



Cambridge
College

Handbook for School Guidance Counseling Interns

**School of Psychology and Counseling
Ninth Edition
Fall 2014**

Mission Statement, Purpose and Philosophy

The School of Psychology and Counseling (SOPC) prepares professional counselors for work in educational, health care and human service settings. Faculty members, who are practitioners as well as counselor educators, facilitate the learning of contemporary knowledge, skills and attitudes, appropriate to each student's program and interests. Students choose from a variety of specialty and generic masters degree programs. These programs provide instruction and supervised field experiences for students as they prepare for masters-level work in schools, community service and independent practice.

The school's philosophy focuses on the development of appropriate expertise, particularly in listening skills, relationship building and systematic intervention. We teach in an adult learning environment, emphasizing collaborative, intercultural teaching and learning, as well as a commitment to the inclusion of individuals who might not otherwise have access to graduate education. We view well-trained professional counselors as central to the development of more effective and equitable schools, health care facilities and human service settings. Counselors act on many levels to support individual and family initiatives, problem solving and healing. We in the department, encourage and teach counselors to support the development of individual clients while advocating and developing strategies leading toward an increasingly equitable humane society.

The School of Psychology and Counseling focuses on teaching and learning in groups, where faculty members lead students in learning from their own experience and from one another's experience. The school views all adults as engaged in an ongoing lifelong learning process, and respects the knowledge which arriving students possess, as well as the knowledge they generate in examining their personal and professional experience. The school places great emphasis upon communication skills, effective problem solving strategies, and the development of personal growth through reflection on one's experience and relationships with others.

The School of Psychology and Counseling is committed to the achievement of these goals through active learning in groups comprised of individuals from diverse cultural and professional backgrounds and through field experience supervised by highly skilled, experienced practitioners. The school has a strong commitment to the counseling profession, as well as to interdisciplinary practice. The school honors and supports the development of counselors with specialties in dealing with educational, career, personal growth and psychotherapeutic issues, honoring approaches which are based on humanistic relationship-based theories, systems theory, insight, learning theories, developmental theories and expressive processes, all mediated through a multicultural active learning environment.

The School Guidance Counseling Program

Mission Statement

The School Guidance Counseling Program is committed to school counselor preparation through an approach based on learning in groups, academic instruction, guided critical reflection, theoretical discussion, developmental psychology, development of learning about self and supervised field-based learning. The program treats school counseling as a particular type of professional counseling, which enhances child and adolescent students' access to high quality educational and vocational experiences, and facilitates their ability to make good use of such experiences. This program has a strong commitment to educational reform in a multicultural society, a society typically characterized by broad differences in educational resources across lines of race and social class. The program is committed to the reduction and eventual elimination of barriers to learning and career development, particularly those barriers related to culture, gender, race, religion, sexual orientation, disability status and socioeconomic class.

The program emphasizes the contemporary roles of the school counselor as a facilitator of educational reform in the 21st Century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche, a practitioner implementing plans to aid student academic achievement, a broker of educational community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff .

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INTRODUCTION

This handbook is designed to help you understand the program of studies in school guidance counseling, as it applies to meeting standards and preparation to serve as a licensed/certified guidance counselor in a school setting. This new edition presents some changes in our program.

The Cambridge College School Guidance Program provides a core curriculum reflecting educational standards considered necessary for counselor preparation by the Council for Accreditation of Counseling Related Educational Programs, (CACREP) Section II, pp. 10-14. This includes:

Professional Identity
Professional Orientation and Professional Practice
Social and Cultural Diversity
Human Growth and Development
Career Development
Helping Relationships
Group Work
Assessment
Research and Program Evaluation

In addition to the above, the Cambridge College School Guidance Counseling Program also follows the program of studies as it applies to meeting the Massachusetts Department of Elementary and Secondary Education Regulations (DESE) for Initial Licensure as a School Guidance Counselor, effective October 1, 2003. In order to fulfill licensure requirements for school guidance counselor in Massachusetts, students need to demonstrate competencies in certain areas as mandated by Department of Elementary and Secondary Education 603 CMR 7.11.

These areas are:

- A. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor
- B. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers and parents
- C. Psychology of learning
- D. Understanding of the diagnosis and treatment of learning and behavior disorders
- E. Theories of normal and abnormal intellectual, social, and emotional development

- F. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students
- G. Philosophy, principles and practices in school guidance and counseling
- H. Federal, state, municipal, and school laws and regulations
- I. Career Counseling
- J. Resources within the school system or the community for referral
- K. Knowledge of statistics, research design, and research in guidance counseling
- L. Group counseling and group leadership
- M. Development of skills for consultation with parents, teachers, and administrators
- N. College counseling and use of college and other post-secondary resource materials (grades 5-12)

To meet the above standards and competencies, the School Guidance Counseling Program has established a framework that involves coursework, an advisory system, a pre practicum experience, a practicum experience, an internship experience, and the creation of an Exit Portfolio.

Cambridge College is accredited by the New England Association of Schools and Colleges (NEASC). The college and all of its degree programs are recognized by the Massachusetts Board of Higher Education.

DEFINITIONS USED IN THIS BOOKLET

Visiting Site Supervisor—The person who comes to a site for a visit three times during a student’s internship experience

Supervising Practitioner—The person who provides daily, on-site supervision at the school site. This person is a licensed guidance counselor who has a minimum of three years experience and serves as an intern’s supervisor for fieldwork experience.

Initial License—This is the license students will be earning upon completion of all academic requirements of the program at Cambridge College, and upon attaining a passing score of the state exam for teacher licensure.

Professional License—This is the final license students will need to earn as a guidance counselor in Massachusetts. Students are eligible to apply for this license only after working in the role of a guidance counselor for three years. In Massachusetts, the professional license must be obtained within five years after a student has obtained an initial license. For other states consult with the State Department of Education regulations.

DESE—Department of Elementary and Secondary Education

Exit Portfolio- This is a folio developed by students throughout the course of study in preparation for the Initial License of School Guidance Counselor. It is required for graduation and is a compilation of work completed during your program.

Advisor—This person will be a student's Professional Seminar Instructor and advisor for the first three semesters. In order to become familiar with you as a person, as a student, and as a prospective intern, you will have the same Professional Seminar Instructor for three consecutive terms. In the final terms of your program your advisor will be your internship instructor.

Program Chairperson—This person is responsible for the delivery of the program from beginning to end.

Program Design

The School Guidance Counseling program is a 48 credit program. The courses and credits are presented below.

NOTE: The program will be available in three formats: Face to Face (FTF); Online (O); and Hybrid (H)

With a few exceptions, each class can have an Online Section and a Face to Face section. It is up to students to make the choice as to which section to take.

Each class can have a Hybrid section and a Face to Face section. It is up to students to make the choice as to which section to take.

Face to Face classes meet on a weekly basis for 14 weeks or the equivalent.

Hybrid classes meet FTF at the beginning of term, at mid term, and at the end of the term. The rest of the class is online.

Online classes meet solely online from beginning to end.

For classes online, Cambridge College uses the Moodle platform. All students will be trained and supported before and during the class.

Required Courses for M.Ed. School Guidance Counseling Students by Term

Term 1

In conjunction with coursework students must take the state test. Failure to pass the state test will mean students cannot enter into an Internship

CSG691 Professional Seminar: School Guidance and Graduate Research I (H)	2 cr.
CCP616 Counseling in the Schools (H) and (FTF) sections	3 cr.
CCP540 Personality and Counseling Theory (O) and (FTF) sections	3 cr.
CSG695 Counseling and Consulting Techniques Laboratory (FTF) only	3 cr.

Term 2

In conjunction with coursework students must take the state test. Failure to pass the state test will mean students cannot enter into an Internship

CSG692 Professional Seminar: School Guidance and Graduate Research II (H)	2 cr.
CSG630 Human Development Across the Lifespan (O) and (FTF) sections	3 cr.
CSG650 Group Dynamics (FTF) only	3 cr.
CCP715 Multicultural Counseling: Children and Adolescents in Context (O) and (FTF) sections	3 cr.

NOTE: Practicum Prerequisites: 1. Successful completion of Pre Practicum and CSG695 Counseling and Consulting Techniques Laboratory

Term 3

In conjunction with coursework students must take the state test. Failure to pass the state test will mean students cannot enter into an Internship

CSG693 Professional Seminar: School Guidance and Graduate Research III (H)	2 cr.
CCP622 Ethics and Issues in School and Mental Health Counseling (O) and (FTF) section	3 cr.
CCP624 Assessment/Appraisal Process: Intelligence and Achievement Testing (beginning Spring 2015 H section)	3 cr.
CSG789 Practicum Fieldwork and Seminar (FTF) only	3 cr.

Term 4

CCP613 Counseling College Bound Students (students planning for work in high school) or CCP614 Child and Adolescent Psychopathology (students planning to work in middle or elementary schools (H) either class 3 cr.

CCP 670 Career Counseling (FTF) only 3 cr.

Internship Fieldwork and Seminar prerequisites:

- 1. Completion of at least 27 credits coursework.**
- 2. In good academic standing.**
- 3. Completion of Professional Seminars.**
- 4. Successful completion of Practicum.**
- 5. Received a passing score on required state test (Massachusetts MTEL)**

NOTE: Students must sign up for a fieldwork section and the corresponding internship seminar section each term.

