSE : The Comprehensive Exam is designed as a method to assess students' having obtained the minimum skills and knowledge base necessary for competent practice as counselors.

METHOD: The comprehensive is given near the end of spring semester and consists of multiple-choice questions that review and integrate material covered within the core courses in the Counselor Education Program.

SCOPE: There are six (6) sections to the exam:

- Counseling theories and techniques
- Statistics, research, measurement, and appraisal
- Group counseling techniques and theories
- Career development theories
- Human development across the life span
- Specialty exam – School Counseling

PREREQUISITES:

1. Students must have successfully completed, or be currently enrolled in and anticipate passing, ALL core courses listed above. Students in doubt of their status in the above courses should seek the advice of that professor in determining eligibility.
2. Students must file **Intent to Take the Comprehensive Exam** form with the department secretary by the date posted each semester. These forms will be provided to eligible candidates via email and/or in hard copy each Spring and can also be obtained from the secretary.
3. Students who have a prior, related Master's degree from SUNY Oneonta, and who took the Comprehensive Exam while in a different specialty area than school counseling, only need to take that one section at a regularly scheduled offering of the Comprehensive Exam.

GRADING:

1. Students must obtain an OVERALL minimum passing grade of 70%, with no subsection score lower than 70% as well.
2. If students fail the entire test or any subsection(s), they are permitted to retake the failed portion(s) no sooner than the next regularly scheduled offering, in the summer. No exceptions will be made to this.
3. Students are not allowed to take the exam more than two times. Students who do not pass the Comprehensive Exam are not allowed to graduate.
4. Students will receive a letter from the department within 10 business days of the exam date that provides information regarding successful passing or which illuminates sections(s) failed.

PRACTICUM GUIDELINES

NOTE: *Reading these guidelines does not exempt students from having to attend the mandatory pre-practicum orientation meeting.*

Purpose of Practicum:

Practicum is an opportunity for you to demonstrate the skills you have been accumulating throughout your graduate education. You will be provided with opportunities to assist a wide diversity of students with personal, social, vocational, and academic growth.

Prerequisites:

Degree student status, permission of instructor, submission of a signed contract from the field site, liability insurance, and a child abuse seminar. You must also successfully pass the Comprehensive exam before a placement can be **sought**. You must have completed ALL coursework except your elective (if saved) BEFORE Practicum.

Time Commitments:

In addition to the field placement, the practicum includes 45.5 on-campus hours which consists of individual supervision (with instructor and a peer) **AND** a weekly seminar. The seminar consists of weekly case presentations by students and discussion of problems, issues, and situations encountered in the field and coverage of material in required text. Practicum is a one semester, 180-hour field placement (appx. 12-14 hours/week) in a school counseling setting. Be prepared to commit the minimum number of hours to the practicum, distributed as follows:

FIELD BASED:

- | | |
|---|---------------------------------------|
| 1. Direct Service (counseling/consultation) | 90 hrs. (30 hours min. in counseling) |
| 2. Supportive Services | 90 hours |

CAMPUS BASED:

- | | |
|---------------------------|-----------|
| 3. Individual Supervision | regularly |
| 4. Peer Supervision | monthly |
| 5. Group Supervision | weekly |

Additional time will be required for: transcribing tape portions, preparing for peer and instructor supervision meetings, writing case notes, time logs, PILs, and peer feedback sheets. Plan for one to two week breaks in school schedules and for snow days. You must work the legally contracted FULL day for the host school.

Insurance:

You are expected to have liability insurance and to submit a copy of this by the date specified the semester before Practicum. You can obtain inexpensive insurance through ACA or ASCA. Currently, if you join ASCA or ACA, liability insurance is included in the premium and therefore you will need to simply supply a copy of your membership and to keep this active throughout the Practicum semester. **You must assure that your membership remains active throughout the practicum experience.**

Audio-recording:

You are required to audio-record all counseling sessions with students for whom permission has been obtained. Permission **must** be obtained prior to recording.

