



Alfred University  
School of Graduate & Continuing Studies

## **ALFRED UNIVERSITY**

School of Graduate and Continuing Studies  
Division of Counseling and School Psychology

CACREP Accredited, MEd Programs in  
Mental Health Counseling and School Counseling  
2022-2023 ANNUAL REPORT



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Alfred University  
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## **2022-2023 ANNUAL REPORT**

### **MSEd Programs in Mental Health Counseling and School Counseling**

The CACREP accredited programs in Mental Health Counseling and School Counseling are located within the School of Graduate and Continuing Studies (SGCS) at Alfred University. The SGCS, which includes both extension and campus-based programs, prepares graduate students in the professions of education, student affairs, school psychology, literacy, public administration, and of course, school counseling and mental health counseling.



The campus-based graduate programs are located within the Division of Counseling and School Psychology and include the NASP approved M.A. in School Psychology; the APA-accredited PsyD in School Psychology; the MSEd in College Student Development, the MSEd/CAS in School Counseling, and MSEd/CAS in Mental Health Counseling. The latter two programs were accredited by CACREP in 2015. Both programs are up for re-accreditation and were granted a site-visit that is yet to be scheduled.

The School Counseling and Mental Health Counseling programs each comprise 60 credit hours of coursework and supervised field experiences. Students gain applied learning through the Child and Family Services Center on the Alfred University campus and in various mental health agencies and PK-12 schools in the local community. The mental health program is registered as a Licensure Qualified Program in New York State and satisfies all the educational requirements for students to become Licensed Mental Health Counselors. School Counseling students receive initial certification as a New York State School Counselor upon completion of the program and will have all coursework completed to become a New York State Professional Certified School Counselor.

#### **Program Mission Statement**



Alfred University's graduate programs in Mental Health and School Counseling prepare individuals for counseling positions in elementary, middle, and high schools, mental health agencies, hospitals, correctional facilities, and colleges and universities. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling.

We faculty strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

#### **Program Goals**

- A. To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.
- B. To prepare counseling students in the acquisition of professional knowledge, clinical skills, and abilities in the areas of individual, group, and family interventions.
- C. To prepare counseling students to become competent, self-aware, and socially conscious to work in a variety of settings serving diverse populations.



The following annual report is guided by the program assessment plan (see Appendix A) and includes (1) enrollment and admissions information; (2) CACREP vital statistics; (3) assessment of students' scholarly knowledge, clinical skills, and professional dispositions; (4) exit interviews and survey results of key constituents; (5) practicum/internship data; (6) program modifications; and (7) other noteworthy items from the 2022-23 academic year.

### ENROLLMENT AND ADMISSIONS

<b>Total Enrollment for 2022-23</b>	<b>34</b>	<b>100%</b>
Number of School Counseling Students	11	32%
Number of Mental Health Counseling Students	23	68%
Number of First Year Students	15	44%
Number of Second+ Year Students	19	56%
Number of Underrepresented Students	9	26%

<b>Number of Completed Applications (Spring '23)</b>	<b>22</b>	<b>100%</b>
Number of Underrepresented Applicants	3	14%
Number of Accepted Students	20	91%
Number of Enrollments	15	75% yield

<b>Financial Support</b>	<b># of students</b>	<b>Total \$ Support</b>
General 5 hour/week assistantship (\$3K reduction)	13	\$39,000
Enhanced Assistantships (1/2 tuition reduction)	3	\$27,000
Residence Directors (1/2 tuition, room/board, stipend)	5	\$70,000
Division of Athletics (up to 18 credits/year; stipend)	4	\$42,920
External Grants/Awards	1	\$5,500
Tuition Remission	6	\$44,740
<b>Total</b>	<b>32</b>	<b>\$229,160</b>

<b>2023 CACREP Vital Statistics</b>	<b>Number of Graduates</b>	<b>Degree Completion Rate*</b>	<b>Exam Pass Rate (CPCE)</b>	<b>Job Placement Rate**</b>
<b>Mental Health Counseling</b>	<b>6</b>	<b>86%</b>	<b>100%</b>	<b>100%</b>
<b>School Counseling</b>	<b>5</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*A program's degree completion rate is defined as the percentage of admitted students who graduate from the program **within the expected time-period**.

\*\*A program's job placement rate is defined as the percentage of students who **within 6 months** of receiving their master's counseling degree obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation and who were actively seeking employment.



## ASSESSMENT OF STUDENTS

### **GOAL A**

To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.

**Objectives:** Students will demonstrate knowledge in each of the eight core curricular areas:

- Prof Orientation/Ethics
- Social/Cultural Diversity
- Human Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research/Program Evaluation

**Means of assessment:** Counselor Preparation Comprehensive Exam (CPCE) administered at the beginning of students' final semester (typically late January).

**Results:** 100% of Mental Health and School Counseling students (n=11) scored above the minimum cutoff-score, which is set at one standard deviation below the typical national mean. The counseling program had a total aggregate mean score of **90.8** compared to the CPCE national exit exam mean of **85.00**.

<b>Curricular Area</b>	<b>AU Mean</b>	<b>National Mean</b>
C1: Professional Counseling Orientation and Ethical Practice	11.1	11.1
C2: Social and Cultural Diversity	10.8	10.0
C3: Human Growth and Development	11.2	10.5
C4: Career Development	11.6	10.4
C5: Counseling and Helping Relationships	10.4	9.8
C6: Group Counseling and Group Work	12.5	11.7
C7: Assessment and Testing	10.7	10.0
C8: Research and Program Evaluation	12.5	11.5



**GOAL B**

To prepare **Mental Health Counseling** students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.

**Objectives:** Students will demonstrate professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

**Means of assessment:** Key Performance Indicators utilizing program rubric for scoring qualifying exams, case studies, case presentations, skills demonstrations, research papers, etc, that is ongoing throughout the student’s program (see KPI checklist, Appendix B).

**Results – Mental Health Counseling:** Aggregate outcomes indicated that graduates of the Mental Health Counseling specialty adequately met expectations or better (based on a 4-point scale) in the demonstration of professional knowledge and skills for each of the Key Performance Indicators below. Further, mental health counseling students attained a total mean score for all core areas of 3.31.