One Semester Internship option for Term 4

One term full time at 600 hours total, the internship is guided and evaluated by a licensed guidance counselor at the school internship site (Supervising Practitioner), and by a licensed Cambridge College Visiting Site Supervisor. Internship locations are subject to state regulations and must be approved by the Program Chair. Students are responsible for discussing options with the Program Chair.

NOTE: All internship seminar work is only in a Face to Face format

For PreK-8

CSG790 A Guidance Internship Fieldwork, and	3 cr.
CSG791 A School Guidance Internship Seminar (5-12)	3 cr.

NOTE: Students must register for a fieldwork section and the corresponding internship seminar section with the same instructor for both terms.

For 5-12

CSG790 B Guidance Internship Fieldwork, and 3 cr.
CSG791 B School Guidance Internship Seminar 3 cr.

Two Semester Internship for Term 4

Two terms, part time at 300 hours for two semesters for a total of 600 hours, the internship is guided and evaluated by a licensed guidance counselor at the school internship site, and by a licensed Cambridge College Visiting Site Supervisor. Internship locations are subject to state regulations and must be approved by the Program Chair. Students are responsible for discussing options with the Program Chair.

For PreK-8

CSG790 C Guidance Internship Fieldwork, and 1.5 cr.
CSG791 C School Guidance Internship Seminar 1.5 cr.

NOTE: Students must register for a fieldwork section and the corresponding internship seminar section with the same instructor for both terms.

For 5-12

CSG790 E Guidance Internship Fieldwork, and 1.5 cr.
CSG791 E School Guidance Internship Seminar 1.5 cr.

Term 5

Elective....(any course offered from the SOPC or Special Education sections of the Catalog) 3 cr.

Internship Fieldwork and Seminar prerequisites: 1. Completion of nearly all coursework. 2. In good academic standing. 3. Completion of Professional Seminars. 4. Successful completion of Practicum. 5. Received a passing score on required state test (Massachusetts MTEL)

One Semester Internship option for Term 5

One term full time at 600 hours total. Guided and evaluated by a licensed guidance counselor at the school internship site), and by a licensed Cambridge College Visiting Site Supervisor. Internship locations are subject to state regulations and must be approved by the Program Chair. Students are responsible for discussing options with the Program Chair.

NOTE: Students must sign up for a fieldwork section and the corresponding internship seminar section each term.

For PreK-8

CSG790 A Guidance Internship Fieldwork, and	3 cr.
CSG791 A School Guidance Internship Seminar	3 cr.

NOTE: Students must register for a fieldwork section and the corresponding internship seminar section with the same instructor for both terms.

For 5-12

CSG790 B Guidance Internship Fieldwork, and	3 cr.
CSG791 B School Guidance Internship Seminar	3 cr.

Two Semester Internship option for Term 5

Two terms part time at 300 hours for two semesters: total of 600 hours. Guided and evaluated by a licensed guidance counselor at the school internship site, and by a licensed Cambridge College Visiting Site Supervisor. Internship locations are subject to state regulations and must be approved by the Program Chair. Students are responsible for discussing options with the Program Chair.

For PreK-8

CSG790 D Guidance Internship Fieldwork, and	1.5 cr.
CSG791 D School Guidance Internship Seminar	1.5 cr.

NOTE: Students must register for a fieldwork section and the corresponding internship seminar section with the same instructor for both terms.

For 5-12

CSG790 F Guidance Internship Fieldwork, and	1.5 cr.
CSG791 F School Guidance Internship Seminar	1.5 cr.

COURSE DESCRIPTIONS

CCP540 Personality and Counseling Theory - 3 credits

Pre-Practicum: 15 hours of directed field-based training required for DESE licensure

This course explores personality theory and counseling theory, identifying strengths and weaknesses in each theory. Cultural elements are stressed as well. The theories are approached from an eclectic standpoint, exploring established counseling theories in depth, criticized from a variety of perspectives, and placed in a context which recognizes their strengths and limits. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling setting. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population.

CCP614 Child and Adolescent Psychopathology - 3 credits

This course deals with the nature of neurotic and abnormal behavior and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to DSM IV. Case studies provide experience in classifying, diagnosing and categorizing various mental and emotional disorders common to children and adolescents. Discussions focus on psychopharmacology, prevalent psychotherapies, theories of normal and abnormal behavior, and current research findings that can assist the school counselor with consultation and developing a plan of action.

CCP616 Counseling in the Schools - 3 credits

Pre-Practicum: 15 hours of directed field-based training required for DESE licensure

This course explores the world of the school counselor and other counselors whose practice brings them in contact with the schools. Topics include professional roles with respect to philosophy, practice and principles of school guidance counseling, personal counseling, group work, assessment, state approved curriculum frameworks, Massachusetts Comprehensive Assessment System and other state competency tests, classroom guidance, and a variety of developmental/preventive programs. This course also discusses school laws and regulations with respect to national (ASCA) and state standards (MASCA). The course is presented in the manner which reflects individual and group counseling, consultative and ecological systems perspectives. There is a strong emphasis on developing skills which allow professionals to help children through intervening with important figures and organizations in their lives. Students are introduced to college and career counseling and pertinent post secondary resources to aid students in making decisions about future study or work. A major part of the course deals with consultation to teachers, parents and administrators. Another focus explores liaison with important individuals from the non-school community, and the roles of peer group in children's and adolescents' lives. There is also a study of the uses of technology as applied to the role of the school guidance counselor.

CCP622 Ethics and Issues for School Counselors and Mental Health Practitioners 3 credits

This course explores several models of school counseling and their relationship to relevant ethics, laws, standards and professional associations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources.

CCP624 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

Students learn about the administration, scoring and interpretation of the *Wechsler Scales* with emphasis on the WISCIII, WPPSI, and the WAIS. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. Use of alternative, non-language-based tests to assess intelligence, such as the TONI (Test of Non-Verbal Intelligence) is also discussed. Achievement testing and use of the WAIT (*Wechsler Individual Achievement Test*) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (*Massachusetts Comprehensive Assessment System*) or other state competency tests and discusses factors related to school achievement and state-approved curriculum frameworks.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding the special education process, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/Special Education time lines is conveyed. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing such as the *Detroit Tests* and the WRAML (*Wide Range Assessment of Memory & Learning*).

CCP630 Human Development Across the Lifespan – 3 credits

This course will address all aspects of Human Development from Conception through Childhood, Adolescence, Early Adulthood, Mid-life and Aging. Psychological, Biological, Familial, Environmental and Cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied.

CCP650 Group Dynamics/Group Counseling and Human Systems - 3 credits

Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. (No one will be admitted to the course in the event of failure to attend the first session.)

CCP670 Career Counseling - 3 credits

This course provides an experiential approach to analyzing the stages responsible for successful career development. The course enables students to identify, assess, and act upon data pertinent to career fulfillment and success in group counseling settings. Topics examined include job values and interests, experiences and skills, specification of career

targets, research and analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of appropriate career resource materials. Course experiences include worksheets, sub grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), plus discussion of computer resources which enhance the career guidance process. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. The course stresses a practical approach to career development; underlying career development theory is discussed.

CCP715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits

Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspectives, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child, exceptionality, family approaches, evaluation, consultation, play/activity techniques, group work, counseling in the schools. Also: assessment; diagnosis; gathering and communicating information; relevant laws and regulations; ethics, ethnic, linguistic, racial, gender and religious diversity; interviewing, dealing with research; resources and referrals; hazards and problems of normal development; communicating with children and adolescents of different ages.

CSG691 Professional Seminar: School Guidance and Graduate Research I - 2 credits

This seminar focuses on the development of research skills, and on students' current abilities, interests and goals. Students collaborate in a cohort group with one another, sharing interests, completed work and critical comments. Students use the group as a learning resource, as each member develops an independent research project (IRP) with an emphasis on school guidance from proposal to completion. Students' perspectives are broadened as they relate information from their research to their life experience and perspectives of other group members. The group also functions as a resource and support group, with open agenda time for discussion of members' current struggles in project development, academic courses, management of work and family issues, and the like. The implications of technology on school guidance counseling program development are also discussed. A final proposal is required that describes the complete IRP project in outline form.

CSG692 Professional Seminar: School Guidance and Graduate Research II - 2 credits

The second term of the Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP). These tools, along with a student's ideas, knowledge and skills, come together to form an IRP. Students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. A complete first draft of the IRP is required.

CSG693 Professional Seminar: School Guidance and Graduate Research III - 2 credits

The final term of the Professional Seminar continues the emphasis on completion of the IRP. The group also examines guidance career options, credentialing issues, and the

options of specialization and further graduate study. Discussions include reflections on group members' learning over the year of participation, including group dynamics, member observations, and a formal assessment of student learning. The completed IRP is due at the end of the course.

CSG695 Counseling and Consulting Techniques Laboratory – 3 credits

Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure

This course deals with teaching counseling and consulting skills to graduate students interested in school counseling. Presentations focus on interviewing, building involvement, goal setting, and termination. Beside facilitating the development of self awareness, the course will also focus on selection of appropriate counseling interventions, exploration of behavioral, cognitive, affective, solution focused, and family systems theories with application to case studies. In addition several models of consulting will be explored in working with parents, guardians, families and the community at large.