Practicum Policies:

- You may not do a Practicum where you went to school or in the district in which you work(ed), where your spouse/partner works, or where your children attend school. It is preferable that you not do Practicum where you have ANY relatives.
- Only one student can be in a BUILDING to have an independent experience.
- Your field coordinator must have tenure and be a NYS certified school counselor.
- You must work under **ONE** supervisor even if your duties overlap with other counselors.
- You must be on-site for time commitment (not a consultant) and train there during school hours.
- You must be there weekly for an entire semester and FULL days.
- You must complete your time commitment during the course of **ONE** semester. If an emergency arises you will need to request a medical withdrawal and begin again the following spring with your hours starting at zero.
- You cannot receive an Incomplete. Liability issues prevent you from going before the start of our semester or after finals end.
- BOCES Placements will need to be carefully screened to assure you do more than counseling.
- You may not take Practicum if you are on Academic Probation.
- You must notify the department should you be charged with a misdemeanor or felony before or during practicum.

NO SITE FARTHER THAN ONE HOUR FROM ONEONTA IS ACCEPTABLE.

Most areas within the counties around Oneonta including Otsego, Chenango, Schoharie, and Delaware counties are acceptable. Sites in Broome, Herkimer, Oneida, and Madison Counties may be acceptable, if within one hour of Oneonta. Talk to Dr. Tang before approaching an “iffy” location. We are looking to use the same sites repeatedly to establish rapport and clear expectations.

You are expected to find your own placement, treating this as a job interview, but Dr. Tang has names and locations to suggest, if you’re stuck, and feedback from prior students in a binder in her office. **You are NOT to begin before the first day of the semester at SUNY Oneonta, or to continue after the last day of undergraduate finals.**

If you incur misdemeanor or felony charges before practicum (or during) you must notify the department immediately, submit official court documents, and attend a department meeting. Failure to disclose these charges will result in dismissal from Practicum.

Other commitments, requirements and stressors:

You must have completed the mandatory 2-hour training in child abuse recognition and reporting procedures, 6-hour DASA training, and the SAVE training **PRIOR** to the end of the semester before Practicum. You may do this online or attend a session in the area or visit our library for our reserved copies and self-questionnaire. The campus no longer provides these. Supply a copy of your certifications to the registrar’s office directly. You must also complete the fingerprinting process **BEFORE** the end of the semester preceding Practicum.

We recommend the fewest you take Practicum with only one other course. You need to be able to provide CONSISTENCY in your schedule at your field site and FLEXIBILITY for scheduling appointments with your field supervisor, course instructor, and peer consultant. Since the 39 credit Masters requires everything except the elective before practicum, this means you should take no more than your elective or one “extra” course during this semester.

- * Rethink your course and work schedule
- * Rethink your timing for Practicum
- * Go to your site when SUNY is on break
- * Consider 3 days a week at site.

Placement is not automatic upon completion of prerequisites. Students whose behavior indicates that they may not be ready to be recommended for field placement will be notified and specific guidelines will be provided to them as to how they can demonstrate readiness for Practicum.

SUNY ONEONTA
COUNSELOR EDUCATION PROGRAM
SCHOOL COUNSELING
AUDIO RECORDING POLICY

Students in the Practicum in School Counseling are expected to audio record all of their counseling sessions for which client and/or parent permission is obtained.

These audio-recordings are the chief vehicle for students to receive counseling supervision from the university instructor and from peers within the group seminar. Students will use segments from these recordings to practice skills of self-evaluation and giving/receiving feedback. A portion of the student's grade in Practicum is based on their case presentation and individual/peer supervision evaluations which result from tapes made.

Students and the university supervisor will treat these audio files in a manner that respects clients' rights to confidentiality. Practicum students have been made aware of ethical taping practices and of the absolute necessity of maintaining client confidentiality. At the end of the semester, all audio-recordings will be deleted from students' computer and recording device.

