

Department of Counseling and Exercise Science

Counseling Program Student Handbook



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WELCOME

Welcome to the John Carroll University Department of Counseling and Exercise Science and Exercise Science. We are pleased and honored that you have chosen to join us as you begin this important part of your journey to becoming a counselor.

The profession upon which you embark is a noble, challenging, and rewarding one. You will wear many hats: catalyst, advocate, facilitator, encourager, and teacher. You will work with people whose abilities, cultures, beliefs, and values may be different from your own. As a counselor you will connect with what you do have in common -- your humanity.

As you will discover over the course of your studies, when another human being entrusts you with his or her secrets, fears, frustrations, and joys it is an honor. And you both will be transformed in the process.

Today, you are taking the necessary first steps to acquire the knowledge and develop the skills needed to be an effective, competent counselor. But there's more. A former member of our campus community, the Reverend Howard Gray, S.J., reminds us that Jesuit education is structured "to find meaning, to let meaning touch the heart, and to commit oneself through one's professional competence to appropriate action for justice." In the end, it is our hope that you will become men and women who lead and serve others.

We look forward to working with you in the days ahead. May your studies and interactions with faculty, fellow classmates, and clients help you find meaning and clarify your role as a counselor who brings hope, justice, and healing to others.

COUNSELING PROGRAM OVERVIEW

Graduate Studies Educational Philosophy

The educational philosophy of Graduate Studies in the College of Arts & Science at John Carroll University is congruent with the fundamental doctrine of the University's Jesuit mission. The mission statement for the University is as follows: As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

Counseling Program Mission Statement

The mission of the John Carroll University counseling program is to create professional clinical mental health and school counselors who embody the Jesuit ideal of *persons for others* and *leaders in service*. The program strives to offer a broad-based education that will prepare students to become competent and effective counselors who are also leaders and advocates. In addition, the program promotes awareness and understanding of our multicultural, pluralistic, and highly technological society. Finally, the program promotes commitment to the counseling profession through involvement in professional counseling organizations and other activities which encourage professional identity as a counselor.

Counseling Program Goals

- Offer a broad-based education that will prepare students to become competent and effective professional counselors who are advocates, consultants and helpers.

- Ensure awareness and understanding of multicultural issues, and instill mindfulness about the evolving pluralistic and technological nature of our society.
- Promote commitment to the counseling profession through involvement in professional counseling organizations and in other activities that encourage professional identity as a counselor.

Counseling Program Objectives: Core Sequence

After completing this program, the student will be able to:

1. Demonstrate an understanding of the major principles of research design and program evaluation. Evaluate research reports for methodological and statistical appropriateness. (CG 509)
2. Apply basic counseling and facilitative communication skills in individual and small group settings. (CG 562 & CG 535, CG 591/592, CG 596/CG598)
3. Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students. (CG 561, CG 573, CG 591/592, CG 596/CG598)
4. Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students. (CG 505, CG 591/592, CG 596/CG598)
5. Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process. (CG 563, CG 591/592, CG 596/CG598)
6. Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling. (CG 535, CG 591/592, CG 596/CG598)
7. Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career development theory and the career counseling process. (CG 531, CG 591/592, CG 596/CG598)
8. Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students. (ED 530, CG 591/592, CG 596/CG598)
9. Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process.

Counseling Program Objectives: Clinical Mental Health Counseling

After completing this program, the student will be able to:

1. Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession. (CG 500, CG 573, CG 592, CG 596)
2. Assess, evaluate, and diagnose clients using assessment instruments and the DSM-IV-TR. (CG 570, CG 571, CG 572, CG 592, CG 596)
3. Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients. (CG 573, CG 592, CG 596)
4. Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention. (CG 592, CG 596)

Counseling Program Objectives: School Counseling

After completing this program, the student will be able to:

1. Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession and is prepared to advocate for the profession. (CG 501)
2. Plan a developmentally appropriate school-counseling program that supports academic, personal/social, and career development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting. (CG 538, CG 591, CG 598)
3. Communicate, collaborate and consult with school age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment. (CG 538, CG 591, CG 598)
4. Implement a system of on-going program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders. (CG 538, CG 591, CG 598)

Counseling Program Administrative Objectives

Striving for educational excellence, the Department Chair, faculty, and professional staff have established the following administrative objectives for the Counseling Program:

1. Maintain CACREP and NCATE accreditation, and the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board and the Ohio Department of Counseling approval.
2. Encourage contributions to the counseling profession through faculty research.
3. Remain steadfast in efforts to promote diversity in the faculty as well as in the student

population.

4. Evaluate all aspects of the program on a regular basis and use the results of these evaluations to strengthen the program.
5. Ensure the availability of field placement sites and encourage job placements for program graduates by creating and maintaining positive relationships with local agencies, schools and school districts.

Counseling Program Expectations for Student Attitude & Conduct

The highly interpersonal nature of the counseling profession, and the potential for ineffective counseling and even client harm, requires students to begin developing the qualities of an effective counselor from the moment they enter the program. This means that students will be expected to follow the *ACA Code of Ethics* and remain open to receiving feedback about their professionalism, interpersonal appropriateness, and academic preparation. Faculty or site-supervisors may provide this feedback. Students will also be called upon to participate in a process of self-reflection that may include sharing information about themselves in the classroom or written assignments, participating in targeted counseling sessions, sometimes with a peer, and reflecting on how their upbringing and experience may impact their counseling effectiveness. Throughout this process students are held to all of the stated policies in the *Graduate Bulletin* including those regarding plagiarism and academic dishonesty.

Core Program Faculty

Cecile Brennan, Ph.D., PCC-S, LSC

Associate Professor

Chair, Department of Counseling and Exercise Science

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Dr. Brennan received her Ph.D. from Cleveland State University. She is a Professional Clinical Counselor, a licensed School Counselor, a National Certified Counselor, and a graduate of the Cleveland Psychoanalytic Center's Postgraduate Program in Psychoanalytic Psychotherapy (PPP). She is active as both a scholar and a practitioner. Her scholarly interests are in the fields of ethics, counselor education and the impact of society and culture on mental health. As a practitioner she concentrates on working with families and children. Dr. Brennan is a member of several professional organizations and participates at national, regional and state conferences every year.