CSG789 School Guidance Practicum –3 credits

Prerequisites: Pre Practicum, CSG695 and near completion of IRP

Includes 100 clock hours of school fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance, co-leading a workshop or training seminar. The remaining 60 hours are considered Indirect Service and can include observation and other on-site activities assigned by a counseling supervisor. Seminar will include role taking, modeling, demonstration of basic counseling techniques, evaluation of audio and video tapes or presentations of case studies. One contact hour of weekly supervision is required.

CSG790, CSG791 School Guidance Counseling Internship – 6 credits

Onsite training supervised by a state-approved licensed/certified school guidance counselor is required; currently, 600 hours minimum, 240 of which must be in direct service with students.

This course is for guidance counselor interns engaged in the role of a school counselor. Interns engage in work with children and adolescents in schools; supervision; individual and group counseling; the use of technology in the counseling process; application of counseling principles to career, personal, and, academic development of students. They also engage in consultation with parents, staff, and administration; community resources; developmental classroom guidance; and the special education referral process. Interns learn methods of planning, implementation, and evaluation of guidance programs. They complete case presentations, case scripts, process notes, and take an active part in the didactic and demonstration parts of the internship seminar. Readings, reaction papers, the development of school interventions, and active discussion are required. The Commonwealth of Massachusetts and Cambridge College specifies that an internship such as this, supervised by licensed guidance counselors, must be completed by individuals seeking guidance counseling licensure.

NOTE: Professional Seminar

Guidance students are required to take CSG691, CSG692, and CSG693 Professional Seminar: School Guidance and Graduate Research consecutively. This course serves two purposes: 1) as a place to seek advisement about the school guidance program, coursework, pre-practicum, practicum, internship. Your Professional Seminar Instructor

will serve as your faculty advisor throughout your program. He or she will explain about keeping advising notes. Your advisor will explain about prerequisites to internship, about obtaining a practicum and internship placements. 2) Your Professional Seminar instructor will also provide instruction for creating your Independent Research Project. He or she will teach how to choose a topic for research in school guidance counseling, the fundamentals of research, research design, statistical analysis, and present guidelines for completing the Independent Research Project over a three semester period. All questions about your program should be addressed to your Professional Seminar Instructor.

The grade for your Independent Research Project will be reflected in the final grade for Professional Seminar 3.

ADVISORY SYSTEM

In order to insure that all students receive the same information pertaining to their program, the school has instituted an advisory system for all licensure programs. It works like this. Once you enroll in your first Professional Seminar, (CSG691), the Professional Seminar leader becomes your faculty advisor for your entire program. This person will advise you with respect to course selections, program planning, research and writing, state tests for licensure, and the host of other situations that arise during your term of study. In the event that your faculty advisor needs assistance with a concern, the Program Chair will assist.

All advisements that take place between you and your advisor need to be documented on an Advisory Record Form.

Advisory Record Forms will be completed by all students for the entire semester, each time an advisory contact is made.

Advisory notes can come from brief meetings with:

- a professor
- a Professional Seminar Instructor,
- emails from a professor
- a record of a telephone conversation

Once completed, advisory forms are to be copied and put in a plastic insert. This becomes a part of the School Guidance Exit Portfolio which is a requirement for graduation.

See the Advisory Record Form is on page 17.

School Guidance Counseling Program Advising Record

Student _____

Complete the advising form below throughout your program. Advising content should be in “bullet” format... e.g *1. discussed graduation requirements*
2. discussed MTEL and dates *3. discussed my plan for graduation etc. etc.*

Semester 1	Advisor Initials	Meeting Date	Advising content
Semester 2	Advisor Initials	Meeting Date	Advising content
Semester 3	Advisor Initials	Meeting Date	Advising content
Semester 4	Advisor Initials	Meeting Date	Advising content
Semester 5	Advisor Initials	Meeting Date	Advising content

Attach all email advisories to this record form.

LIABILITY INSURANCE

From the onset of your program, all student interns must obtain personal liability insurance when working as a school counselor intern. This insurance must be purchased prior to the 100 hour Practicum to work with students.

The insurance can be purchased at reasonable rates through the American School Counselor Association (ASCA).

All students involved in a practicum/internship placement are required to provide proof of liability insurance. This needs to be presented to your Practicum and Internship instructor by the second day of class. Students with no liability insurance will be asked to leave their placement immediately.

Practicum/Internship Faculty will check with students to see if they have obtained insurance

See the Practicum and Internship Verification forms further in this publication.

FIELDWORK : Pre Practicum (75 hours observation)

The purpose of the Pre Practicum is to give students the opportunity to see first hand what the role of a guidance counselor entails. During the Pre Practicum students shadow/observe a licensed guidance counselor during school hours. Students are expected to become familiar with the competencies of a guidance counselor during this experience. The Pre Practicum is a requirement for licensure.

Length of Pre Practicum

The Pre Practicum must be at least 75 hours.

Sites of Pre Practicum

Students may conduct their Pre Practicum in a school where a licensed guidance counselor works. The Pre Practicum experience can be at an elementary, middle, or high school. It can be divided among the levels or can be conducted at one level, but must total at least 75 hours in length.

Obtaining a Pre Practicum Site

Students are responsible for finding their own school(s) for conducting a Pre Practicum experience. Generally students will network, call a school and ask to speak to a school guidance counselor, or make an appointment with a school administrator or counselor to inquire about conducting a Pre Practicum.

Documentation of Pre Practicum Experience

Students must document their Pre Practicum hours on a form entitled “Pre Practicum ” Once completed, this log becomes part of a student’s portfolio. In addition, students are required to write a two page narrative describing the Pre Practicum experience. This narrative becomes part of the documentation and is placed in the Exit Portfolio.

Pre Practicum Log

The “Pre Practicum Log” is on the next page. Please complete this form as instructed. Note the form has 4 columns: DATE, ACTIVITY, HOURS, INITIALS. Under DATE record the date you made your observations. Then in the next column under ACTIVITY record what you did, what you observed etc. Then under HOURS record the number of hours you spent at this activity. Under INITIALS your Supervising Practitioner (Supervisor at the Site) must initial. The Pre-Practicum Log is on page 20.

FIELDWORK : Practicum (100 hours)

Practicum is forerunner to Internship. It is designed to help interns initially experience the role of school guidance counselor. During this experience students are expected to assume the role of the counselor under direct supervision of a licensed school guidance counselor. Interns are expected to engage students in individual counseling, group counseling, and take on any assigned duties asked by the Supervising Practitioner..

Before a student can enter a Practicum, the Pre Practicum and Pre Practicum Log must be completed.

Practicum Fieldwork will involve a) 100 clock hours of supervised fieldwork in a school setting, b) an average of one hour per week of supervision with a licensed guidance counselor and 3) attendance at a seminar. Practicum Fieldwork will be part-time and last for one semester (14 weeks). The accompanying Practicum Seminar will run concurrent with Practicum Fieldwork and will consist of an average of 3 hours per week of group supervision by a licensed instructor.

Fieldwork will include 40 hours of direct service including individual, group, classroom developmental guidance, consultation, contribution at meetings and other direct service assignments. The remaining 60 hours are considered as indirect service and will include observation, testing activities, recordkeeping, organizing data, and other on-site activities assigned by a supervising practitioner.

Practicum Forms

There are four forms connected to Practicum that must be completed, copied, and verified by the Practicum Seminar Instructor, and entered into the Exit Portfolio. These forms are: 1) Request for Practicum Placement Approval, 2) Practicum Verification Form, 3) Practicum Evaluation 4) Record of Practicum Hours. A copy of all forms is to be entered into a student's Exit Portfolio.

Form P1: Request for Practicum Placement Approval

Before Practicum begins, students must complete the "Request for Practicum Placement Approval" form on the next page. The top of the form must be completed accurately with all data. In the bottom of the form, students must record all courses taken prior to Practicum, and signed by a student's Practicum Seminar Instructor. This form becomes part of a student's Exit Portfolio. Form P1 is on page 23.

Form P2: Practicum Verification Form

Also in conjunction with Practicum, students and Supervising Practitioner are to complete the "Practicum Verification Form." This form is a type of contract that explains what is expected of the intern in a Practicum situation. Once completed, the

form is to be copied and submitted to the Practicum Seminar Instructor. This form can be found on page 24.

Form P3: Practicum Evaluation Form

At the end of Practicum, students are to provide their Supervising Practitioner with the Practicum Evaluation Form on pages. This evaluation also becomes part of a student's Exit Portfolio. Form can be found on pages 25,26.

Form P4: Record of Practicum Hours

Students are required to keep a record of Practicum Hours. Below is an explanation of columns as they apply to Practicum. This form can be found on page 27.