Students are supplied with a sample tape permission form which clearly states the purpose of tape use and the destruction of tapes at the end of Practicum. All students have been advised to conform to the requirements/forms of their field placement setting in regard to taping. They are also told that no student in their site is to be denied counseling services if permission to tape is denied.

Each student is required to sign a pledge of confidentiality, a sample of which is attached.

SUNY ONEONTA
COUNSELOR EDUCATION
SCHOOL COUNSELING

PRACTICUM PLEDGE OF ETHICAL STANDARDS AND CONFIDENTIALITY

I, as a counselor-in-training, agree to uphold the ethics of the counseling profession as defined by the American Counseling Association (ACA).

I pledge to honor the confidentiality of:

(1) Any personal information, feelings, or concerns explored within the Practicum course setting.

(2) Specifically, I agree to “retain as private” anything revealed in this course whether by clients, peers, instructor, or demonstration tapes. Such information is to be discussed only with the course instructor and among counselors-in-training in this class who are also bound by this pledge. This means that I agree not to reveal any of this information with other trainees in the program or anybody else.

(3) I agree to treat the tapes/videos made for this course as confidential material. Specifically, I pledge not to involve anybody other than my peers in this class, my field supervisor, and the course instructor in the actual video-taping, viewing, or discussing of these tapes/recordings.

(4) At the end of the course, I agree to turn in all videos to the instructor for destruction in order to prevent the videos from being used for any other purpose. If any digital recording device was used in my counseling sessions, all the electronic files of sessions will also be deleted from all my computer(s) and the digital recording device at the end of the course.

I understand that violation of these ethical principles can do great damage to the trainees and clients. I also understand that violations (including disclosure and/or idle discussion of confidential information) may result in course failure and/or expulsion from the Counselor Education Program.

RETENTION AND PRE-PRACTICUM REVIEW

Retention Statement:

Counselor trainees are responsible for meeting all requirements of the SUNY Oneonta Counselor Education program. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the policies set forth in this Counselor Education Student and Practicum Handbook.
3. Students must maintain the ethical standards of the American Counseling Association, (2014).
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline. The Counselor Education Faculty considers lack of functional competence to include, but not be limited to the following:
 - (a) an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
 - (b) an inability to acquire professional skills and reach an accepted level of competency; and/or
 - (c) an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning (Lamb, Cochran, and Jackson, 1991).

The 2nd, 3rd and 4th requirements empower the Counselor Education Faculty to place on probation or dismiss a counselor trainee when ethical standards are violated, and/or functional competence is inadequate.

Retention and Pre-Practicum Review:

In view of the seriousness of such situations, the Counselor Education Faculty has established the following procedure for addressing questions regarding retention or readiness for practicum:

1. As a first level of action, a Counselor Education faculty member shall meet with the student(s) in question, express the specific concern(s) and seek to establish a student action plan to remedy the situation.
2. As a second level of action, Counselor Education faculty as a whole shall meet to discuss a student's progress and/or competence in the program and attempt to help the student to remediate the situation in an informal approach.
3. If the informal approach developed at level two fails to accomplish the desired goal, the respective faculty member will present specific concerns in a formal Retention Review to the Counselor Education faculty. The purpose of the formal Retention Review is to determine if a more specific student plan of remediation can be developed or if the student should be retained in the program. The student's advisor, the department chair, and concerned faculty member/s will monitor progress of the student remediation plan as long as appropriate or until it is decided to terminate the student's tenure in the program.

During retention or pre-practicum review, Counselor Education Faculty as a whole and the student's advisor will review the student's status in the program. Second, the student will be provided the opportunity to present any appropriate information. Third, the concerned faculty member/s will have an opportunity to elaborate on the nature of their concerns.