Paula Britton, Ph.D., PCC-S

Professor

Clinical Mental Health Counseling Internship & Practicum Coordinator

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Dr. Britton received a Ph.D. in Counseling Psychology and a M.A. in Counselor Education from the University of Akron. She is Professional Clinical Counselor, a psychologist, and a National Certified Counselor. Dr. Britton has extensive experience within the field and is active in consulting, clinical practice, scholarly research, and publishing. Dr. Britton is involved in many professional organizations and currently serves as Chapter Advisor to John Carroll's Beta Chi chapter of Chi Sigma Iota. Her areas of professional expertise include counselor supervision,

HIV/AIDS, and complementary and alternative therapies

Nathan Gehlert, Ph.D., PC

Assistant Professor

ngehlert@jcu.edu

Dr. Gehlert received his Ph.D. from Loyola University Maryland where he was awarded the Barry K. Estadt Medal for excellence as a clinician, teacher, supervisor, and researcher. He keeps an active research agenda in the areas of couples therapy, personality theory, and spirituality. As a practitioner, Dr. Gehlert's areas of expertise include group work, relationship issues, and the emerging concept of the quarter-life crisis. He is active in national and local professional organizations, presents frequently at conferences, and currently serves as chapter advisor to John Carroll's Beta Chi chapter of Chi Sigma Iota.

Martina Moore, Ph.D. PC, LICDC-CS, CEAP, SAP

Visiting Instructor

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Dr. Moore completed her Ph.D. in Counselor Education and Supervision at Walden University. She received her M.A. in counseling at John Carroll University. Dr. Moore completed a two-year post-graduate program at the Gestalt Institute of Cleveland in the family and couples counseling specialization. Dr. Moore is a Licensed Professional Counselor, a Licensed Independent Chemical Dependency Counselor-Clinical Supervisor, a Certified Employee Assistance Professional, and a Substance Abuse Professional. Dr. Moore owns a treatment center with six locations in Ohio. She is active in the field as a consultant, advocate, and trainer. She has been an adjunct faculty member at the Gestalt Institute of Cleveland. She is involved in various organizations, including the Association of Humanistic Counseling and the American Counseling Association. Her areas of professional expertise include addictions, couples and families, and diversity in counseling.

Nancy P. Taylor, Ph.D., PCC-S

Assistant Professor

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Dr. Taylor received the Ph.D. in Counseling Psychology from Kent State University. She is a Professional Clinical Counselor and a licensed psychologist. Dr. Taylor is active in several professional organizations, including APA, ACA, OCA, and NCOCA. Her areas of professional expertise include wellness issues, chemical dependency, career counseling, spirituality, and working with children and teens. For several years she was associated with the Cleveland Heights/University Heights city schools in the areas of counseling and chemical dependency prevention. Prior to becoming a full-time faculty member, Dr. Taylor served as an Adjunct Assistant Professor in the Department of Education and Allied Studies while on the professional staff of the John Carroll University Counseling Center. Her research interests include forgiveness and the use of outcome measures in clinical training and supervision.

Accreditation

John Carroll University is fully accredited by the North Central Association of Colleges and Secondary Schools. The Master's Degree in Clinical Mental Health Counseling is approved by

the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, and accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Program is accredited by the National Council for Accreditation for Teacher Education and by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), and is approved by the State of Ohio Department of Education.

Admission Requirements

Students applying for admission to either the Clinical Mental Health or School Counseling Program must have:

- An undergraduate degree together with advanced undergraduate coursework (12-18 semester hours) in the social and behavioral sciences, or teaching licensure is required. Applicants who do not have prerequisites for specific graduate courses will be required to make up deficiencies.
- An undergraduate cumulative GPA of at least 2.75 (4.0 scale).
- A satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).
- Three letters of recommendation from persons familiar with the applicant's academic work, professional work, vocational commitment, and suitability for the role of counselor are required. Ideally, these letters will come from former professors and/or employers who can comment on the suitability of the applicant for graduate study.
- A letter of intent from the applicant outlining career objectives and goals. The letter should be 400-600 words in length. It will be evaluated for content and grammatical and mechanical correctness.
- Evidence of work or volunteer experience.

Applicants must participate in an on-campus interview process that will include:

- A writing sample written in response to a provided writing prompt.
- An individual interview and/or a group interview

The on-campus group interviews are schedule during each semester. Applicants will be notified of the date when they apply. The GRE or MAT score, letters of recommendation, letter of intention, and summary of experience should be submitted to the Office of Graduate Studies, College of Arts and Sciences. **No application will be evaluated until all of the materials listed above along with a Graduate Application form and appropriate official transcripts are submitted.**

The Department of Counseling and Exercise Science accepts applications for the Counseling Program on a rolling basis. For best consideration, applications should be received by May 1st for fall semester, November 1st for spring semester, and February 1st for summer semester. Applicants applying for graduate assistant positions should submit all materials for admission by the February 1st deadline.

The application material will be evaluated by the admissions committee. Possessing the minimum admission requirements, e.g. a 2.75 GPA, does not guarantee admission to the Program.

Because of the interpersonal nature of the counseling profession, all students, even those applying as transient students, must be interviewed by a faculty member. Enrollment as a transient student is not guaranteed to all applicants. In addition, all students, including transient students, must meet all course prerequisites and must be eligible for enrollment in a master's program.

It should be noted that the program is not intended to supplant personal psychotherapy.

Advisory Board

The Counseling Program is advised by individuals involved in either school or clinical mental health counseling. The Board meets at least twice a year. Input from the Board is used to inform the planning process of the Program and to ensure that the Program is meeting the needs of the areas school and agencies.