**Request for Practicum Placement Approval (P1)
Program in School Guidance Counseling**

Student name _____ E-mail _____

Address _____ City & State _____

Home telephone _____ Work telephone _____

Date form submitted _____ Expected graduation (e.g., Spring 2015) _____

Certificate or license desired: School Guidance Counselor

Practicum Site Information

School _____

Address _____ City & State _____

Supervising Practitioner name _____ Position _____

Supervising Practitioner license level and # _____ Desired practicum start date _____

Signature of Supervising Practitioner signifying agreement to participate

_____ Date _____

Supervising Practitioner Signature

Practicum Preparation Information

List courses taken so far with completion date (i.e., Summer 14 ,Fall 14). Do not include Professional Seminar or research courses.

This form becomes part of a student’s Exit Portfolio.

Liability insurance purchased through _____ Date of purchase _____

Practicum approved / denied Practicum Seminar Instructor _____

Explanation of denial _____



Cambridge College
100 hours (P2)

PRACTICUM VERIFICATION FORM
SCHOOL GUIDANCE COUNSELING

Student Name _____ Phone/home _____
Address _____ Work/phone _____
ID # _____
Cambridge College Practicum Seminar Instructor _____ Phone _____

This is to verify that _____ is an active School Guidance
Counseling intern at _____
School Placement Name Address Zip Phone

under the direct onsite supervision of _____
Supervisor Guidance Certification/Lic. #
Description of Placement _____

Expected dates of placement are from: _____

Liability Insurance obtained on _____, through _____
(name of company or organization)

CAMBRIDGE COLLEGE SCHOOL GUIDANCE PRACTICUM INTERNS ARE REQUIRED TO:

1. Work with at least one certified/licensed guidance counselor in a guidance department structure
2. Provide a minimum of 40 hours of direct service to students during the 100 hour field experience
3. Provide 60 hours of role related service e.g. observation, scheduling, test administration, co-leading workshops, recording keeping etc.
4. Participate in an average of 1 hour of weekly individual supervision provided by an onsite certified/licensed guidance counselor
5. Attend staff meetings and professional development activities as appropriate
6. Maintain school records as per school standards
7. Comply with all school standards and regulations
8. Carry their own professional liability insurance
9. Work in the role of a guidance counselor with students who are in mainstream and special needs programs
10. Practicum Seminar students are required to video or audiotape several sessions, with informed consent and security, or develop and present several case studies for training purposes.

A Supervising Practitioner is expected to possess a master's degree or higher in School Guidance Counseling and have a minimum of at least 3 complete years of professional school guidance experience and be licensed at the level sought by the intern. Supervisor must be present at the practicum field site.

_____ **The criteria above are understood (Supervising Practitioner signature)**

All students involved in a practicum/internship placement are required to provide proof of liability insurance. This needs to be presented to your instructor by the second day of class. This form is NOT considered complete until you have provided a copy of your liability insurance to your instructor and your instructor has signed in the designated area. Students with no liability insurance will be asked to leave their placement and the class. Faculty MUST turn proof of insurance in to the Administrative Manager of the Site.

Student has provided a copy of their liability insurance Student has NOT provided a copy their liability insurance

_____ **Practicum Faculty Instructor** _____ **Date**



School Guidance Counseling Program (P3)
Practicum Evaluation Form **100 Hour Field Experience**
 Semester _____ Year _____

Intern _____

Practicum Seminar Instructor _____

Practicum Site _____

Site Address _____

Supervising Practitioner Name _____ Site Tel.#: _____

The following areas are meant to be a general assessment of the student's use of his or her practicum fieldwork experience. Please comment as indicated. We encourage you to reflect on the student's overall performance. **Please use a separate sheet if necessary.** Thank you for your cooperation.

0 = Not applicable or unclear 1 = Needs Improvement 2 = Adequate 3 = Above Average 4 = Superior

I. Use of Supervision

- | | |
|--|-----------|
| 1. Seeks feedback | 0 1 2 3 4 |
| 2. Receptive to feedback | 0 1 2 3 4 |
| 3. Discusses cases fully, including problem areas | 0 1 2 3 4 |
| 4. Willingness to separate personal from professional issues | 0 1 2 3 4 |
| 5. Acts on recommendations from supervisor | 0 1 2 3 4 |

II. Counseling Relationships

- | | |
|--|-----------|
| 6. Forms counseling alliance with students | 0 1 2 3 4 |
| 7. Recognizes and responds to student needs | 0 1 2 3 4 |
| 8. Recognizes and responds to student pace | 0 1 2 3 4 |
| 9. Separates personal issues from student issues | 0 1 2 3 4 |
| 10. Maintains counseling relationship of appropriate duration to the setting | 0 1 2 3 4 |

III. Technical Skills

- | | |
|---|-----------|
| 11. Behaves in professional manner | 0 1 2 3 4 |
| 12. Gets along with other staff | 0 1 2 3 4 |
| 13. Completes supervisor requested assignments in a timely manner | 0 1 2 3 4 |
| 14. Completes hours required | 0 1 2 3 4 |
| 15. Participates in staff meetings/development when appropriate | 0 1 2 3 4 |
| 16. Understands developmental guidance and implementation of programs | 0 1 2 3 4 |
| 17. Is on time for school and is prompt for appointments | 0 1 2 3 4 |
| 18. Appropriately applies theories of counseling to his/her work | 0 1 2 3 4 |
| 19. Recognizes need for adjunct services & makes appropriate & timely referrals | 0 1 2 3 4 |
| 20. Knowledge and practice of ethical standards | 0 1 2 3 4 |

Total Score _____

Legend: 70-80 Superior; 60-70 Very Good; 50-60 Adequate

Below 50 Improvement needed

IV. Areas of Strength

V. Areas Warranting Further Development

VI. Comments/Recommendations: (Please use separate sheet if necessary.)

VII. Areas in Which Student and Supervisor Disagree on This Assessment

Total number of hours spent on site at Practicum this semester _____
Individual student Contact _____ Hours of Individual Supervision _____

As a supervisor or this Intern, I recommend

___ without reservation;

___ with reservation;

___ do not recommend

...this student to continue with fieldwork into the 600 hour internship.

Intern's Signature/Date

Supervisor's Signature/Date

Are Additional Sheets Attached? Yes No

FIELDWORK: INTERNSHIP (600 HOURS)

Introduction

The 600 clock hour Internship will include 240 clock hours of direct service. Interns will engage in individual, group, classroom developmental guidance or co-leading a workshop or training seminar, with one hour per week of supervision throughout the Internship. Group supervision in the form of seminars on a regular basis will also be required. In addition to direct service, interns will become familiar with a variety of professional indirect services such as record keeping, supervision, information and referral, in-service and staff meetings, consultation with outreach programs and services, and contact/meetings with social service agencies.

Interns will complete case studies for discussion and supervision purposes, and will engage in administration and interpretation of assessment instruments, become familiar with the latest research literature, technologies, and print and non print media regarding the school counseling profession, the American School Counseling Association (ASCA) and the model of development guidance.

Internship evaluations will take place 1) during group supervision seminars, 2) by the supervising practitioner, and 3) by the Cambridge College Visiting Site Supervisor.

Generally fieldwork will last for two 14 week semesters. During this period students will attend an internship seminar that runs concurrently with fieldwork. This seminar will take a group supervision (average of 1.5 hours per week) format where individual case studies are presented and discussed, or audio or video tapes are presented and discussed to enhance student learning of the school guidance counseling process. Other topics presented will be at the discretion of the Instructor.

On the following page is an outline of internship fieldwork activities that are part of the role of being a school guidance counselor.

Outline of Fieldwork Practicum/Internship Activities

The Cambridge College Practicum experience consists of 100 clock hours fieldwork. The Cambridge College Internship experience consists of 600 clock hours fieldwork. During the fieldwork experience students will assume the role of school counselor under the supervision of a licensed school guidance counselor. Below is an outline of activities performed by a school guidance counselor

The fieldwork consists of the following:

Practicum: 100 clock hours; 40 hours of direct service; 60 hours of indirect service

Internship: 600 clock hours; 240 hours of direct service; 360 hours of indirect service

Direct service hours may include:

- Individual counseling
- Group counseling
- Developmental classroom guidance
- Staff consultation
- Parent consultation
- Administrative consultation
- Co leading a workshop for staff development
- Liaison with outside agencies
- Career counseling
- Academic counseling

Indirect service may include:

- Record keeping
- Information and referral
- Attendance at in-service staff meetings
- Consultation with outreach programs and services
- Contact/meetings with social service agencies
- Administration and interpretation of assessment tools to students and parents
- Use of Technology for scheduling students and other activities
- Other duties assigned by a supervising practitioner

Students will be evaluated accordingly:

- During Practicum and Internship group supervision seminars
- Internship: twice by the supervising practitioner
- Internship: three times by a Cambridge College Visiting Site Supervisor

Students and supervising practitioner will meet in supervision for a total of one hour weekly.

All students are required to carry Liability Insurance for fieldwork. This may be procured through American School Counseling Association (ASCA), or the state school counseling organization.

Required Internship Forms

There are six forms associated with internship that must be completed, copied, and entered into a student's Exit Portfolio. These forms are: 1) Request for Internship Placement Approval, 2) Internship Verification Form, 3) Demonstration of Meeting Professional Standards, 4) Internship Performance Evaluation, 5) Record of Internship Hours, and 6) Weekly Narrative Internship Log. Timelines for completion of each form will be established by the Internship Seminar Instructor. A copy of all forms are to be entered into a student's Exit Portfolio.