Curricular Area	CACREP Standard	KPI Mean Pre-Score	KPI Mean Post-Score	Total KPI Mean Score
Professional Orientation and Ethical Practice	2.F.1.i	3.17	3.27	3.22
Social and Cultural Diversity	2.F.2.c; 2.F.2.h	3.21	3.11	3.16
Human Growth & Development	2.F.3.a; 2.F.3.f	3.33	3.54	3.44
Career Development	2.F.4.a	3.21	3.38	3.29
Counseling & Helping Relationships	2.F.5.a	3.17	2.91	3.04
Group Counseling	2.F.5.b; 2.F.5.c	3.25	3.58	3.42
Assessment and Testing	2.F.7.c	3.5	3.75	3.63
Research & Program Evaluation	2.F.8.h	3.08	3.67	3.38
Clinical Mental Health Counseling	5.C.2.d	2.92	3.5	3.21
<b>Total score for all curricular areas</b>		<b>3.20</b>	<b>3.41</b>	<b>3.31</b>

KPI Results: Mental Health Counseling Students



**GOAL B**

To prepare **School Counseling** students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.

**Objectives:** Students will demonstrate professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the school counseling context.

**Means of assessment:** Key Performance Indicators utilizing program rubric for scoring qualifying exams, case studies, case presentations, skills demonstrations, research papers, etc, that is ongoing throughout the student’s program (see KPI checklist, Appendix B).

**Results – School Counseling:** Aggregate outcomes indicated that graduates of the School Counseling track met expectations or better (based on a 4-point scale) in the demonstration of professional knowledge and skills for most Key Performance Indicators below, or were slightly below. Further, school counseling students attained a total mean score for all core areas of 3.11.

Curricular Area	CACREP Standard	KPI Mean Pre-Score	KPI Mean Post-Score	Total KPI Mean Score
Professional Orientation and Ethical Practice	2.F.1.i	2.90	3.01	2.96
Social and Cultural Diversity	2.F.2.c; 2.F.2.h	3.20	3.07	3.14
Human Growth & Development	2.F.3.a; 2.F.3.f	3.15	3.60	3.38
Career Development	2.F.4.a	2.80	3.00	2.90
Counseling & Helping Relationships	2.F.5.a	3.00	3.19	3.10
Group Counseling	2.F.5.b; 2.F.5.c	3.20	3.50	3.35
Assessment and Testing	2.F.7.c	2.90	3.00	2.95
Research & Program Evaluation	2.F.8.h	2.90	3.20	3.05
School Counseling	5.G.2.g; 5.G.3.f	3.03	3.30	3.17
<b>Total score for all curricular areas</b>		<b>3.01</b>	<b>3.21</b>	<b>3.11</b>

KPI Results: School Counseling Students



### **GOAL C**

To prepare mental health and school counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving diverse populations.

**Objectives:** Students will engage in personal and professional growth experiences that will allow them to assess their academic progress, personal and professional development skills, self-understanding, interpersonal effectiveness, and commitment and readiness to enter the counseling field.

**Means of assessment:** Students will engage in a systematic review of their progress (see progress monitoring evaluation form Appendix C) utilizing faculty and student self-ratings at least two times throughout program (fall and spring semesters of the student's first year) and any other time if indicated.

This review involves a written evaluation and a meeting with each student in which the core faculty take part. The purpose is to provide constructive feedback on student progress, including strengths and any areas in need of improvement.

Student progress monitoring review is a formative process that encourages professional growth and development in relation to academic knowledge, clinical skills and abilities, and personal and professional dispositions. It is an ethical and necessary component to the development and functioning of counselors-in-training.

<b>Student Progress Monitoring Item</b>	<b>Fall Rating</b>	<b>Spring Rating</b>	<b>Overall Mean</b>
Academic Progress	2.94	3.08	3.01
Professional Skills	2.93	2.88	2.91
Practicum and Field Experiences	3.07	2.97	3.02
Personal and Professional Development	3.02	3.09	3.06
<b>Total</b>	<b>2.99</b>	<b>3.01</b>	<b>3.00</b>



## PRACTICUM and INTERNSHIP

The counseling practicum & internship enhance one's academic experience in that both are experiential methods of training that engage students in activities fundamental to the role of a mental health counselor or school counselor. The purpose is to provide actual counseling experiences that allow for the application of theory and the development of clinical skills under professional supervision, while still in a learning situation.



The practicum experience requires 100 supervised total hours, 40 of which are direct service with clients/students. The internship experience occurs over the students' final two semesters in which they must accumulate at least 600 hours, 240 of which are direct service. During the 2022-23 school year, 28 of our students were involved in either a practicum or internship experience, collectively providing over 4,000 hours of direct service to the community and met expectations for overall progress ratings from their school counseling and clinical mental health counseling supervisors.

### Direct service hours and performance evaluation ratings

Field Experience	# of Students	# of direct service hours*	Prof Skills	Counseling Skills	Personal & Prof Development	Overall Progress
Practicum in MH Counseling	12	691	3.30	2.98	3.35	3.21
Practicum in School Counseling	5	322	3.68	3.60	3.75	3.68
Internship in MH Counseling	6	1546	3.33	3.28	3.36	3.32
Internship in School Counseling	5	1458	3.66	3.45	3.62	3.57
<b>Total</b>	<b>28</b>	<b>4,017</b>	<b>3.49</b>	<b>3.33</b>	<b>3.52</b>	<b>3.45</b>

\*Per CACREP definition: direct service includes the supervised use of counseling, consultation, or related professional skills with actual clients for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

The hours listed in the above table include direct service provided at the student's primary site (school, agency, etc) as well as direct service provided at AU's Child and Family Services Center.



**Thank you Supervisors!** Finally, we want to extend our sincere appreciation to all of our practicum and internship supervisors for providing our students with the opportunity to work under you. As a faculty, we can confidently say that our students could not develop all those important counseling skills and professional dispositions were it not for your feedback, support, guidance, and mentorship. **THANK YOU THANK YOU!**





## EXIT INTERVIEWS AND KEY CONSTITUENT SURVEY RESULTS

**Exit Interviews** of the 2023 graduates included a number of strengths and positive aspects of the program that we will continue to implement. Equally if not more important are the **suggestions and constructive feedback** which are as follows:

1. A need for more trauma-focused classes;
2. Too many adjuncts, i.e. need an additional core faculty;
3. The program overall is more mental health focused than school counseling. Suggest less integration with school psychology and less adjuncts instructors overall;
4. Encourage more experiential-based learning throughout all courses;
5. I wish the clinic hours (number of clients) had been a bit more robust;
6. Explore mileage reimbursement for interns;
7. I think there could be more cohesiveness with the curriculum as a whole. There are a lot of adjunct professors so there was some overlap of curriculum and then perhaps some gaps in curriculum because of too many adjuncts involved;
8. Stipend for athletic Grad Assistantship is insufficient (\$25-30 bi-weekly stipend is ridiculous; competitors give full tuition remission, housing, meals, and a livable stipend);
9. Res Life Assistantship is insufficient as many competitors give full tuition remission, housing, meals, and stipend.