After the Counselor Education Faculty member/s and student have been heard, discussion by the Counselor Education faculty shall proceed with the goal of making a decision, which may be one of the following:

1. The concerns warrant no further action, for whatever reason, and the student will be allowed to continue in the program of study without restriction.
2. The student may be placed on probation or leave or maybe blocked from practicum with specific requirements established for remediation. Remedial action may include being required to repeat course

work, obtain personal counseling or complete other departmental requirements. Procedures must be developed relevant to the individual's needs so that the advisor and department chair can monitor progress. The Counselor Education Faculty as a whole must be consulted and will decide if and/or when the student will be removed from probation/leave or allowed to proceed into practicum. While on probation, a student will not be allowed to enroll in a counseling practicum or internship.

3. The student may be dismissed from the program and may not enroll in further coursework in the Counselor Education Program at SUNY Oneonta.

After determination of action by the Counselor Education Faculty, their decision will be communicated to the student in writing. The student may appeal the decision in accordance with the Academic Grievance Policy,

<https://suny.oneonta.edu/policy-library/policies/college-handbook-policies/academic-grievance-policy>

Appendices

New York State Code of Ethics for Educators

Links to Counseling Codes of Conduct

Laws of New York Related to Counselors

New York State Code of Ethics for Educators

Statement of Purpose The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1 Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2 Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate

for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3 Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4 Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5 Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

95-01957 95-128am

Links to Counseling Codes of Conduct

American Counseling Association Code of Ethics (2014):

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American School Counselor Association Ethical Standards for School Counselors (2016):

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Association for Specialists in Group Work Best Practices Guidelines (2007):

https://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f792e4b08c827e15cb79/1439954834126/ASGW_Best_Practices.pdf

Laws of New York Related to Counselors

Felony and/or Misdemeanor Convictions Policy (related to Practicum)

This topic is brought up *as early as possible* so that candidates realize they may not be able to complete fieldwork and/or student teaching, complete their coursework or earn teacher certification if they have a misdemeanor or felony. It is important that student candidates realize that a felony or misdemeanor conviction may affect their ability to receive certification from the State of New York. This information is officially determined when Fingerprinting and Criminal History Checks are completed by the State Education Department during the certification application procedure.

Candidates who have been charged and/or convicted of felonies and/or misdemeanors, should direct any questions to their Advisor. All information will be confidential. Each situation will be reviewed on an individual basis. The Department will request, at the candidate's expense, a copy of the original deposition of the case in order to review these documents and take appropriate action. Certain crimes are considered more serious than others in the evaluation process and can possibly deter any chance of certification. The nature of the crime, how recent, and/or frequent are the factors considered when deciding on potential certification. If a candidate has a felony or misdemeanor charge, and working with children or youth is determined to be inappropriate, the department will not set up a fieldwork experience for this candidate

Laws of New York - By Authority Chapter 128

The following education law pertains to the obligation of certain school authorities to protect practice teachers from liability for negligence.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section three thousand twenty-three of the education law, as added by chapter five hundred eighty-three of laws of nineteen hundred fifty-five, is hereby amended to read as follows.

3023. Liability of a board of education, trustee, trustees, or board of cooperative educational services.

Notwithstanding any inconsistent provision of law, general, specific, or local, or the limitation contained in the provisions of any city chapter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or

injury was acting in the discharge of his duties and/or under the direction of said board of education, trustee, trustees or board of cooperative educational services; and said board of education, trustee, trustees or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state or in any insurance company authorized by law to transact business in this state, or such insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, trustees or board of cooperative educational services. As amended L. 1976, c 844, 1.

To the candidate: The above law refers to the fact that the school's insurance covers you while you are in the school building.

Mandatory Workshops

New York State requires all applicants for teaching certification to complete workshop in three areas: Child Abuse Recognition and Reporting; School Violence Prevention and Intervention (SAVE); and Dignity for All Students Act (DASA). These trainings must be completed no later than the end of the semester prior to entering Practicum. Candidates for Practicum must provide proof of completion of each workshop. Information about how to complete this requirement is provided at the mandatory pre-Practicum workshop.