Form (I 1): Request for Internship Placement Approval

Before Internship begins, students must complete the "Request for Internship Placement Approval." The top of the form must be completed accurately with all data. In the bottom of the form, students must record all courses taken prior to Internship, signed by the student and Internship Seminar Instructor. A copy of this form is to be placed in the Exit Portfolio. This form is on page 32.

Form (I 2): Internship Verification Form

Also in conjunction with Internship, students and Supervising Practitioner are to complete the "Internship Verification Form." This form is a type of contract that explains what is expected of the intern in an Internship situation. Once completed, the form is to be copied and entered into the student's Exit Portfolio. This form can be found on page 33 .

Form (I 3): Demonstration of Meeting Professional Standards

Each graduate student in School Guidance Counseling is expected to meet the program's professional standards for school guidance counseling. For each standard, interns will provide 1) an indication of coursework taken in the program that assists in meeting a standard and 2) internship activities that reflect both coursework and the standard. This form can be found on pages 34-38.

Form (I 4): Internship Performance Evaluation

During the course of internship fieldwork experience, a student will formally be evaluated twice by the Supervising Practitioner. The first evaluation will be conducted at the midpoint of a student's fieldwork experience. It is the student's responsibility to provide the evaluation form to the Supervising Practitioner. Once the form is completed by the Supervising Practitioner, it will be placed in a student's Exit Portfolio. (pp. 39,40)

A separate evaluation of student Internship performance will be conducted by a Cambridge College Visiting Site Supervisor. This person will visit a student's internship site a minimum of three times during a field experience. The first time is primarily to conference with the Supervising Practitioner and the student intern. The second time is to observe the intern performing in the role of guidance counselor (i.e. individual

counseling, group counseling, developmental guidance, consultation, etc.) The third visit will be a continuation of observation of the intern performing a guidance activity. This evaluation will become part of a student's Exit Portfolio. The student and both supervisors will conference, as needed, at each visit.

Form (I 5): Weekly Narrative Internship Fieldwork Log

As part of internship fieldwork students are required to create a "Weekly Narrative Internship Log." This log should contain a brief description of activities for the week. Entries should only consist of "bullet form" descriptions of any activity performed in the role of school counselor intern. This form should be copied and used throughout the 600 hour internship. The form can be found on page 43.

Internship Placement Approval (I 1)
Program in School Guidance Counseling

Student name _____ E-mail _____
Address _____ City & State _____
Home telephone _____ Work telephone _____
Date form submitted _____ Expected graduation (e.g., Summer 2016) _____
Initial license: School Guidance Counselor, PreK-8; 5-12 (circle one)

Internship Site Information

School _____
Address _____ City & State _____
Supervising Practitioner name _____ Position _____
Supervising Practitioner license level and # _____ Desired internship start date _____

Signature of Supervising Practitioner signifying agreement to participate Date

Internship Preparation Information

List courses taken so far with completion date (i.e., Summer 2015, Fall 2015). Do not include Professional Seminar.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- **Liability insurance purchased through** _____ **Date of purchase** _____

To be initialed below by the Internship Seminar Instructor

Internship approved _____ Internship denied _____
Explanation of denial _____
Visiting Site Supervisor assigned _____ Date _____

**Demonstration of Meeting School Guidance Counseling
Professional Standards (I 3)**

The form is provided for you to recording activities that show how you have put professional standards into practice during your internship experience.

Briefly describe the activity and, when appropriate, include both a short reflection on what you learned from the activity and ideas for how you might modify your behaviors if you were to do the activity again.

Familiarity with the guidance curriculum and in the advising responsibilities of the guidance counselor

Coursework that discussed this standard

Internship activity that addressed this standard

Understanding and interpretation of the state assessment system (MCAS in Massachusetts) and other test results to students, teachers, and parents.

Coursework that discussed this standard

Internship activity that addressed this standard

Psychology of Learning

Coursework that discussed this standard

Internship activity that addressed this standard

Understanding of the diagnosis and treatment of learning and behavior disorders

Coursework that discussed this standard

Internship activity that addressed this standard

Theories of normal and abnormal intellectual, social, and emotional development with respect to human growth and development

Coursework that discussed this standard

Internship activity that addressed this standard

Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in Pre-K-12 students

Coursework that discussed this standard

Internship activity that addressed this standard

Philosophy, principles and practices in school guidance counseling
Coursework that discussed this standard

Internship activity that addressed this standard

Federal, state, municipal, and school laws and regulations
Coursework that discussed this standard

Internship activity that addressed this standard

Career Counseling
Coursework that discussed this standard

Internship activity that addressed this standard

Knowledge of resources within the school system or the community for referral
Coursework that discussed this standard

Internship activity that addressed this standard

Knowledge of statistics, research design, and research in guidance counseling
Coursework that discussed this standard

Internship activity that addressed this standard

Group counseling and group leadership
Coursework that discussed this standard

Internship activity that addressed this standard

Development of skills for consultation with parents, teachers and administrators

Coursework that discussed this standard

Internship activity that addressed this standard

Post high school counseling and use of college and other post-secondary resource materials (grades 5-12)

Coursework that discussed this standard

Internship activity that addressed this standard



**School Guidance Counseling Program
Student Performance Evaluation (I 4 # 1)**

First half of Internship Fieldwork Experience (300 hours)
Semester _____ Year _____

Intern

Internship Seminar Instructor

Internship Site

Site Address

Supervising Practitioner Name _____ Site Tel.#: _____

Dear Supervisor, please assess this intern's work according to the terms below.

Areas of Strength:

Areas Warranting Further Development:

Comments/Recommendations for improvement:

Areas in Which Student and Supervisor Disagree on this Assessment

- **Total number of hours spent on site at internship this semester** _____

- **Hours of Individual Supervision _____**

As a supervisor of this Intern, I recommend

___ without reservation;

___ with reservation;

___ do not recommend

...this student to continue with fieldwork into the second half (300 hours) of internship fieldwork.

Supervising Practitioner's Signature/Date

Interns Signature /Date

Visiting Site Supervisor's Signature/Date

Additional Comments regarding this Intern.

Copies to: Exit Portfolio



**School Guidance Counseling Program
Student Performance Evaluation (I 4 part 2)**

Second half of Internship Fieldwork Experience (300 hours)

Semester _____ Year _____

Intern _____

Internship Seminar Instructor _____

Internship Site _____

Site Address _____

Supervising Practitioner Name _____ Site Tel.#: _____

Dear Supervisor, please assess this intern's work according to the terms below.

Areas of Strength:

Areas Warranting Further Development:

Comments/Recommendations for improvement:

Areas in Which Student and Supervisor Disagree on This Assessment

- **Total number of hours spent on site at internship this semester** _____
- **Hours of Individual Supervision** _____

Supervising Practitioner's Signature/Date

Interns Signature /Date

Visiting Site Supervisor's Signature/Date

Additional Comments regarding this Intern.

Final comments regarding this intern and preparation to work in schools as a School Counselor professional.

Copies to: Exit Portfolio

Weekly NARRATIVE LOG : INTERNSHIP (I 5)

NOTE: This log should be completed at the end of each week until the final day of internship. Once completed insert it into your Exit Portfolio.

Name _____ Date _____

Internship Site _____

Internship Site Phone _____

Supervising Practitioner _____

Number of hours spent at the Internship this week:

Record activities below in bullet form, that you experienced this week in your counseling fieldwork.

Program Delivery

- Individual Planning
- Responsive Services
- Group Guidance Activities
- Program Management
- Accountability Activities

Consultation (include teachers, parents, others)

My Supervision

Non-Guidance Activities

What New Things I Learned

What I Would Do Differently

Other

APPENDICES

Based on the Standards of the Council for Accreditation of Counseling and Related Educational Programs (2009)

Students who are preparing to work as school counselors will demonstrate the Professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the domains below.

Below are the CACREP Standards (2009) and Cambridge College courses that address each standard in part or whole.