**Key Constituent Surveys.** During the spring of 2021, faculty administered a survey to program constituents including employers, practicum/internship supervisors, and alumni. While thirty-seven alumni completed the surveys, none were returned by employers or supervisors.

Participants were asked to rate the effectiveness of the program for preparing counseling students in the acquisition of the three major program goals as well as overall satisfaction with the program, based on a scale of 1 (not effective) to 4 (very effective). **Results are as follows:**

Item	Not effective	Somewhat effective	Effective	Very effective	Overall Mean
Preparing counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.	0%	2.7% (n=1)	29.7% (n=11)	67.6% (n=25)	3.6 (SD=0.5)
Preparing counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.	0%	2.7% (n=1)	40.5% (n=15)	56.8% (n=21)	3.5 (SD=0.6)
Preparing counseling students to become competent, self-aware, and socially conscious to work in a variety of settings serving a diverse population.	0%	8.1% (n=3)	8.1% (n=3)	83.8% (n=31)	3.8 (SD=0.6)

n= 37

In addition, **94.4%** of alumni rated their overall satisfaction with Alfred University's Counseling program as satisfied (n=5) or very satisfied (n=29).



The following is a **summary of alumni comments** (consolidated by themes):

## **Program strengths**

### ***Faculty***

- Professors are very personable/knowledgeable; they care about us and want us to succeed;
- The faculty at Alfred are incredibly supportive mentors;
- My professors took an active role in my education and internships;
- Faculty made learning enjoyable while holding us to a high standard;
- Faculty helped facilitate independent thinking, problem solving, and comfort with ambiguity;
- Opportunities to put knowledge and skills into practice with ongoing support and feedback;
- Faculty value individuality and diversity and strive to create a learning environment that fosters the growth of each unique counselor in training.

### ***Cohort/climate***

- The small cohort nurtured my ability to learn and gave me the opportunity to have a more comprehensive and individualized education;
- Caring environment;
- I truly felt the faculty cared about the success of the students;
- All around support system! Everyone in the program worked as a team to better ourselves;
- Small cohort was excellent in helping form lasting connections with my classmates;
- As the cohort was small, there was little room to hide behind the extroversion of others, which forced me out of my comfort zone, and I am a better therapist for it.

### ***Curriculum/coursework***

- The ethical foundations have been a guiding light in my practice;
- The program gave me a great overview of all the different areas of counseling (play, group, career, mental health, couples, etc), as well as basics for various approaches and theories;
- In the first year of this program, there is a strong focus on practicing person-centered skills and developing an effective, trusting client-counselor relationship while the second year helped me increase my understanding of evidence-based interventions, the diagnostic process, and specialized areas of counseling;
- The Foundations of School Counseling course was very hands on and the instructor provided great opportunities to learn more about school counseling at a deeper level;
- The Consultation class is definitely a strength; consulting with teachers happens every day in schools and the projects and content we learned was very helpful;
- Skill work through dyads and group counseling;
- The courses in Counseling Special Populations and Psychopathology/Differential Diagnosis!

### ***Field experiences/clinic***

- Multiple community learning opportunities; having our own outpatient training clinic;
- The amount of supervision is a major strength, including the opportunity to receive additional supervision at the on-site clinic;
- Faculty help with placement of practicum/internships;
- Able to serve real clients at clinic and receive immediate feedback from peers/supervisor;
- The on-campus clinic and the ability to review sessions on video was a great way to learn;
- The ability to counsel through the practicum class/clinic was invaluable;
- Having great practicum and internship experiences - the wealth of knowledge in the mental health field - - I graduated with lots of practical uses for a private practice/clinical setting.



## **Suggestions to improve the program:**

### ***School Counseling***

- I would have liked classes that would have prepared me to develop a data driven counseling program at my school;
- Increased training in play therapy;
- Having a mini-class/session/workshop on master scheduling;
- A separate group counseling course for school counselors;
- A deeper understanding of tiered interventions and how to follow the ASCA model when providing tier 1, 2, and 3 interventions along with a proper screening process;
- How to write lesson plans, particularly social/emotional lessons;
- Learn more about PBIS, MTSS, CSE, and other behavioral supports and processes;
- Working with families and community partnerships;
- To learn about assessments that we provide in our districts vs assessments school psychologists or LMHC/LCSWs use with our students;
- Examples of IEPs and 504s in the Exceptionality class.

### ***Mental Health***

- Assist students in learning more about licensing in states outside of New York;
- More information and structure for gaining licensure;
- More on managing caseloads, burnout, supervisor training, and what is needed to establish a private practice;
- More information on psychiatric medication/med management;
- More information/practice for counseling children;
- Perform mock sessions with people presenting as having different diagnoses;
- More on crisis intervention;
- More on groups and substance abuse/co-occurring disorders;
- Having elective courses in order to enhance clinical training.

### ***General curriculum***

- More treatment modalities for working with younger children aside from play therapy;
- More exposure to systems theories besides family therapy, i.e. Trauma Systems Therapy;
- The program emphasizes white/Eurocentric approaches to therapy without teaching students how to critically examine that they may fail to serve diverse clients, or how to find and learn about therapeutic approaches that are founded by people of color;
- More POC teaching as we were lacking faculty of color;
- More classes for developing cultural competencies;
- I would have benefited from more information about different assessments and more interventions to use in practice;
- More neuro-psychology sewn into the curriculum;
- I'd love to see more classes on special populations;
- More discussion and training about adverse childhood experiences;
- Less separation between mental health counselors and school counselors;
- I would have liked a heavier emphasis on motivational interviewing techniques;
- More internship/practicum options;
- Better assistance in finding practicums and internships;
- Suggest students purchase the CPCE exam book the first year of the program to begin studying.