Minority Recruitment & Retention Policy

The Department of Counseling and Exercise Science at John Carroll University values educating counselors, school psychologists, and health professionals who reflect the rich diversity of people in our country. In addition, the department recognizes there is a critical need in our nation's schools, mental health systems, and allied health programs for minority professionals. Toward this end, the department works actively to recruit minority students with academic and professional potential into its undergraduate and graduate programs. The department seeks to accomplish this by establishing effective strategies for reaching out to minorities and by providing a range of incentives to attract minority students. This policy supports the department's long term strategic goal of intensifying its commitment to increasing minority enrollment in undergraduate and graduate education programs.

The Department of Counseling and Exercise Science at John Carroll University recognizes that to successfully prepare minority students for professional roles as counselors, school psychologists, and health care workers, it has a responsibility that extends beyond recruitment. The department is committed to fostering minority student retention. The department seeks to achieve this goal by marshaling the human and financial resources necessary to facilitate this type of success.

Program Review & Evaluation Process

Evaluation is an integral component of the program. All plans, operations, procedures, and performances are systematically reviewed and evaluated at regular intervals by faculty and other professionals who are involved with the program. Students also participate in the evaluative process by completing questionnaires after each academic course and each clinical training experience. Current and former students' suggestions and comments about the program are welcomed on an informal basis as well, through communications with faculty members and/or the Department Chair. Finally, counseling professionals in the field—including school personnel, agency personnel and on-site supervisors—also contribute assessments of the program. All input and data collected from these varying sources—if found to be feasible—is examined, explored, and utilized to strengthen the program. Copies of these evaluations may be examined by contacting the Department Chair and making a request to do so.

PROGRAMS OF STUDY

The counseling program contains two programs of study: Clinical Mental Health Counseling and School Counseling. While the programs are distinct, they do share many courses in common since both programs are accredited by CACREP, which requires all students to study the eight core counseling areas.

CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in Clinical Mental Health Counseling consists of 60 semester hours of graduate studies and is designed to meet the academic requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for the licenses Professional Counselor (PC) and Professional Clinical Counselor (PCC). The program is designed to meet the needs of the part-time student while also accommodating full-time study.

Counselors licensed as PCC's function at an independent practice level, which allows them to diagnose and treat mental and emotional disorders without supervision. Additionally, with the supervision designation, they may supervise other counselors. Counselors licensed as PCCs may maintain a private practice.

If an applicant already has a master's degree in counseling or school counseling and is just seeking licensure as a clinical mental health counselor, it is possible to be admitted to a post-master's licensure program. Contact the Department Chair for more information.

Students must bear in mind that academic requirements are only part of the overall licensure requirements, which also include an application procedure, state examinations, and verified clinical work experience. These licensure requirements are met after the conferral of the M.A. degree in Clinical Mental Health Counseling.

Required Courses: Core Sequence

Orientation to Counseling (3 hrs.)	CG 500
Human Growth and Development (3 hrs.)	CG 505
Research Methods for Counseling & Mental Health Professionals (3 hrs.) or Research Methods (3hrs)	CG 509
ED 502	
Tests & Measurements (3 hrs.)	ED 530
Career Development & Vocational Appraisal (3 hrs.)	CG 531
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

Required Courses: Clinical Sequence

Psychopathology (3 hrs.)	CG 570
Evaluation of Mental and Emotional Status (3 hrs.)	CG 571
Diagnosis of Mental and Emotional Disorders (3 hrs.)	CG 572
Methods of Intervention, Prevention, and Ethics (3 hrs.)	CG 573
Treatment of Mental and Emotional Disorders (3 hrs.)	CG 574

Field Experience Sequence

Practicum in Clinical Mental Health Counseling (3 hrs.)	CG 592
Internship in Clinical Mental Health Counseling I (3 hrs.)	CG 596A
Internship in Clinical Mental Health Counseling II (3hrs.)	CG 596B

Electives (9 hrs.)

Nine hours of electives must be approved by the advisor and include courses related to the student’s professional work. Courses are to be selected from among graduate offerings in appropriate departments. Concentrations are available in spiritual wellness & counseling, chemical dependency & addictive disorders, non-profit management, and working with students with autistic spectrum disorders. Contact your advisor if you would like more information about the concentrations.

Application for Practicum & Internship

The student must apply for Practicum (CG 592) and Internship (CG 596) in Clinical Mental Health Counseling by **October 1 for the spring semester**; by **March 1 for the fall semester**. Practicum (CG 592) is not available in the summer session. Ordinarily, CG 592 followed by CG 596 are some of the final courses in the student’s program. Site placements are subject to university approval.

Requirements for Graduation

The Master’s of Arts degree in Counseling is conferred upon the satisfactory completion of the above courses, and successful completion of the comprehensive examination. The comprehensive assessment requirement is satisfied through successful completion of the Master’s Comprehensive Examination.

SCHOOL COUNSELING

The School Counseling Program is a 48 semester-hour graduate program designed to prepare candidates for licensure as counselors in an elementary, middle, or high school setting. The program meets Ohio, Council for the Accreditation of Educator Preparation (CAEP) and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counseling programs.

If an applicant already has a master’s degree and is just seeking licensure as a school counselor, it is possible to be admitted to a post-master’s licensure program. See the *Graduate Bulletin*, a faculty advisor, or the Department Chair for more information.

Required Courses: Core Sequence

Orientation to Counseling (3 hrs.)	CG 500
Foundations of School Counseling (3 hrs.)	CG 501
Human Growth and Development (3 hrs.)	CG 505
Research Methods for Counseling & Mental Health	CG 509
Professionals (3 hrs.) or Research Methods (3hrs)	ED 502
Treatment Knowledge for Chemical Dependency (3 hrs.)	CG 514
Tests & Measurements (3 hrs.)	ED 530
Career Development & Vocational Appraisal (3 hrs.)	CG 531
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535

School Counseling Program Design & Consultation (3hrs.)	CG 538
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

Field Experience Sequence :

Practicum in School Counseling (3 hrs.)	CG 591
Internship in School Counseling, I (3 hrs.)	CG 598A
Internship in School Counseling, II (3 hrs.)	CG 598B

Electives:

Electives must be approved by the advisor and include courses related to the student’s professional work. Courses are to be selected from among graduate offerings in appropriate departments. Concentrations are available in spiritual wellness & counseling, chemical dependency & addictive disorders, and working with students with autistic spectrum disorders. Contact your advisor if you would like more information about the concentrations.