Retrieved August 16, 2010 from American Counseling Association: CACREP 2009 Standards for School Counseling

<http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems. (CCP 616, CCP501, CSG789, CSG790-CSG791)
2. Understands ethical and legal considerations specifically related to the practice of school counseling. (CCP622, CSG790-791)
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CCP616, CSG789, CSG790-791)
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CCP501, CSG691, 692, 693)
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CCP501, CSG691, 692, 693)
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (CCP614)
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (CSG790, CSG791, CCP622)

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (CCP622)
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (CSG790-791)

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (CCP540, CSG695)
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (CSG691, 692, 693, CCP 670, CCP630)
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems. (CSG695, CCP670)
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CSG 691,692,693)
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (CCP650, CSG790-791, CSG695)
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (CCP622, CCP616)

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (CCP715, CCP754)
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (CCP790-791, CCP630, CCP670)
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (CCP614, CSG695)
4. Demonstrates the ability to use procedures for assessing and managing suicide risk. (CSG695, CSG790-791)
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (CSG790-791)

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (CCP715, CCP754)
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (CCP616, CSG790-791)
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CCP616, CCP715, CCP754)
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (CCP715, CCP616, CSG691, 692, 693)

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (CCP790-791, CCP715, CCP754, CSG695)
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (CCP616, CSG790-791, CCP670, CCP630)
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CCP616, CCP790-791, CCP715)
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (CCP790-CP791)

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (CCP614, CCP624)
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. (CCP616, CSG790-791, CCP670, CCP630)
3. Identifies various forms of needs assessments for academic, career, and personal/social development. (CCP616, CSG790-791)

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (CCP624)
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (CCP624, CCP616)

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (CCP624)
4. Makes appropriate referrals to school and/or community resources. (CCP624, CCP616)
5. Assesses barriers that impede students' academic, career, and personal/social development. (CCP624, CCP616)

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling. (CSG691, CSG692, CSG693)
2. Knows models of program evaluation for school counseling programs. (CSG691, CSG692, CSG693)
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (CCP616, CSG790-791)
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). (CSG790-791)
5. Understands the outcome research data and best practices identified in the school counseling research literature. (CSG691, CSG692, CSG693)

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling. (CSG691, CSG692, CSG693)
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (CSG691, CSG692, CSG693, CSG790-791)
3. Analyzes and uses data to enhance school counseling programs (CSG691, 692, 693)

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school. (CCP616)
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (CSG790-791, CCP616)
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (CSG790-791)

L. Skills and Practices

1. Conducts programs designed to enhance student academic development. (CSG790-CSG791)
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (CCP613)
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (CCP616)

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (CCP616)
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. (CSG789)
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. (CCP670, CCP616)
4. Understands systems theories, models, and processes of consultation in school system settings. (CSG695, CCP540)
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (CSG695)
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. (CSG695)
7. Knows school and community collaboration models for crisis/disaster preparedness and response. (CCP622, CSG695)

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (CCP616)
2. Locates resources in the community that can be used in the school to improve student achievement and success. (CCP616, CSG790-CSG791)
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (CSG695, CCP670, CCP630)
4. Uses peer helping strategies in the school counseling program. (CSG695)
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (CSG790-791)

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership. (CSG790-CSG791, CSG695)

2. Knows strategies of leadership designed to enhance the learning environment of schools. (CSG691, CSG692, CSG693, CSG695, CSG789)
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (CSG789, CSG790-791, CSG691)
4. Understands the important role of the school counselor as a system change agent. (CSG616)
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CCP616, CSG790-791)

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (CSG 790-791, CCP 616)
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (CCP616, CSG790-791)

**The Council on Professional Conduct:
Guidelines and Procedures**

Including

GUIDELINES FOR STUDENTS' PROFESSIONAL BEHAVIOR

and

GUIDELINES FOR STUDENTS' ACADEMIC RESPONSIBILITIES

The School of Psychology and Counseling at

CAMBRIDGE COLLEGE

Adopted January 1999

Revised October 2006

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The Council on Professional Conduct

Mission Statement

The School of Psychology and Counseling affirms the mission of Cambridge College by providing professional clinical training for adult learners. Due to the impact our graduates will have on clients throughout their careers, the Department considers the training and credentialing of master's level counselors a matter of great sensitivity and importance. Therefore, the Department reviews students' academic and clinical progress as well as ethical and professional behavior within the academic program and field work site.

Should a student demonstrate behaviors that lead an instructor or supervisor to believe that someone's safety or mental health is in jeopardy, attempts will be made to facilitate interventions (within the parameters of ethical guidelines) to ensure that safety is maintained. In the event that the situation is not resolved satisfactorily, whether for the student, the instructor or the supervisor, the Council on Professional Conduct shall intercede.

Duties and Responsibilities of the Council on Professional Conduct

The Council on Professional Conduct has established and made available Guidelines for Professional Conduct to all students, faculty, administrators and supervisors in the School of Psychology and Counseling (see pp. 7-10). These Guidelines are in accordance with those set by the professional organizations represented by the various programs within the Department. The Council on Professional Conduct has subsequently defined and made available the structure and process for monitoring that these Guidelines are followed.

It is the task of this Council on Professional Conduct to confidentially hear and act on concerns from faculty, pro sem leaders, site supervisors, administrators and staff at the College, and students if/when these Guidelines have, in some way, been violated. [NOTE: The Council will keep confidential all aspects of this process. Included within this confidence are: the student, the faculty / staff / supervisor who initiates the Council's involvement, members of the Council, the secretary taking notes, the student's guest or advocate, and the Dean and/or other College officials involved in implementing the recommendations.] The outcome of such a hearing will include recommendations by the Council on Professional Conduct for further action by the parties involved; these recommendations will be supported / reinforced by College officials, as appropriate. [NOTE: The Council recognizes the authority and responsibility of the College officials and Board, as well as the hierarchy of decision and policy-making process in the institution; this includes the decision to veto any recommendations made by this Council. It is presumed, however, that any such recommendations reflect careful consideration by its members as well as the synergetic value of the professionalism and experience of its members. Any resulting recommendations are based, therefore, on a thorough examination of the situation and possible resolutions.]

Findings of the Council on Professional Conduct

The outcome of the hearing by the Council on Professional Conduct will be a written summary of the hearing with specific decisions and recommendations made to the Dean; a format for this summary follows (see p.13). The student and faculty involved will receive a copy of this summary in no more than 2 weeks from the point at which the Council on Professional Conduct has become involved in the situation.

The decisions and recommendations made by the Council on Professional Conduct will reflect the values of Cambridge College as well as the ethical practice standards of the counseling professions represented in the Department. As a result, the Council on Professional Conduct may recommend that a student or College take any of the following steps to resolve a situation:

- be expelled from the program
- be suspended from the program with an opportunity to reapply
- take a Leave of Absence from the program to take corrective action
- be put on academic probation while the situation is being addressed
- change his/her major to a non-clinical program
- adapt his/her program by adding or repeating a particular course or practicum / internship seminar
- increase or change the supervision required
- engage in personal counseling

The Council on Professional Conduct will make specific recommendations to the parties involved and the Dean for approval and action (which will then be conveyed to the appropriate personnel in the College). In the event the Dean does not agree to follow the recommendations of this Council on Professional Conduct, he/she will document this in writing. [Should the College structure change to include a different position / title, the process and documentation will be appropriately changed.]

Council on Professional Conduct Membership

The Council on Professional Conduct shall consist of five (5) faculty members from the School of Psychology and Counseling in order to represent the values, knowledge, responsibilities, and professional orientations and standards in the field of counseling and counselor supervision. [NOTE: An odd number of faculty members (5) will prevent a tie vote as well as allow for possible absences or the excuse of Council members if there is a conflict of interest. In the event that an even number of Council members is present for a particular hearing, the members will, prior to a vote, self-select one person to abstain (thus leaving an odd number again).] [The initial membership includes the faculty who served on the sub-committee working to develop Guidelines for Student Professional Behavior and the Process for Handling Concerns about Students.] Faculty members volunteering to sit on this Council on Professional Conduct and who are available to fulfill the time and task requirements are elected by the rest of the faculty in the School of Psychology and Counseling when a vacancy exists. (Members will sit on this Council on Professional Conduct for 6 (six) consecutive semesters, and members will overlap semesters so that there is no time at which all members of the Council on Professional Conduct are new.)

[NOTE: The option of having a current student sit as a member of this Council was seriously considered and ultimately rejected for the following reasons: 1) a student would be more likely to be in a conflicting / dual role as a member and raise issues of confidentiality for everyone involved --- that a student member would potentially be hearing cases that could involve his/her classmates, friends, an instructor that he/she might have or had for a course, or a shared supervisor; 2) the student is developing his/her knowledge of professional practice and ethical standards in counseling, thus the expertise warranted for making recommendations on this Council is not yet acquired; 3) the selection of a student member raises other complications given the changes in his/her schedule each semester and the process by which a student would be selected.]

The Council will meet on a regular basis; the date and time of meetings will be posted at the beginning of each semester along with the members' names and contact numbers. Initially, the Council will meet twice each month.

During each semester, one member of the Council on Professional Conduct will be designated to maintain and secure the records of the Council on Professional Conduct; this person will also serve as the secretary for the Council, processing requests for hearings and scheduling them. A "back-up" member will also have access to this material in the event the designee is not available at a particular time.

In the event that a member of the Council on Professional Conduct has a conflict of interest in hearing a particular case, he/she will not actively participate in the hearing nor vote on the resolution being proposed.

[Note: In order to facilitate the effective implementation of this Council on Professional Conduct, the original members of the Council on Professional Conduct will have terms that vary from 4 to 6 semesters to allow for continuity.]

Process for Handling Concerns

Rationale Cambridge College strives to maintain a safe environment (for students, faculty and staff) while challenging students to learn about the field of counseling and their role in the field. Each student is held responsible for maintaining control over his/her behavior at all times while in the program (on site, in class, and in the Cambridge College environs). This is especially relevant in the process of classroom activities, assignments, and experiential learning that may involve examining one's own thoughts and feelings. Professional behavior is an evolving process, and students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for soliciting such input.