## **PROGRAM MODIFICATIONS**

On August 2<sup>nd</sup>, faculty held a program retreat in which we reviewed 2022-23 academic year, including our program goals, enrollment/admissions demographics, comprehensive assessment outcomes, exit interviews, and feedback from key constituents. Program faculty decided no substantial program modifications were needed. However, faculty will:

- Continue to utilize the CPCE as an exit exam and review CPCE results with advisees;
- At orientation, provide students with the suggested CPCE study guide;
- Strengthen professional dispositions expectations through progress monitoring review;
- Explore school counseling curricular activities to increase knowledge of academic development, data-driven programming; MTSS; and leadership skills;
- Incorporate more trauma-focused counseling into the curriculum for both programs;
- Prepare accordingly given the successful OMH US Dept of Education grants;
- Revise practicum and internship evaluation to align with 2016 CACREP standards;
- Encourage Dean and Provost to provide more investment to marketing and recruiting of the MH and School counseling programs;
- Recommend to the Dean and Provost to add a fourth core counseling faculty to address diversity; core faculty course releases; increased number of adjuncts; program/curricular cohesiveness; and potential concerns about FTE ratios;
- Continue efforts to market the CFSC as a resource to local community;
- Advocate for mileage reimbursement for interns;
- Advocate for more competitive athletic and residential life assistantships;
- Revise student progress monitoring form to include more specific items on Helping Skills;
- Review student/alum suggestions on what is lacking in the curriculum followed by a curriculum mapping process to see what we might add/teach and how it may fit into our assessment process.



## NOTEWORTHY ITEMS

**New and returning students.** Along with our returning students in Mental Health and School Counseling, the program welcomed 15 first year students to Alfred University from various parts of New York State as well as New Jersey, Vermont, Michigan, California, and the United Kingdom. Twelve of the students joined the Mental Health Counseling program while three will pursue a degree in School Counseling.



First year Mental Health and School Counseling students at the Powell Institute

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Nineteen full and part-time students continued in the program in 2022-23, with most entering their final year that included their internship experience, preparing to graduate, and looking for work!



2<sup>nd</sup> and 3<sup>rd</sup> year School Counseling Students



2<sup>nd</sup> and 3<sup>rd</sup> year Mental Health Counseling Students



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**2023 Honors Convocation.** Every spring several division students in counseling, college-student development, and school psychology are honored at the University's Honors Convocation for specific awards as well as having been inducted into Chi Sigma Iota, International Counseling Honor Society. Many awards include monetary gifts from kind donors. Total monetary awards for this year were in the amount of \$3,300.



2023 Convocation Awards

**The David M. Kaplan Award for Outstanding Leadership in Professional Counseling** honors Alfred University alumnus Dr. David M. Kaplan, former director of Alfred's Graduate program in Counseling, past president and former Chief Professional Officer of The American Counseling Association, and enthusiastic leader and advocate for the growth and sustainability of professional counseling.

The award is designed to recognize a Counseling student and Chi Sigma Iota chapter member who has demonstrated exceptional leadership potential and commitment towards advancing the profession of counseling, including:

- Demonstrates efforts towards advancing the profession of counseling by participating in local, state, and/or national associations by membership, conference attendance, scholarly activity, and service to the profession;
- Exhibits strong leadership qualities by engaging in a variety of counseling-related activities;
- Goes above and beyond the required duties of a counselor through advocacy within a community;
- Demonstrates passion and enthusiasm within their chosen counseling specialization;
- Demonstrates professionalism, reliability, competence, and a willingness to learn and utilize feedback from others.

**The 2023 co-awardees were Courtney Formosa and Taylor Winchell!**

**Past Winners:**

2022: Carina Rodriguez  
2021: Jessica Shepard  
2020: Hannah Race  
2019: Elizabeth Benedict  
2018: Emma Wilson



**The Family Foundation Award for Service to Children and Families** is sponsored by The Family Foundation, Inc., of Bethesda, MD, whose mission is to provide educational, counseling and charitable support to individuals, families and organizations. The award recognizes a counseling student who demonstrates exceptional dedication and skill in working with children and families and includes the following qualities:

- Displays compassion and commitment towards working with children and families.
- Has the ability to forge strong, supportive relationships with children and families.
- Exhibits a deep sense of social consciousness, self-awareness, and diversity competence.
- Takes initiative for improving interpersonal skills.

**The 2023 awardee was Mckenzie Wilson!**

#### **Past Winners**

2022: Karson Richenberg	2018: Dominique Lue
2021: Justin Allen	2017: Taylor Stabley
2020: Karla Arias	2016: Ashley Ceravolo
2019: Ashley Morey	2015: Kayla Vossler

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**The James F. Dougherty Award for Excellence in Professional Counseling** honors the late Dr. James F. Dougherty, former director and co-founder of the Center for Integrated Teacher Education. This award is designed to recognize a counseling student who has consistently demonstrated excellence in both the academic and applied aspects of developing a professional counselor identity, exemplified by the following qualities:

- a. Consistently demonstrates empathy, genuineness, and unconditional positive regard towards clients, maintaining awareness of cultural factors and individual uniqueness.
- b. Maintains engagement, excitement and enthusiasm about the counseling field and encourages similar qualities in others.
- c. Openly accepts and solicits feedback about counseling skill development, continually challenging self to develop new skills and competencies as a counselor.
- d. Demonstrates thorough and nuanced understanding of material related to the counseling field through written assignments, examinations, and class discussions.
- e. Exhibits initiative in developing knowledge and experience by accessing learning resources such as journal readings, books, workshops, additional counseling experiences or consultation with professors above and beyond course requirements.

**The 2023 awardee was Molly Bright!**

#### **Past winners**

2022: Madison Curtis	2017 - Sylvia Bryant	2012 - Heather Loud
2021: Julia Grant	2016 - Alisha Ost	2011 - Erica Pettinger
2020 - Sara Nostrant	2015: Christine Kwilosz	2010 - Jennifer Johner
2019 - Emily McClintock	2014: Tom Raterman	2009 - Alyssa Hoobler
2018 - John Laprade	2013 - Sarah Eggleston	



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### **Chi Sigma Iota inducts new members**

Twelve graduate students in the Mental Health Counseling and School Counseling programs were inducted Tuesday, April 25, 2023, into Alfred University's Alpha Upsilon Xi chapter of Chi Sigma Iota Honor Society International (CSI).