Application for Practicum & Internship

The student must apply for Practicum (CG 591) and Internship (CG 598) in School Counseling by **October 1 for the spring semester** and by **March 1 for the fall semester**. Practicum (CG 591) and Internship (CG 598) are not available in the summer session. Ordinarily, CG 591 followed by CG 598 are the final courses in the student’s program. Site placements are subject to university approval.

Liability Insurance

Students are responsible for securing their own professional liability insurance prior to participating in these courses. Consider obtaining insurance through the American School Counseling Association.

Requirements for Graduation

Candidates are carefully reviewed in their work and evaluated during their entire internship experience. A successful final evaluation is a necessary prerequisite for endorsement of the intern for licensure. The candidate must also successfully pass all applicable sections of the *Ohio Assessment for Educators* (#040) for licensure as a school counselor. Submission of logged contact hours during Practicum and Internship is required for graduation.

The Master’s of Education degree is conferred upon the satisfactory completion of the above courses, and successful completion of the comprehensive examination. The comprehensive assessment requirement is satisfied through successful completion of the Master’s Comprehensive Examination.

PROGRAM POLICIES & PROCEDURES

What follows are some of the major policies and procedures specific to the Counseling Program. The *Graduate Studies Bulletin*, available online at <http://sites.jcu.edu/graduatestudies/pages/current-students-2/bulletin-archive/>

contains more details about all of the policies of the graduate school. Students are encouraged to review the *Graduate Bulletin* as well as this *Handbook* in order to be fully informed about all relevant policies. (Sometimes links change, so if the link above does not work use the search function on the JCU home page to locate the *Bulletin*.)

Student Conduct

Academic Honesty: Students should refer to the *Graduate Bulletin* for a detailed explanation of the policies related to academic honesty. In summary, students are expected to do their own work. Students who are caught committing an act of plagiarism or cheating are subject to penalties ranging from an “F” on an assignment to failure in the course, to expulsion from the University.

Email Address & CANVAS: Students are expected to regularly check their JCU email account and, if required by their professor, know how to access material placed on CANVAS. If students need help with any technological issue, they can contact Information Services at <http://www.jcu.edu/is/student/index.htm> or phone the Help Desk at 216-397-3005. (Sometimes links change, so if the link above does not work use the search function on the JCU home page to locate the desired link.)

Punctuality/Attendance/Class Participation: Students are expected to arrive for class on time, attend all classes, complete all assignments and participate in class discussions and activities. Advanced notice should be given to the class instructor of any planned absences. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned in to the instructor on time. Students are responsible for all information if a class is missed. Students may want to check their schedule for any employment or personal conflicts that would prohibit them from participating fully in the course. Students should not enroll in a class knowing in advance they will miss class sessions. If punctuality, attendance or class participation becomes problematic, a Concern Conference will be scheduled.

Use of Technological Devices: It is not appropriate to be texting, talking on the phone, using the internet or social media during class time. Students who engage in this behavior are not exhibiting appropriate professional behavior. If the behavior persists past an initial warning, a Concern Conference will be scheduled.

Advising

Each student is assigned a faculty advisor upon admission to the Counseling Program. The role and function of the faculty advisor is to sustain a working relationship with a student (advisee) through the duration of the student's plan of study. The goal of the relationship is the successful completion of the program by the advisee. The advisee is responsible for scheduling a meeting with his/her advisor early in the first semester of enrollment to plan the student's course of study. Concerns related to academic and personal adjustment may be discussed at this time. A written prospectus is kept on file after this meeting. In subsequent semesters, regular meetings with one's faculty advisor are recommended to determine needs, suggest improvements, and develop internship possibilities. It is the responsibility of the advisee to maintain regular contact with his/her faculty advisor. The faculty meet during the fall term to review the progress of students in

the program. Following the meeting, students who in the view of the faculty are having difficulty are sent a letter informing them of the concern.

Comprehensive Exam

The final examination requirement for the Master's Degree in Clinical Mental Health or School Counseling is satisfied through successful completion of the Master's Comprehensive Examination. It is recommended that students take the exam before their last semester in the program. In case a student does not receive a passing grade, an additional semester before the anticipated graduation date is available for retaking the exam. The exam must be passed before a student can graduate from the program

School Counseling students who enrolled in the Counseling Program prior to August 2010 have the option of taking the multiple-choice exam or a written exam administered by the Department of Education & School Psychology. If a school counseling student elects to take the written exam, s/he needs to meet with the Department Chair to discuss this option.

Examination Description: The Master's Comprehensive Examination, the Counselor Preparation Comprehensive Exam (CPCE), assesses the student's overall knowledge of counseling. It consists of 160 multiple-choice questions. The examination incorporates the eight core content areas with 20 questions each, covering professional orientation, research and evaluation, group work (dynamics, processing, and counseling), appraisal of the individual, the helping relationship (including theory as well as methods and techniques of counseling), human growth and development, social and cultural foundations, and life span and career development. The exam has been created by the Research and Assessment Corporation for Counseling (RACC), in conjunction with the Council for Credentialing and Education (CCE)—both affiliate corporations of the National Board for Certified Counselors (NBCC). The CPCE exam is commonly used in counseling programs throughout the country and provides students with an opportunity to synthesize their knowledge while also preparing for the licensing exams which they will need to take upon graduation.

Eligibility Requirements: The examination may be taken upon the completion of academic course work in the eight core areas of counseling.

Schedule of the Examination: The comprehensive examination is given three times yearly, once each in the fall, spring and summer semesters. Dates of the examination for the current year are announced well in advance, and it is the student's responsibility to consult with the advisor or Department Chair concerning the examination schedule. Students must register at the Counseling office at least one month prior to taking the examination. The exam fee (\$60.00 fee for the 2015-2016 school year, checks payable to John Carroll University) must be paid at the time of registration.