Child Abuse Recognition and Reporting Workshop

Chapter 544 of the Law of 1988 requires that classroom teachers, nurses, counselors, coaches, administrators and other school service personnel complete a 2-hour Child Abuse Prevention training from an approved NYSED provider for certification. The law specifies that the training must include information regarding the physical and behavioral indicators of child abuse and maltreatment. This training also includes the statutory reporting requirements set out in the New York Social Services Law, such as when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report. The law further states that the training must be obtained from a provider approved for that purpose by the State Education Department.

You can complete this training at no charge. Details are available here:

<http://www.nysmandatedreporter.org/TrainingCourses.aspx>

School Violence Prevention and Intervention (SAVE) Workshop:

This 2-hour workshop is required for certification. This workshop will provide school personnel with awareness of violence prevention and intervention skills and techniques that they can use. The SAVE Workshop is available online and in person at various locations throughout New York State.

You can complete this training online through GST BOCES. There is a fee for this workshop.

<https://ideas.gstboces.org/gst/training/save/>

The complete list of providers can be found online @

http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html

Dignity for All Students Act Workshop

The Dignity for All Students Act (DASA) Workshop provides information about recognizing and responding to discrimination, harassment and bullying in the school setting. This workshop is provided by SUNY Oneonta. The workshop is typically offered in the Fall and Spring semesters annually (subject to enrollment minimums). Dates and registration information are routinely provided via email and the Counselor Education Program newsletter. There is a fee for this workshop.

Fingerprinting

Most schools require fingerprinting clearance in order to complete practicum. Fingerprinting is also required by the State of New York for teacher and counselor certification. You must begin the fingerprint clearance in the semester before practicum.

Chapter 180 of the Laws of 2000, the Safe Schools Against Violence in Education Act (SAVE) requires the New York State Education Department to request a criminal history background check of all applicants for certification as a school teacher or school administrator on or after July 1, 2001 through the submission of fingerprints to the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). This legislation also mandates that all prospective employees of school districts hired on or after July 1, 2001 be fingerprinted and cleared for employment by the Department.

Fingerprinting is required by the State of New York for teacher and counselor certification. You must complete fingerprinting through a NYSED-approved provider. Beginning August 3, 2015, MorphoTrust is the exclusive vendor providing fingerprinting services to NYSED.

MorphoTrust's IdentoGO web site (<http://www.identogo.com/>) lists all national fingerprinting locations. Fingerprinting must be completed before the end of the semester preceding practicum.
Fingerprinting Fees: \$102.00

General fingerprinting process

- Fingerprints must be scanned at one of MorphoTrust's locations; appointments are required. To submit a fingerprinting application and schedule an appointment, visit MorphoTrust's website at www.identogo.com and click on New York State on the map, then scroll down and click "Online Scheduling"; or call (877) 472-6915.
- MorphoTrust will require an "ORI Number" in order to release your fingerprinting results to the appropriate agency (NYSED, in this case). The ORI "number" for sending fingerprinting results to NYSED is: TEACH.
- The fingerprinting fees (see details below) can be paid either (a) with a credit card at the time of scheduling; or (b) with cash or check (payable to "MorphoTrust USA") in person at the fingerprint-scanning appointment.
- At the fingerprint-scanning appointment, your photo will be taken. You will also need two forms of identification; at least one form of identification must be a photo ID:
 - photo identification documents: U.S. passport (expired or unexpired), driver license, SUNY Oneonta student ID card
 - additional identification documents: voter registration card, U.S. military card, U.S. Social Security card, birth certificate (original or a certified copy)
- Fingerprinting results will automatically be posted to your TEACH account.

Please go to NYSED, Office of Teaching Initiatives, for more information
<http://www.highered.nysed.gov/tsei/ospra/>

HTML Version Available here:

<https://suny.oneonta.edu/educational-psychology-counseling-and-special-education/counselor-education-practicum-handbook>