Chapter Faculty Advisors Kevin Curtin and Angeline Felber presided over the induction ceremony, assisted by Chapter officers and Counseling students Taylor Winchell, Molly Maloney, and Courtney Formosa.

Dr's. Curtin and Felber acknowledged the accomplishments of the current chapter, recognizing their hard work, community outreach, and advocacy for families struggling with the impact of poverty. Dr. Steve Byrne was presented with an honorary membership and chocolate chip cookie. Al Mancuso, Dean of the School of Graduate and Continuing Studies delivered the keynote address.

Students inducted were Geoffrey Becker of Alden, NY; Mackenzie Grosskopf of Niagara Falls, NY; Sadie Heckel of Hornell, NY; Kate Hobson of Addison, NY; Megan Jones of Far Rockaway, NY; Magda Klimaszewska of New York, NY; Connor McCarthy of Friendship, NY; Trishann Rice of Trenton, NJ; Lisa Rollins of Berrien Springs, MI; Leigha Smith of Hornell, NY; Raven Undersun of Shrewsbury, UK; and Aubrey Wilkins of Hornell, NY.

Current 2022-23 membership include Maria Bentley, Molly Bright, Katery Cisneros, Stephanie Cole, Courtney Formosa, Amruta Kulkarni, Molly Maloney, Katelyn McCabe, Carmen Schiralli, and Taylor Winchell.

Founded at Ohio University in 1985, CSI is the international honor society of professional counseling. It was established to provide recognition for outstanding achievement as well as outstanding service within the profession. The CSI colors reflect its mission and values: white for virtue, blue for trustworthiness and integrity.







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## ALFRED NEWS

### **Alfred University appoints alumnus Mancuso dean of Graduate and Continuing Studies, AUNY**



ALFRED, NY – **Alfred M. Mancuso**, an alumnus of Alfred University, has been appointed dean of Graduate and Continuing Studies, AUNY, effective July 1. Mancuso takes over for Jay Cerio, who is retiring from the dean’s position. Cerio and Robert Bitting, associate director, Graduate and Continuing Studies, established the AUNY program in 2005.

Mancuso earned a master’s degree in school psychology from Alfred University in 2005 and a doctorate in school psychology, also from Alfred University in 2008. He also holds a B.A. degree in psychology from St. John’s University. In his role as dean, he will oversee graduate degree programs in the Division Counseling and School Psychology at Alfred University’s main campus as well as degree programs offered through AUNY.

“Al Mancuso’s academic credentials and experience make him an ideal leader for this portfolio of graduate and undergraduate programs,” said Beth Ann Dobie, provost and vice president of Academic Affairs at Alfred University. “He has inspirational ideas for the future, and I am looking forward to working with him. Not only is he an AU alum, he has taught for us for many years. Al is a true Alfred person.”

He has been an adjunct faculty member at Alfred University since 2005. In this capacity, Mancuso taught in the areas of psychology, social sciences, school psychology, and mental health counseling, as well as in the AUNY literacy program in Corning.

Mancuso has been a member of the faculty at Georgian Court University in Lakewood, NJ, since 2007: as assistant professor of psychology and counseling from 2007-14; as associate professor of psychology and counseling from 2014-20; and as full professor of psychology and counseling since 2020. He is founding director of the School Psychology Doctoral Program at Georgian Court, which enrolled its first cohort of doctoral students in 2019. He has been chairing of the Department of Psychology and Counseling at Georgian Court since 2015. In that role, he leads 13 full-time faculty members as well as seven to 10 adjunct faculty.

Dobie thanked Cerio for the leadership, dedication, collegiality, and adventurous spirit he has exhibited as dean, and in establishing Alfred University’s AUNY programs and developing that academic unit into what it is today.

“Dean Cerio, with Bob Bitting, established our programs in the New York City area,” Dobie said. “He has nurtured and grown those programs over many years. The students adore him, and the faculty will miss him. Jay’s legacy will be thriving programs that serve students who serve our communities.

Dobie also recognized the search committee for their work toward appointing the new dean. The committee was made up of Robert Stein, dean of the College of Liberal Arts and Sciences (committee chair); Jalissa Alemany, a student in our AUNY program; alumna Sheren Attal ’11, adjunct faculty, AU-NY; Katey Cisneros, a student in our Division of Counseling and School Psychology; Danielle Cowley, associate professor of education; Kevin Curtin, chair of the Division of Counseling and School Psychology; Bradford Daly, assistant professor of school psychology; and Justin Grigg, assistant dean of Graduate and Continuing Studies.



## **Alfred University awarded \$4.64 million federal grant to fund Mental Health Demonstration Project**



Alfred University has been awarded a \$4.64 million grant from the U.S. Department of Education to fund a program in the University's Counseling and School Psychology Program, which aims to increase the supply of quality mental health professionals to rural schools. Dr. Angeline Felber, Assistant Professor of

Counseling at Alfred University, applied for and was awarded the grant from the Department of Education to support the Mental Health Demonstration Project. Fully funded by federal dollars over a five-year period, the grant will expand Alfred University's ability to support school counseling students who are interning in partner school districts in the region, which due to its rural location is typically underserved.

"Research suggests that rural youth face difficulties in accessing professionals who can provide high-quality mental health care," said Kevin Curtin, professor of counseling and chair of the Division of Counseling and School Psychology. "This grant allows Alfred University to increase the number of mental health and school counseling students who are able to significantly support the mental health needs of students in our local rural area, ultimately strengthening the career pipeline of professional counselors working in schools."

Each year, the program will provide stipends for up to 12 counseling interns and their supervisors at four partner school districts in the area: Hornell City School District and Canisteo-Greenwood School District in Steuben County, Bolivar-Richburg School District in Allegany County, and Franklinville School District in Cattaraugus County.

"The goal is to increase the number and quality of mental health professionals, especially counselors, in rural school district in Allegany and Steuben counties," Felber said, explaining that because of their rural location, schools in the area face barriers to obtaining quality counseling care. These include difficulties for students in local schools to travel to obtain counseling service, and for counselors to travel to the schools.

"We will be able to pay interns and their supervisors at their schools and cover their travel expenses" Felber said. "Without this money, rural schools wouldn't be able to offer internships."