Procedures for Re-Taking the Examination: If a student is unsuccessful in passing the examination on the first attempt, the examination may be repeated. However, before the student is eligible to repeat the examination, he or she must meet with his or her Faculty Advisor to organize a plan of study to prepare for the repeated examination. This plan must be in written form and must be filed with the Department Chair.

Scoring of the Examination: For students admitted Spring 2016 or later, the passing score is one that is at or within 3/4 standard deviation below the current mean for the national sample of students who took the exam as an exit exam. For students admitted

Fall 2015 or earlier, the passing score is one that is at or within one standard deviation below the current mean for the national sample of students who took the exam as an exit exam. There is no penalty for guessing.

Preparation for Success Completion of the Examination: To prepare for the examination, students should review all notes, texts, and other readings from the appropriate academic course work. The Master's Comprehensive Examination (CPCE) may contain questions that have not been addressed specifically in the individual student's academic course work. Therefore, to be well prepared for the examination, students are encouraged to keep up with the current body of knowledge in the field. This effort toward keeping current may be especially important if course work spans several years, as it does for many students. Students are encouraged to review current journals, and to keep current through reading, workshops, and small group discussion. Students are also encouraged to review the Ethical Code (ACA or ASCA) as well as position statements of the ACA and or the ASCA and other professional associations. Some students find it helpful to review commercially prepared study guides. Any study guide used for the National Counseling Exam is appropriate for use with the CPCE exam. These materials can be located by going to the National Board of Certified Counselors website: www.nbc.org, or just googling the topic. A common resource students have used is the *Encyclopedia of Counseling* by Howard Rosenthal. This resource is available online at Amazon and other book sellers.

Degree Application/Graduation

It is the student's responsibility to file an application for the degree at the appropriate time. For spring graduation, the deadline is the fourth Monday of November. For summer graduation, the deadline is February 15. For degrees awarded in winter, the deadline is the second Monday of July. For more information about graduation, click on the following link:

<http://sites.jcu.edu/graduatestudies/pages/current-students-2/graduation/degree-application/>

(Sometimes links change, so if the link above does not work use the search function on the JCU home page to locate the desired link.)

Student Academic & Professionalism Review

An important responsibility of the program faculty is the monitoring of student progress throughout the program. While grades in courses and overall grade point average give a sense of how the student is progressing, it is sometimes necessary for the faculty to formally express their concern about a student's progress. Faculty are required by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), The American Counseling Association (ACA), the American School Counselor Association (ASCA), and the licensing board of the State of Ohio (OCSWMFT) to monitor students' academic and professional development. It is also important to note that a student can be dismissed from the program for failing to uphold the required level of professionalism, and the professional dispositions necessary to be an effective and ethical clinical mental health or school counselor.

In order to appropriately monitor students, and to provide them with clear feedback, the department has created an ongoing process of evaluation and, if needed, remediation. This process serves two main purposes:

1. To provide students with information related to their progress that will enable them to remediate weaknesses and build upon their strengths in their academic, professional, and personal development.
2. To provide the program faculty with information about the progress of students which can facilitate decisions that will help students develop, and to ensure that the faculty are engaging in ethically mandated gatekeeping practices. The program faculty is ethically charged with ensuring that students entering a profession have satisfactory performance related to their counseling skills, and have behaviors and/or value orientations that are ethical, legal, and professional.

Student review is an ongoing and continuous process. Any program faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. All students who are admitted into the Counseling Program are subject to on-going evaluation by the faculty. This evaluation takes the following forms:

- Academic Evaluation: Each student's progress is evaluated by his/her academic performance, or grades. According to University policy, students who fail to maintain a 3.00 GPA are subject to academic dismissal. **In addition, the program stipulates that any student who receives a grade of "C" in CG 562 or a grade of "C" in any two other classes is subject to dismissal.** The *Practicum & Internship Handbook* contains additional information about guidelines during practicum and internship, and the *Graduate Bulletin* contains additional information about academic requirements.
- Review after completion of CG 562: In addition to the use of grades as an evaluation tool, all students will receive a formal student review that will occur when the student completes CG 562. Each student will be reviewed by the faculty. At this time, students will also be asked to complete a self-evaluation of their progress. Students whose progress is deemed unsatisfactory by the faculty will be asked to meet with their advisors to discuss the resolution of the identified problem areas, and develop a plan for success. Students will be evaluated on the following criteria: overall academic performance, written communication, oral communication, professional integrity, professional/personal development, and professional competency.
- Practicum Review: At the time students complete their Practicum course, they will again be evaluated by the faculty.

Remediation Process

Whenever a faculty member or supervisor has serious concern about student academic and personal progress, or feels a student has violated standards of professionalism and/or the ethical code, a remediation process will be initiated. See Appendix A for a full description of this process. It is important to note that the student is included in each step of the process. The intent of the process is to guide students in the development of the needed academic skills and professional dispositions. In addition to the formal process, it is important for students to understand that because they are in a profession that involves intensive personal contact and

requires sound judgment, they need to remain open to feedback about how they are affecting others. Sometimes this feedback can be uncomfortable, but it is always given in the spirit of helpfulness.

Student Prospectus

Students will fill out a prospectus during CG 500. The student prospectus forms are found in Appendix B for Clinical Mental Health Counseling students, and Appendix C for School Counseling Students. There is also a scheduling timeline in Appendix D that allows students to gain a clear visual understanding of their course of study.

Student Retention & Dismissal

Students should review the information and the policies in the *Graduate Studies Bulletin*, <http://www.jcu.edu/graduate/bulletin10-12/> as well as the material in this *Handbook*.

(Sometimes links change, so if the link above does not work use the search function on the JCU home page to locate the desired link.)