Should a student demonstrate behaviors that lead the instructor to believe that someone's safety or mental health is in jeopardy, attempts will be made to facilitate interventions (within the parameters of the ethical guidelines) to ensure that safety is maintained. The following Phases are strongly recommended:

Phase 1: a) If / when a faculty member or site supervisor determines that there is a concern about a particular student's professional behavior, he/she will first determine specifically which of the Guidelines for Professional Behavior (see pp. 8-9) are in question.

b) This observation / feedback will be offered to the student informally (e.g., as comments on a paper that is being returned, in a phone call to the student, or in a face-to-face discussion with the student) with particular focus on suggestions for resolving the situation and a time frame in which to do for that semester (based on whether the requirements for the course can be or have been completed). [A student's professional conduct is not, per se, a valid reason for withholding credit; however, conduct may be involved in completing certain requirements.]

c) The faculty member must "log" this interaction, in detail, and should keep this information in his/her possession.

Phase 2: a) If likely to be resolved by denying academic credit for the semester), the faculty member will provide written notice to the student that will include the following information (see format on page 12).

- 1- summary of the situation that raised the issue
- 2- specific mention of the Guideline(s) at issue
- 3- specific actions needed to remediate / resolve the issue
- 4- a time frame for completing these actions

b) The faculty member is urged to present the student with this written notice (and offer the student the opportunity, again, to resolve the situation as described above) prior to notifying the Dean or other relevant people involved with the student.

c) If, however, the student does not resolve the situation satisfactorily, the faculty member should then send a copy of this notice to the student, the Pro Sem leader or Advisor, the Coordinator of the specific program reflected, the Dean, and to the Council on Professional Conduct.

d) If the situation is not resolved after this step has been taken, the faculty member will submit a written request for a hearing by the Council (see Phase 3 below)

Phase 3: The situation is referred to the Council on Professional Conduct for further action when the faculty member submits a written request for a hearing (see p. 13).

NOTE: Certain behaviors may bring the immediate attention of the Council on Professional Conduct as well as possible immediate disenrollment, suspension, or other disciplinary action. Such actions of misconduct may include (but are not limited to):

- sexual misconduct
- violation of confidentiality
- threats or assault of any kind against a client, co-worker, classmate, instructor, supervisor, or supervisee
- claims of qualifications / expertise exceeding those possessed
- providing services beyond actual training / experience
- meeting the counselor's needs at the expense of the client
- engaging in actions construed as sexual harassment
- violation of the individual's rights and personal dignity

The Hearing Process

The Council on Professional Conduct will hear a case once the faculty member has submitted written documentation that describes the situation (see p. 13) A minimum of 3 (three) disinterested members of the Council on Professional Conduct must be present for a hearing and decision process to take place.

Once a situation has been brought to the attention of the Council on Professional Conduct, no more than 2 weeks will lapse before the Council on Professional Conduct hears the case and offers its recommendations for further action to be taken.

Those present at the hearing, itself, will include:

- the Council on Professional Conduct members
- the faculty member(s) (or other College staff) raising the concern / situation
- the student
- the ombudsman
- the student's guest / advocate (at student's discretion)

Written minutes of the hearing will be taken by a secretary and be reviewed / edited by the Council on Professional Conduct.

Once the written documentation already submitted has been reviewed by the Council on Professional Conduct, both the student and the faculty raising the concern will be invited to verbally offer their points of view (length of time to be determined). The Council on Professional Conduct will ask for clarification of any points needed while everyone is present. The Council on Professional Conduct will then meet in executive session to discuss the case. The findings of the hearing will be documented and distributed to the appropriate parties (see p. 14)

Students' Rights

Cambridge College has existing structures and procedures for addressing the concerns and complaints of students; these are described in the Policies & Procedures and Course Catalog (Summer, 2006).

The student may invite a guest to the hearing to function as a support person. If the student chooses to have this person attend the hearing in the role of advocate, this person should be familiar with the codes of ethics in the profession represented. The student might, for example, invite an attorney, another instructor in the field of counseling, his/her personal counselor or therapist, or a site supervisor (Note: this structure may be more formalized in the future, if needed). The College's Assistant Vice President (AVP) is invited to attend all Council hearings in the role of ombudsman and as an advocate for due process.

In the event that a student wishes to appeal a recommendation made by the Council on Professional Conduct after a hearing, the student can submit a written statement to The Dean of the School of Psychology and Counseling within two weeks of that hearing (see format on p.14) that clearly offers his/her reasons for the appeal and the rationale. This appeal will also include the student's alternative proposal for resolving the situation. Once submitted to The Dean, the appeal will be reviewed and final recommendations will be made to the Dean for further recommendations.

Guidelines for Students' Professional Behavior

Rationale

The following guidelines apply to each student's academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Cambridge College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The School of Psychology and Counseling recognizes that "professional behavior" is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

- 1. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.**
- 2. A sustained awareness of one's effectiveness and functioning in clinical and academic settings, as well as an awareness of use-of-self and one's personal and professional impact on others.**
- 3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with self in interactions with faculty, site supervisors and staff.**
- 4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and of others.**
- 5. A demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).**

6. A demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. A receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
8. Demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, and in a sensitive manner (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
9. An ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other work settings).
10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling and marriage and family therapy.
11. An overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of counseling and marriage and family therapy.
12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.
13. Not repeating any behavior perceived as "misconduct" after being informed of this perception.
14. Full cooperation and compliance with this Council and its process.

Guidelines for Students' Academic Responsibilities

The programs in the School of Psychology and Counseling are designed with several concurrent goals – to meet academic standards for a graduate education, to comply with licensure regulations for the credentials that our graduates seek, and to provide an education that meets national standards for such programs. The School of Psychology and Counseling also recognizes that students have their individual needs, goals and priorities for completing the program they've entered, including a desired time frame and preference for courses. In order to make their academic experiences here fulfilling and successful, students are expected to be familiar with

the policies and procedures at Cambridge College, and they are expected to comply with the following guidelines in addition to those above:

15. **Students can take no more than 3 (three) classes outside of a structured program.**
16. **Should students matriculate into a license-track program (e.g. MH62, SAC), only 3 (three) graduate classes will be transferred in, regardless of the number of classes they may actually have taken.**
17. **Students involved in a structured program MUST start the Professional Seminar sequence in their first semester.**
18. **Students are obligated to complete the three (3) semester sequence culminating in the completion of their IRP, which is concurrent with the third semester of Pro Sem.**
19. **Students who do not complete the requirements of any of the Pro Sem classes must make arrangements with their Pro Sem leader to do so BEFORE they can advance in the sequence (e.g. if Pro Sem I is not complete, students can not advance to Pro Sem II without prior agreement). This arrangement should be in writing.**
20. **The Dean of the School of Psychology and Counseling will be made aware of any student who has not completed his/her IRP by the end of the third semester, as well as any student who needs to repeat any semesters of Pro Sem before they advance.**
21. **Students who complete the requirements of the Pro Sem sequence and who DO NOT complete their IRP must arrange with their Pro Sem instructor to do so. FAILURE TO DO SO WILL RESULT IN A HOLD IN THE STUDENT'S ABILITY TO ADVANCE IN THEIR PROGRAM. This includes a block on being able to register for classes.**
22. **Students should adhere to the structure and sequence of their chosen program(s). If a student decides to divert from the program as it has been designed – taking courses out of sequence or substituting one course for another, for example – he / she risks the possibility of being unable to meet the licensure requirements or completing other credentialing processes.**
23. **These measures are not designed to be punitive but rather are there as a protection for students seeking licensure as well as those who may later wish to seek licensure through the completion of a CAGS program.**

It is understood that there will be times and situations where students may have challenges adhering to the above expectations. As adult learners, we expect that students are involved not only in school, but in their professional and family life. At times, it may be difficult to manage all of these obligations.

The following is a progressive system designed to provide support and oversight of your academic obligations:

- 24. Your Pro Sem leader is your primary advisor. Issues that arise relating to the class, other academic classes, the program, and/or larger college system, should be directed to this individual first. IT IS THE STUDENT'S RESPONSIBILITY TO BRING THESE ISSUES TO THE INSTRUCTOR.**

IT IS THE INSTRUCTOR'S RESPONSIBILITY TO BE AVAILABLE TO HEAR AND ADDRESS THESE CONCERNS.

- 25. Your Pro Sem leader may identify challenges and/or issues with your academic performance and may ask to meet with you outside of class. This is not a punitive measure. Cambridge College strives to provide the support necessary to enable each student to be successful. As a result of this meeting, the student and instructor may decide that students should access other academic support services. They may also arrange a contract to complete past-due assignments. The same system applies to instructors of academic classes in their attempt to work with students who are having academic challenges.**
- 26. Instructors or students from other academic classes may notify the Pro Sem leader about challenges that a student is having in class. This comes as a result of an unsuccessful attempt on the part of the instructor and/or student to resolve an academic issue. THIS MATTER SHOULD NOT BE REFERRED TO THE ADVISOR UNLESS ATTEMPTS HAVE FIRST BEEN MADE BY THE TWO PARTIES TO RESOLVE THE ISSUE. In these instances, the Pro Sem leader will make arrangements with the parties to conference the issue. This generally results in a contract being generated to monitor progress on the resolution. In some instances, the Program Coordinator or Director of the School of Psychology and Counseling will be involved in these meetings.**
- 27. In those situations where academic contractual arrangements are not adhered to, the matter shall be referred to the Dean of SOPC for further review. This could result in a number of measures including a formal probation or counseling the student out of the program.**
- 28. Students DO have a say in seeking "outside" support and consultation on matters of academic progress. There are layers of support, which include**

Student Support Services as well as the Program Coordinators and the Dean. *Students have the right to contact these individuals in lieu of their Pro Sem Leader / Academic Advisor should the issue they are experiencing involve said instructor.* Students should contact their Pro Sem leader first if he/she is not the faculty member involved, however.