In addition to providing funding for paid internships, the Mental Health Demonstration Project will also support:

- A full-time graduate assistant for the Alfred University Division of Counseling and School Psychology.
- Four Social Emotional Learning specialists who, Felber said, will take a "holistic" approach to serving students, with a goal of not only improving their academic performance but also helping them develop interpersonal and social skills and improve their mental health.
- A professional coaching program, which will provide "coaches" who advise interns on professional development.
- A diversity, equity, and inclusion development track, where DE&I consultants hold professional workshops for interns and their supervisors at their respective schools.



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- An integrated pediatric training program. Interdisciplinary in nature, this component creates opportunities for collaboration and cooperation between counselors and pediatricians in the area, improving communications between the schools and pediatric care providers.

Felber stressed that the Mental Health Demonstration Project is an “interdisciplinary partnership” which involves collaboration from several different entities—Alfred University, host school districts, the pediatric care community, and the New York Mental Health Counselors Association (NYMHCA)—working together for a common goal: improving students' mental health.

The program provides benefits for both students—who gain valuable work experience—and the school districts where they work—whose students will receive services that otherwise may not be available.

“The big benefit is money,” Felber commented. “Graduate school is very expensive. Counseling grad students typically don’t get paid for their internships, and that can be a deterrent” to students enrolling in graduate school for school counseling.

Felber said additional school districts in the area could benefit from the program, gaining the services of paid interns from Alfred University. The greater goal, Felber points out, is to see the program replicated across the country and for New York State to recognize the benefits of the program and provide longer term funding.

“It’s a demonstration project, a pilot program,” Felber said. “We want to show that it is effective and worthwhile and something that can be sustainable on a broader scale.”



Dr. Kevin Curtin, Professor of Counseling, secured a \$40,000 re-grant from the University of South Alabama and the John Templeton Foundation, *Fostering Integration of Spiritual Competency Training in Mental Health Graduate Education*, whose goal was to strengthen spiritual competency training across twenty diverse graduate programs in mental health.

Dr. Curtin along with alumni Taylor Stabley (MSEd 2017) and Molly Bright (MSEd 2023) co-authored an article in the *Journal of Yoga Practice and Therapy*. The article, “Using yoga group counseling to promote healthy self-regulation for elementary school students,” presents a three phase, 11-session yoga counseling group that aligns with specific yoga principles and select School Counseling behavior standards to address students’ relationship skills, self-discipline, self-control, and overall well-being.

Finally, Dr. Curtin was honored with two awards at the University Honors Convocation, the *Joseph Kruson Excellence in Teaching Award* and the *University Faculty Scholar Award*.



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Dr. Steve Byrne and Dean Al Mancuso were instrumental in securing a grant for \$36,200, awarded by the NYS Office of Mental Health, for both Alfred University's campus-based and downstate programs to better promulgate evidence-based practice across the state. Funding will allow the programs to offer internship stipends to students in OMH facilities, as well as speaker fees for a series of monthly colloquia.

Dr. Byrne also continued in his role as Director of the Child and Family Services Center, which is the outpatient training facility utilized by the division's programs in mental health counseling, school counseling, and school psychology. In addition to overseeing the budget, refining policies and procedures, and consulting with clinical supervisors, Dr. Byrne was instrumental in the clinic's transition to an Electronic Health Records (EHR) system that allowed for secure remote access to client files, electronic billing, and the provision of telehealth services (both psychotherapy and assessment).

Dr. Byrne continues to serve on the New York Mental Health Counseling Association's (NYMHCA) Professional Development Committee, in which he reviewed applications for continuing education workshops presented throughout NYS. He also maintains a private practice in Rochester, NY.



**Alfred University's counseling program partners with Canisteo-Greenwood Central Schools to deliver school-based mental health.**

In early September, 2022, Canisteo-Greenwood School District Principal Peter Reynolds and School Counselor Meghan Franclemont approached program faculty requesting help with the school's growing mental health needs. By January, a school-based mental health project had been developed, thanks in large part to Franclemont, Reynolds, and Dr. Angi Felber. The weekly off-campus "clinic" experience involved Felber, five practicum students in mental health and school counseling, and the Canisteo-Greenwood counseling team.

Each week during the spring semester Dr. Felber and her students would visit the K-12 school to provide mental health counseling services to students in need, under the supervision of the school's mental health team, that included Franclemont, school social worker Emily Fawley (MSEd '09), and school counselors Paul Keeley (MSEd '12) and Alison Valentine (MSEd '12).

"We essentially took our very successful Child and Family Services clinic experience on the road to Canisteo" said Felber. During this experience, students were able to increase their competence in the areas of basic interviewing, assessment, and counseling skills while meeting an important community need. Students also spent time in group supervision discussing cases as well as participating in required trainings.

Felber, Franclemont, and graduate students Kate Hobson and Aubrey Wilkins will be presenting on this project at the New York State School Counselor Association 2023 Conference in November.



**Chi Sigma Iota Delivers Once Again**

Alfred University’s Alpha Upsilon Xi chapter of Chi Sigma Iota Counseling Honor Society International (CSI) recently concluded a productive year of advocacy and community outreach. In recognizing the high rates of poverty in our local region, chapter members collaborated with several area schools, including Alfred-Almond Central School, Andover Central School, and Hornell Intermediate, to support students and families struggling with the effects of poverty. The chapter created the advocacy project, *Community Care Drive*, whose goal was to provide personal care products, school supplies, and non-perishable foods to families in need. Alfred’s chapter of CSI was able to address the needs of 25 local families through purchased items and monetary donations. Alfred University’s chapter of CSI has a strong history of advocacy and service and hopes to continue for years to come.



CSI chapter President Taylor Winchell making a delivery to Hornell Intermediate School.

**Adjunct and allied faculty - - thank you!**

Our adjunct and allied faculty have been incredibly important to our programs over the years. With increased expectations such as learning new instructional technology, maintaining accreditation standards, and keeping up with the changing trends in the profession, not to mention being overworked and underpaid, we very much appreciate all you do in helping train the next generation of counselors.

During the 2022-23 school year, we employed ten adjuncts who taught thirteen of our courses. Your diversity of experiences and backgrounds along with teaching effectiveness have made a significant impact on our students. We are always proud to report positive student learning outcomes to CACREP, such as our 97% first-time pass rate for the CPCE not to mention exceptional scores on key assignments, qualifying exams, and practicum/internship performance evaluations. You simply play a big part in our program’s success! Again, thank you!