All graduate students are expected to achieve “A” or “B” grades consistently and maintain a 3.0 grade point average. In addition to this standard, the Counseling Program upholds the following policies:

- A grade of “C” or lower in CG 562, or a no-credit grade in CG 592 or CG596/CG598 may be considered a recommendation for dismissal from the program. In such cases dismissal may be activated without regard to the student’s overall grade point average.
- A grade of “C” or lower in any two (2) courses in the program may also be considered a recommendation for dismissal from the program. In such cases, dismissal may be activated without regard to the student’s overall grade point average.
- A student who receives any combination of two grades in the “C” range or lower at any course level receives a warning from the appropriate dean. If the program elects not to dismiss the student, he/she may continue in the program only according to the specific conditions set by the department and may be placed on academic probation by the dean in consultation with the department.
- Students on probation are usually limited to one graduate course in the semester immediately following placement on probationary status.
- A student who has been placed on probation may be suspended from the program if he or she performs below a 3.0 grade point average during the probationary semester and will not be permitted to reapply for reinstatement until at least one full semester has elapsed.
- Conduct inconsistent with the obligations of a professional counselor shall be considered a recommendation for dismissal from the program. This may include such examples as conviction of a felony, substance abuse, violation of the counselor-client relationship, plagiarism, or any other violations of professional ethical standards as determined by ACA’s Code of Ethics and Standards of Practice or Ohio state law.
- When a counseling student’s personal concerns, problems, or mental health compromises his/her professional abilities, it shall be considered a recommendation for dismissal from the program.

Right to Appeal an Academic or Dismissal Decision

A student may appeal an academic or dismissal decision. The process for doing so is clearly

explained in the *Graduate Studies Bulletin* available online at the Graduate Studies website: <http://www.jcu.edu/graduate/home.htm>. If students need assistance with this process, they should make an appointment with their faculty advisor.

Policy Regarding Taking a Course Overload

Students desiring to take a course overload need to fill out an academic petition. The petition can be found on the JCU website. (Search for academic petition.) The student must be in excellent academic standing. The petition must be approved by the student's advisor, Department Chair, and the Assoc. Dean of Graduate Studies. Course overloads can be requested only twice during a student's course of study. Filling out the petition does not guarantee that the request will be granted.

STUDENT OPPORTUNITIES & SERVICES

Professional Development Opportunities

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training. This organization is dedicated to excellence in scholarship, research, and clinical practice. Students are eligible for membership if they are enrolled in counseling programs leading to graduate degrees, have maintained at least a 3.5 grade point on a 4.0 scale, and have completed at least 9 semester hours of counseling courses. Those seeking membership who have already completed a Master of Arts degree in counseling must have obtained at least a 3.5 G.P.A. in their graduate program.

Beta Chi is the local chapter of Chi Sigma Iota housed at John Carroll University. Dr. Nathan Gehlert serves as Chapter Advisor.

Membership in Chi Sigma Iota provides the following benefits:

- *Networking.* Members may find out about the latest developments in the field of counseling, including educational, internship, and work opportunities. Members may meet students and professionals specializing in similar areas of interest.
- *Education.* With a direct link to John Carroll University's Counseling Program, members have ready access to information on course work and continuing education.
- *Development.* The Beta Chi chapter offers members the opportunity to plan special events, host speakers, and compete for awards that foster scholarship and professional development.

Students may obtain a membership application form for the Beta Chi Chapter of Chi Sigma Iota from the Counseling Program office at John Carroll University. Checks and applications may be mailed to: Graduate Assistant, Department of Counseling and Exercise Science, John Carroll University, 1 John Carroll Boulevard, University Heights, OH 44118.

American Counseling Association (ACA) is a national professional counseling organization that provides leadership, professional identity, legislative direction, continuing education, professional liability insurance, legal and ethical guidance,

opportunities for professional development, and the monthly newspaper *Counseling Today* for its members. The American Counseling Association's current identity statement defines the ACA as a partnership of associations representing professional counselors who enhance human development. The ACA is organized into divisions and chapters that meet the needs of counselors in a broad range of specialties, in various geographic areas. The ACA offers reduced annual dues for students enrolled at least half time in a college or university counseling program. Students may obtain information regarding membership by contacting the ACA at 5999 Stevenson Avenue, Alexandria, Virginia, 22304-3300. The ACA may be reached by telephone at (800) 347-6647, by fax at (800) 473-2329, or at their official web site, www.counseling.org

American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to more than 13,000 professional school counselors around the globe. The ASCA offers reduced annual dues for students enrolled at least half time in a college or university counseling program. Membership information can be obtained at www.schoolcounselor.org

Ohio Counseling Association (OCA) is the Ohio branch of the ACA. This professional organization provides news of continuing education opportunities, analysis of legislative and licensure issues, and other information pertinent to the practice of counseling in the state of Ohio. The OCA co-sponsors the annual All Ohio Counselors Conference in Columbus and faculty and students from John Carroll University's Counseling Program frequently present workshops at this event. The OCA publishes *Guidelines*, a quarterly newsletter for its members. Information regarding membership may be obtained from the Ohio Counseling Association, 8312 Willowbridge Place, Canal Winchester, OH 43110. The OCA offers reduced annual dues for students. The OCA may be reached by telephone at (614) 833-6068. You may also contact OCA at their official web site, www.ohiocounseling.org

Ohio School Counselor Association (OSCA) is an Ohio State organization based out of New Albany Ohio. Its purpose is to promote school counseling. It is committed to work with parents, teachers, administrators, and other interested personnel in that endeavor. In addition, OSCA strives to lobby for legislation, which promotes school counseling, heightens public visibility of the counselor's role, and builds a stronger professional organization by increasing membership and delivering services. The OSCA offers reduced annual dues for students. Membership information can be obtained www.ohioschoolcounselor.org

North Central Ohio Counseling Association (NCOCA) is the local chapter of OCA, founded at John Carroll University. This professional organization meets the specialized needs of counselors and students in both Cleveland and the immediately surrounding areas. Dr. Martina Moore of John Carroll University's Counseling Program currently serves as NCOCA Chapter Advisor. A monthly newsletter announcing continuing

education opportunities, special events, and related information is regularly mailed to NCOCA members. Information regarding membership in NCOCA may be obtained from the Counseling office at John Carroll University.