Please note, that even though this is a professional counselor training program, instructors are not clinicians. Student issues are understood and discussed only from the perspective of academic performance and behavior. Student disabilities are, of course, taken into account providing that students have identified them with the Student Support Services Coordinator or with the instructor, preferably both.

Faculty "Log" Entry about a Student's Behavior

Student: _____ Program: _____

Pro Sem Leader/Advisor: _____ # semesters here _____

Context in Which Observations Were Made: (where, when, and in what role?)

Observations / Description of Relevant Behaviors:

Specific Professional Behavior(s) Involved (see Guidelines for Professional Conduct):

Steps Taken to Address this Issue with the Student:

Student's Progress in Resolving this Situation:

Recommendations:

Time Frame for Resolution:

Faculty signature date

Copy to Student: _____ by mail _____ in person _____

CC: ___ Program Coordinator ___ Pro Sem Leader ___ Dean
 ___ Other (specify)

**Faculty Request for Hearing by the
Council on Professional Conduct**

Student: _____ **Date submitted:** _____

Faculty initiating Council on Professional Conduct Involvement: _____

Pro Sem Leader / Advisor : _____ **Program:** _____

Date starting Program: _____ **Number of semesters completed:** _____

1. **Date When Situation was First Observed:**

2. **Specific Professional Behavior(s) Involved:** (see Guidelines for Professional Conduct):

3. **Date and Format When Student was first Contacted about this Situation:** (please attach copies of any written communication with student about this situation):

4. **Steps Taken to Remediate the Situation:**

5. **Other Relevant Information:**

Faculty signature **Date**

Copy to Student: _____ **by mail** _____ **in person** _____

CC: ___ **Program Coordinator** ___ **Pro Sem Leader** ___ **Dean**
 ___ **Other (specify)**

**Format for Documenting the Hearing by the
Council on Professional Conduct**

Student: _____ Date of hearing: _____

Faculty initiating Council on Professional Conduct Involvement: _____

Pro Sem Leader/ Advisor: _____ Program: _____

Date starting Program: _____ Number of semesters completed: _____

Present at Hearing:

Council on Professional Conduct Members:

Student: _____

Student's Guests: _____

Faculty Member: _____

Ombudsman: _____

1. **Summary of Situation:**

2. **Major Points of Discussion at Hearing:**

3. **Recommendations of the Council on Professional Conduct:**

4. **Basis for Recommendations:**

Date submitted to Dean: _____

Copies sent to: _____ Student _____ Faculty member
_____ Pro Sem Leader _____ Program Coordinator
_____ Other

**Student's Appeal to the Recommendations Made
by the Council on Professional Conduct**

Student: _____

Date of hearing: _____

Date of appeal: _____

1. **Recommendations Made by the Council on Professional Conduct:**

2. **Student's Reason for Appeal:**

3. **Student's Rationale for Proposal:**

4. **Student's Proposed Resolution to Situation:**

Student's signature

date

Please submit this appeal to the Dean of the School of Psychology and Counseling

CC: Dean

The School Guidance Exit Portfolio

The purpose of the guidance portfolio is to provide evidence to licensing authorities of a student's accomplishments during the School Guidance Counseling Program.

A checklist of contents for portfolio completion appears on the next page. The Portfolio will be arranged in the order presented on the next page.

NOTE: All forms must be filled out and kept in this book. Copies are placed in the Portfolio according to direction.

Portfolios must be prepared in the following manner:

1. Documents must be placed in a 3 hole plastic coversheet and housed in a small, one inch, 3 ring binder with a **white cover**
2. Documents must be prepared in an orderly fashion
3. Documentation must be completed in full, prior to entry into a student's portfolio
4. Portfolios must be completed in full for a student to obtain a full credit for CSG790-791 Guidance Field Experience and Guidance Internship Seminar. If portfolios are not completed according to instruction, and documentation is omitted, a grade of Incomplete will be issued. In this instance, an "Agreement to Finish Coursework" form must be completed by the student and the Guidance Seminar Professor.

At the end of your last semester at Cambridge College, the completed Exit Portfolio will be turned in to the Guidance Internship Seminar Instructor and then to the Guidance Program Chairperson. All students must complete a School Guidance Exit Portfolio in order to complete the program and graduate.

CAMBRIDGE COLLEGE GUIDANCE PORTFOLIO CHECKLIST

The Guidance Portfolio is a graduation requirement for licensure. All Portfolios must be completed before the end of the final guidance practicum. Portfolios are to be assembled in a three ring binder. Pages of the portfolios should be inserted in 3 hole plastic sheet protectors. Any student who neglects to submit a completed portfolio will not receive credit for the final Internship Seminar.

PLEASE ARRANGE YOUR PORTFOLIO ACCORDING TO THE ORDER BELOW.

Heading: Advising

- Advising Record

Heading: Pre Practicum

- Pre Practicum Log
- Pre Practicum 2 page description

Heading: Practicum

- Request for Practicum Placement Approval
- Practicum Verification form
- Practicum Evaluation form
- Record of Practicum Hours

Heading: Internship

- Internship Placement Approval form
- Internship Verification form
- Demonstration of Meeting Professional Standards
- Internship Evaluation (first half of internship)
- Internship Evaluation (second half of internship)
- Record of Internship Hours
- Weekly Narrative Logs: Internship

Heading: Professional Standards

- Official evidence of state test scores
- Three page written summary of school counseling experience
- Three page written summary of personal philosophy of school counseling
- Updated resume
- IRP Abstract

Fingerprinting information

New Information for Students doing their Practicum or Internship in School Settings

ALL STUDENTS DOING A PLACEMENT IN A SCHOOL SETTING ARE REQUIRED TO SUBMIT FINGERPRINTS FOR THE NATIONAL CRIMINAL BACKGROUND CHECK

It is the responsibility of each individual to make their own appointment to schedule a fingerprint session.

There are 2 steps to the fingerprinting process:

1. Register for an online appointment

This may be accomplished by finding a fingerprinting location near you and registering online:

<http://www.11enrollment.com/state/?st=ma>

2. Physically go to a location and have your fingerprints taken. *The centers offer Saturday and evening appointments as well as daytime appointments.*

When registering for the fingerprint session, you will be asked to provide a Provider ID (page 6 of the Registration Guide). You may select up to 10 schools. We recommend that you think about which schools you would be most likely to complete Pre-Practicum Observation hours (SAC students) and your Practicum/Internship experiences (SGC and Mental Health students).

Students will be expected to send “proof of fingerprinting” to the SOPC Academic Advisor, Marci Simon, as soon as it is available. In the case of SAC students, this proof also needs to be attached to the SAC Field Experience Approval form for School SAC Internships.

Cost for Fingerprinting:

The government views this responsibility in the same light as a driver's license and therefore everyone is responsible for paying for their own fingerprints. The fee is \$35 for those who are not yet teachers of record and \$55 for teachers/administrators of record. You can pay with a credit card while online or at the fingerprinting center.

More information about this process is available at:

Massachusetts Executive Office of Public Safety and Security
Massachusetts Department of Elementary and Secondary Education

In addition to fingerprinting, each pre-service teacher and current teachers, administrators and school volunteers and school counseling interns are required to have a CORI check completed. This CORI (check maybe completed at no charge by the school district in which the student plans to complete both pre-practicum observation hours and the practicum (student teaching) experience). Individuals seeking a CORI should visit the HR or Superintendent's office within their school district of choice.

FINGERPRINTING LOCATIONS

<http://www.myfbireport.com/locations/lawEnforcement/MA.php>

ADDITIONAL FINGERPRINTING INFORMATION

<http://www.identogo.com/FP/Massachusetts.aspx>

MTEL TEST PREP

Leslie University

<http://www.lesley.edu/education/certification/mtel/workshops/>

<http://www.lesley.edu/education/certification/mtel/study-tips/>

Salem State

<http://www.salemstate.edu/mtel/>

Wheelock College

<http://www.salemstate.edu/mtel/>

MTEL Test Review

<http://www.testprepreview.com/MTEL.htm>

<https://www.google.com/#q=mtel+practice+book&revid=911196688>

<http://www.teachingsolutions.org/mtel-study-guide>

<http://www.mtelxamprep.com/?gclid=CNv3l43t0b4CFcxZ7Aod9jEA-Q>

Cambridge College

<https://www.cambridgecollege.edu/resources/mtel-resources>

MTEL Test Prep Review

<http://www.testprepreview.com/MTEL.htm>

<http://www.flashcardsecrets.com/mtel/>

<http://www.mo-media.com/mtel/>

<http://prepforward.com/programs/mtel/?gclid=CLf6otfP8sACFZTm7Aod7GEAmg>

<http://www.umb.edu/academics/caps/testprep/mtel/writing>