**Renee Sheer:** Career Development

**Bradford Daly:** Consultation and Prevention

**Libby Tsibulsky:** Human Development; Psychopathology & Differential Diagnosis

**Jaime Castillo:** Program Development; Research & Statistics

**Rena Carapella-Johnson:** Counseling Special Populations; Topics in Counseling

**Michael Wales:** Mental Health, Exceptionality, & Disability

**Carina Rodriguez:** Foundations of MH Counseling

**Al Mancuso:** Assessment in MH Counseling

**Mark Recktenwald:** College Counseling & Advising

**Sarah Eggleston:** Foundations of School Counseling



### Appendix A Program Assessment Plan

Data Category	Data collected	Collection Process	Method for review	How Data is used for program modification	Meets program mission/goals?
<b>Knowledge</b>	-KPI knowledge scores -CPCE Scores	-End of each semester -February of final semester	Mean KPI and CPCE scores	Any changes necessary to teaching methods and CPCE preparation	
<b>Skills</b>	-KPI case presentation scores -Qualifying exam	-End of each semester -May of practicum semester	Mean KPI and Qualifying Exam Scores	Any changes necessary to teaching methods and Qualifying exam preparation	
<b>Dispositions</b>	-Progress Monitoring Results	<b>2 times</b> -End of 1 <sup>st</sup> & 2 <sup>nd</sup> semester of students' first year	Mean progress monitoring scores	Any changes necessary to learning strategies that promote student personal & professional growth	
<b>Demographics:</b> -Applicants	-Items on admission rubric; -Sex, ethnicity, race, military affiliation	Collected at the end of admissions cycle (August)	-Mean rubric scores; -Mean demographics -Grad Asst Feedback	Any changes to recruitment of diverse applicants, rubric, campus visit and interview process	
<b>Demographics:</b> - Students	-GPA; -Sex, ethnicity, race, military affiliation	At annual retreat (August)	-Mean GPA; -Mean demographics -Student feedback	Any changes necessary for the recruitment of diverse students.	
<b>Demographics:</b> - Graduates	-Program satisfaction; -Vital Statistics; -Credentialing status	At annual retreat (August)	-Qualitative results  -Total # grads licensed/certified	Any changes needed to career and credentialing workshop	
<b>Follow-up surveys:</b> Graduates, Supervisors, & Employers	-Professional knowledge, skills, & dispositions;  -Overall program satisfaction	Administered every three years and reviewed at Annual retreat  Exit interviews administered every spring	-Mean scores;  -Qualitative results	TBD given specific feedback from constituents	
<b>Exit Interviews</b>					





**Appendix C  
Student Progress Monitoring Form**

*Faculty Evaluation* \_\_\_\_\_

*Student Evaluation* \_\_\_\_\_

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Year in Program:** \_\_1\_\_2 \_\_3

**GPA** \_\_\_\_\_

**Rating Scale:**

<b>Below Expectations</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
1	2	3	4

**ACADEMIC PROGRESS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Quality of Class Participation			
Quantity of Class Participation			
Oral Presentations			
Written Communication (Written Assignments)			

**PROFESSIONAL SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Completes Work in a Timely Manner			
Punctuality			
Assistantship Responsibilities			
Professional Behaviors in the Academic Setting			

**PRACTICA AND FIELD EXPERIENCES**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Helping Skills (Counseling, Advising, Supporting)			
Professional Behaviors in Practical and Field-Based Experiences			





**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Recognizing Strengths and Weaknesses in Self			
Acknowledging feedback non-defensively and integrating it into practice			
Emotional Control, Flexibility, and Adaptability			
Appropriate Assertiveness Skills			
Sensitivity and Tolerance for Other Viewpoints			
Motivation and Taking Initiative for Improving Skills			
Awareness of and Sensitivity to Cultural Differences			
Maintains Professional Boundaries			

**Strengths:**

**Areas in Need of Improvement:**

**Overall Progress in the Program:**

\_\_\_ Below Expectations    \_\_\_ Approaching Expectations    \_\_\_ Meets Expectations    \_\_\_ Exceeds Expectations

\_\_\_\_\_  
Faculty Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**Appendix D**  
**Exam Pass Rate**

<b>Cohort</b>	<b>NCMHCE</b>	<b>CPCE</b>
2010	5/5	not offered
2011	3/3	not offered
2012	4/4	not offered
2013	5/5	not offered
2014	7/8	12/12 <b>AU Mean 95.33</b> (National Mean 84.53)
2015	7/7	14/14 <b>AU Mean 95.43</b> (National Mean 86.20)
2016	9/9	13/13 <b>AU Mean 94.83</b> (National Mean 83.86)
2017	3/3	8/8 <b>AU Mean 95.12</b> (National Mean 85.67)
2018	6/6	11/11 <b>AU Mean 98.99</b> (National Mean 87.13)
2019	2/2	10/10 <b>AU Mean 94.00</b> (National Mean 84.70)
2020	7/7	11/14 <b>AU Mean 84.32</b> (National Mean 84.39)
2021	2/2	16/16 <b>AU Mean 94.53*</b> (home-grown pandemic exam)
2022	1/1	6/6 <b>AU Mean 89.83</b> (National Mean 88.85)
2023	Tbd	11/11 <b>AU Mean 90.80</b> (National Mean 85.00)
<b>Total</b>	<b>98.4% first time pass rate (61/62)</b>	<b>97.4 first time pass rate (112/115)</b>



**Appendix E**  
**Job Placement Rate**

Class of:	Program	Job Placement Rate	Running total by discipline	Total for the year (SC + MH)	Running total
2012	SC	2/3=66.7%	66.7%	88.8% (8/9)	<b>88.8%</b>
	MH	6/6=100%	100%		
2013	SC	6/6=100%	88.8% (8/9)	100% (13/13)	<b>95.4% (21/22)</b>
	MH	7/7=100%	100% (13/13)		
2014	SC	3/3=100%	91.6% (11/12)	100% (12/12)	<b>97% (33/34)</b>
	MH	9/9=100%	100% (22/22)		
2015	SC	3/3=100%	93.3% (14/15)	100% (14/14)	<b>97.9% (47/48)</b>
	MH	11/11=100%	100% (33/33)		
2016	SC	2/2=100%	94.1% (16/17)	100% (11/11)	<b>98.3% (58/59)</b>
	MH	9/9=100%	100% (42/42)		
2017	SC	5/5=100%	95.4% (21/22)	100% (9/9)	<b>98.5% (67/68)</b>
	MH	4/4=100%	100% (46/46)		
2018	SC	3/3=100%	96% (24/25)	100% (9/9)	<b>98.7% (76/77)</b>
	MH	6/6=100%	100% (52/52)		
2019	SC	4/5=80%	93.3% (28/30)	88.8% (8/9)	<b>97.6% (84/86)</b>
	MH	4/4=100%	100% (56/56)		
2020	SC	2/2=100%	93.7% (30/32)	85.7% (12/14)	<b>96% (96/100)</b>
	MH	10/12=83%	97% (66/68)		
2021	SC	8/8=100%	95% (38/40)	100% (15/15)	<b>96.5% (111/115)</b>
	MH	7/7=100%	97% (73/75)		
2022	SC	2/2=100%	95.2% (40/42)	100% (6/6)	<b>96.7% (117/121)</b>
	MH	4/4=100%	97.4% (77/79)		
2023	SC	5/5=100%	95.7% (45/47)	100% (11/11)	<b>96.9% (128/132)</b>
	MH	6/6=100%	97.6% (83/85)		