Professional Workshops, Conferences, and Training Experiences Students are regularly notified of conferences, workshops, continuing education opportunities, and other counseling-related activities available at local, state, and national levels. Such information is provided in the Graduate Newsletter, in direct mailings to students put out by the Beta Chi chapter of Chi Sigma Iota, and on the Counseling Program bulletin board, located adjacent to the Counseling office. The Counseling Program and John Carroll University sponsor an ongoing series of continuing education workshops for students and counseling professionals, which are approved for credit by the Ohio Counselor and Social Worker Board. Students within the program receive a 50% discount on workshop registration. Other institutions in the area that regularly offer counseling workshops, conferences, and training experiences appropriate for graduate students pursuing a counseling Master's degree include: the Gestalt Institute of Cleveland, Cuyahoga Community College, the Mandel School of Applied Social Sciences, the Department of Psychiatry at the Case Western Reserve School of Medicine, Ursuline College, Notre Dame College, Akron General Medical Center, Child Guidance Centers of Cleveland, the University of Akron, Kent State University, and many others. All students within the program are encouraged to take advantage of these professional growth experiences.

Students are encouraged to make presentations of their own by submitting proposals to the annual Celebration of Scholarship sponsored by the Graduate School, and to various professional organizations, in particular to the All Ohio Counselors' Conference sponsored by OCA and OSCA.

Research and Study Opportunities

Program faculty are actively involved in research and publications in the field and students have many opportunities to join faculty members in these endeavors or to embark on their own projects. The University encourages faculty and student research and provides support, which includes, but is not limited to, data analysis and computer assistance.

The Grasselli Library at John Carroll University houses comprehensive resources appropriate for scholarly inquiry, study, and research by both faculty and students. The library catalogs hundreds of books and journals from counseling-related disciplines, as well as an extensive collection of ACA publications. The library incorporates a computerized catalog system and also provides computers that are conveniently located within the building, so that students and faculty may access the Internet and a wide range of equally rich information sources.

Student Counseling Services

Faculty recognizes that a high degree of self-awareness is a key attribute of the effective and competent counselor. Students within the Counseling Program are encouraged to seek personal counseling or psychotherapy so that they may increase their self-knowledge, as well as enrich their understanding of the counselor-client relationship and the counseling process itself. The program itself is not intended to supplant personal therapy. Students may seek personal counseling at the University Counseling Center. Counseling services for students within the program are always provided by licensed mental health professionals other than program faculty

and students, in order to respect students' privacy, maintain confidentiality, and to avoid potential dual relationships.

Career Planning & Placement

Students who have completed nine credit hours within the Counseling Program are eligible to receive comprehensive career counseling services, as well as job search assistance, at the Senior and Alumni Career Services Office, located at 2563 South Belvoir Blvd., across from the main John Carroll University campus. Services offered include individual career counseling, assistance in clarifying goals, self-assessment and occupational assessment inventories, resume development, interview preparation, and access to many sources which detail job opportunities for program graduates. In addition, the Career Services Office offers career workshops, career development lectures, and career testing for individual courses within the program. Career fairs are also offered providing access to organizations and prospective employers. Students are encouraged to telephone 216-397-4237 to register for these services or to schedule an appointment with a career advisor.

Licensure Exam

Students in their last semester in the program are eligible to take the National Counselor Exam (NCE). Information about how to sign-up for the exam is found at the website of the Ohio Counselor, Social Worker and Marriage and Family Therapy Board: <http://cswmft.ohio.gov> The same guidelines that apply to studying for the comprehensive exam apply to studying for the NCE exam. Please see the section of the *Handbook* that describes preparing for the comprehensive exam. It is also important that you study the printout of your scores on the comprehensive exam. If you scored lower than the national mean in any area, you will need to focus on that area with extra studying.

APPENDIX A CONCERN CONFERENCE REMEDIATION

At any point in the student's progress through the program a faculty member or supervisor may request a Concern Conference for students who are experiencing academic difficulties or problematic behaviors, attitudes or dispositions. The purpose of the meeting is to identify the problematic areas or behaviors and to generate actions or activities that the student will perform by specific dates in order to remediate the point of concern. The following individuals will attend the Conference: the faculty member requesting the conference, the Department Chair and the student. Students may also invite their advisor to the Concern Conference.

Step 1. A Concern Conference should result in the completion of the Concern Conference Policy Form (see below). A copy of the completed form will be given to the student, and a copy will be placed in the student's departmental folder. This form will include the area(s) of concern and a plan for the remediation of these concerns.

Step 2. The Department Chair will ascertain whether the specified objectives have been met by within the allotted time period. If they have been met, the Program Director will place a written note stating this in the student's departmental folder. If they have not been met, the process will proceed to step 3.

Step 3. An additional meeting will be attended by the student, the faculty member/supervisor complainant, and the Chair of the Department of Counseling and Exercise Science. The student must bring to the meeting a written explanation of why the agreed upon goals have not been met and an action plan to resolve the concerns. Following the discussion, a decision will be made on the part of the faculty whether to accept the student's plan as is, to accept it with written modifications, or to find it unacceptable. If the decision is to accept, a clear timeline will be established. Monitoring the timeline is the responsibility of the Program Director. If the student's plan is rejected, the student will not be allowed to enroll for any additional courses. The student is invited to re-apply to the Program after one academic year has passed. At that time, the student must show that the prior concerns have been resolved.

Concern Conference Policy Form

Graduate Concern
Conference Record

Date of Conference

Student

Initiator of Conference

Student Telephone/E-Mail

Other Faculty Present

Student Address

I. Areas of Concern: Please circle or highlight appropriate areas and provide explanation/description of area of concern.