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**ALFRED UNIVERSITY**  
***Mental Health Counseling***  
**Practicum/Internship**  
**Performance Evaluation**

**Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Practicum/Internship Supervisor:** \_\_\_\_\_

\_\_\_\_\_ **Self-Rating**

\_\_\_\_\_ **Supervisor Rating**

**Rating Scale:**

<i>Below</i>	<i>In</i>	<i>Meets</i>	<i>Exceeds</i>
<u><i>Expectations</i></u>	<u><i>Progress</i></u>	<u><i>Expectations</i></u>	<u><i>Expectations</i></u>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>

**PROFESSIONAL SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Completes Work in a Timely Manner		
Punctuality		
Dresses Appropriately for Work Setting		
Written Communication (letter writing, notes to parents, teachers/professors, colleagues, professional staff, etc.)		
Administrative Skills (scheduling, use of administrative programs/procedures)		
Contributes to agency environment through appropriate interactions with staff		
Record Keeping		

**Additional Comments:**



**COUNSELING SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Application of Basic Therapeutic Relationship Conditions (positive regard, empathy, genuineness) to Counseling Sessions, Parent/Guardian Contacts, and Consultations.		
Use of Appropriate Counseling Techniques for Clients' Ages and Levels of Functioning.		
Case Conceptualization (generating theory-based hypotheses about a client's distress and plans to alleviate distress)		
Counseling Child and Adolescent clients		
Counseling Adult Clients		
Counseling/Consulting with Parents or Colleagues		
Group Counseling/ Guidance Skills with _____Children and Adolescents _____Adults		
Ability to conduct intake interviews, mental status evaluations, and biopsychosocial history		
Use of techniques and interventions for prevention and treatment of a broad range of mental health issues		
Use of appropriate strategies to advocate for persons with mental health issues		

**Additional Comments:**



**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Utilizing Feedback and Recognizing Strengths and Weaknesses Non-Defensively			
Handling Frustration and Ambiguity			
Appropriate Assertiveness Skills			
Emotional Control, Flexibility, and Adaptability			
Sensitivity and Tolerance for Other Viewpoints			
Taking Appropriate Initiative for Improving Skills			
Awareness of and Sensitivity to Cultural Differences			

**Additional Comments:**

**Overall Strengths:**

**Areas in Need of Improvement:**

Overall Progress:      *Needs Improvement*      *Satisfactory*      *Good*      *Excellent*

\_\_\_\_\_  
**Practicum/Internship Supervisor**

\_\_\_\_\_  
**Student Signature**



Alfred University  
School of Graduate & Continuing Studies

**ALFRED UNIVERSITY**  
*School Counseling*  
**Practicum/Internship**  
**Performance Evaluation**

**Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Practicum/Internship Supervisor:** \_\_\_\_\_

\_\_\_\_\_ **Self-Rating**

\_\_\_\_\_ **Supervisor Rating**

*Rating Scale:*

<i>Below</i>	<i>In</i>	<i>Meets</i>	<i>Exceeds</i>
<i>Expectations</i>	<i>Progress</i>	<i>Expectations</i>	<i>Expectations</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>

**PROFESSIONAL SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Completes Work in a Timely Manner		
Punctuality		
Dresses Appropriately for Work Setting		
Written Communication (letter writing, notes to parents, teachers/professors, colleagues, professional staff, etc.)		
Administrative Skills (scheduling, use of administrative programs/procedures)		
Contributes to school environment through appropriate interactions with staff		
Record Keeping		

**Additional Comments:**



**COUNSELING SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Application of Basic Therapeutic Relationship Conditions (positive regard, empathy, genuineness) to Counseling Sessions, Parent/Guardian Contacts, and Consultations.		
Use of Appropriate Counseling Techniques for Students/Clients' Ages and Levels of Functioning.		
Case Conceptualization (generating theory-based hypotheses about a student's distress and plans to alleviate distress)		
Counseling Individual Secondary Level Students/Clients		
Counseling Individual Elementary Level Children		
Counseling/Consulting with Parents		
Guidance Skills (career development activities, academic or life-management counseling)		
Consulting with Teachers and Other School Personnel		
Group Counseling/ Guidance Skills with _____ Adolescents/Secondary Students _____ Children/Elementary Students		
Ability to articulate, model, and advocate for an appropriate school counselor identity and program		
Ability to recognize his or her limitations as a school counselor and to seek supervision or refer students when appropriate		
Ability to foster collaboration and teamwork within schools		
Use of interventions to promote college and career readiness		
Use of interventions to promote academic development		
Use of interventions to promote social emotional learning		

**Additional Comments:**





**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments//Suggestions for Future</i>
Utilizing Feedback and Recognizing Strengths and Weaknesses Non-Defensively		
Handling Frustration and Ambiguity		
Appropriate Assertiveness Skills		
Emotional Control, Flexibility, and Adaptability		
Sensitivity and Tolerance for Other Viewpoints		
Taking Appropriate Initiative for Improving Skills		
Awareness of and Sensitivity to Cultural Differences		

**Additional Comments:**

**Overall Strengths:**

**Areas in Need of Improvement:**

Overall Progress: *Needs* \_\_\_Improvement \_\_\_Satisfactory \_\_\_Good \_\_\_Excellent

\_\_\_\_\_  
Practicum/Internship Supervisor

\_\_\_\_\_  
Student Signature