<p>A. Language & Thinking Skills</p> <ol style="list-style-type: none"> 1. Oral Expression 2. Written Expression 3. Reading Skills 4. Critical Thinking/Analysis 5. Other 	<p>D. Professional Relationships</p> <ol style="list-style-type: none"> 1. Effectiveness in Interpersonal Relationships 2. Willingness to Engage Supervisory Process 3. Managing Conflict Effectively 4. Accepting Feedback Non-Defensively 5. Other
<p>B. Professional Responsibilities/Ethics</p> <ol style="list-style-type: none"> 1. Meeting Obligations 2. Maintaining Client Confidentiality 3. Maintaining Client Records 4. Establishing Professional Boundaries 5. Other 	<p>E. Professional Competency</p> <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Clinical Experience 4. Other
<p>C. Personal Growth & Development</p> <ol style="list-style-type: none"> 1. Openness to Self-Examination 2. Commitment to Self-Growth 3. Willingness to Engage Professional Assistance When Problem Emerges 4. Other 	<p>F. Graduate/Professional Behavior</p> <ol style="list-style-type: none"> 1. Punctuality 2. Appropriate Appearance 3. Notifies Faculty/Supervisor of Absences in a Timely Manner 4. Other

Explanation/Description of Concern:

II. Planning and Progress Chart: After completing, please retain one copy, forward another copy to the Department Chair and give the final copy to the student.

Objectives Described: Including date by which each objective is to be met.

Student Signature:

Date:

Department Chair Signature:

Date:

Faculty Member/Supervisor Signature:

Date:

**APPENDIX B
CLINICAL MENTAL HEALTH COUNSELING
STUDENT PROSPECTUS**

The prospectus should be filled out during a student's first semester in the program. Students should make an appointment to discuss the Prospectus with their Advisor. A copy of the Prospectus should be given to the Advisor.

Name:

Date:

Program Entry Year:

I. Personal objective(s) in the Clinical Mental Health Counseling Program. Use additional space if necessary.

II. Course of Study—60 Semester Hours Required

Required Core Sequence

	Course #	Semester/Year to be taken
Orientation to Counseling (3 hrs.)	CG 500	
Human Growth and Development (3 hrs.)	CG 505	
Research Methods for Counseling & Mental Health Professionals (3 hrs.) OR Research Methods (3hrs)	CG 509 ED 502*	
Tests & Measurements (3 hrs.)	ED 530	
Career Development & Vocational Appraisal (3 hrs.)	CG 531	
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535	
Counseling Theory (3 hrs.)	CG 561	

Counseling Techniques CG 562

Diversity Issues in Counseling (3 hrs.) CG 563

Clinical Sequence

	Course #	Semester/Year to be taken
Psychopathology (3 hrs.)	CG570	
Evaluation of Mental and Emotional Status (3 hrs.)	CG 571	
Diagnosis of Mental and Emotional Disorders (3 hrs.)	CG 572	
Methods of Intervention, Prevention, and Ethics (3 hrs.)	CG 573	
Treatment of Mental and Emotional Disorders (3 hrs.)	CG 574	

Field Experience Sequence

Practicum in Clinical Mental Health Counseling (3 hrs.) CG 592

Internship in Clinical Mental Health Counseling I (3 hrs.) CG 596A

Internship in Clinical Mental Health Counseling II (3hrs.) CG 596B

Electives (9 hrs. required)

Nine hours of electives are required. Students can fulfill the elective requirement by completing nine hours of electives that fit their academic plan, or by completing one of the concentrations offered by the program. Each concentration requires nine hours chosen from a list of possible courses.

Available Concentrations (Students select 9 hours from the following courses)

Spiritual Wellness & Counseling CG 582, CG 583, CG 584, CG 585, CG 586

Non-Profit Management NP 501 (required for concentration), NP 520, NP 530, NP 540, NP 550, NP 560, MN 550N

Chemical Dependency & Addictive Disorders CG 514, CG 515, CG 516

Students who complete this concentration and appropriate field experience may be eligible for licensure as an LCDC-III or as an LICDC. These courses are cross-listed as graduate/undergraduate.

Autistic Spectrum Disorders ED 535, ED 537, ED 538, ED 539

III. Portfolio of Student Work

See the description of student portfolio on page 16. The portfolio must be completed and submitted by the end of the final semester before graduation. Students enrolled after August, 2011 must complete and submit a portfolio in order to graduate.

IV. Comprehensive Exam

See the description of the comprehensive exam on page 15. Clinical Mental Health Counseling students must pass the comprehensive exam before enrolling in internship.

**APPENDIX C
SCHOOL COUNSELING STUDENT PROSPECTUS**

The prospectus should be filled out during a student's first semester in the program. Students should make an appointment to discuss the Prospectus with their Advisor. A copy of the Prospectus should be given to the Advisor.

Name:

Date:

Program Entry Year:

I. Personal objectives in the School Counseling Program. Use additional space if necessary.

II. Course of Study -- 48 Semester Hours Required

Required Core Sequence

	Course #	Semester/Year to be taken
Orientation to Counseling (3 hrs.)	CG 500	
Foundations of School Counseling (3 hrs.)	CG 501	
Human Growth and Development (3 hrs.)	CG 505	
Research Methods for Counseling & Mental Health Professionals (3 hrs.) OR Research Methods (3hrs)	CG 509 ED 502*	
Treatment Knowledge for Chemical Dependency (3 hrs.)	CG 514	
Tests & Measurements (3 hrs.)	ED 530	
Career Development & Vocational Appraisal (3 hrs.)	CG 531	

Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535
School Counseling Program Design & Consultation (3hrs.)	CG 538
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques	CG 562
Diversity Issues in Counseling (3 hrs.)	CG 563

Required Field Experience Sequence

Practicum in School Counseling (3 hrs.)	CG 591
Internship in School Counseling, I (3 hrs.)	CG 598A
Internship in School Counseling, II (3 hrs.)	CG 598B

Electives

Electives must be approved by the advisor and include courses related to the student's professional work.

Available Concentrations

Spiritual Wellness & Counseling	CG 582, CG 583, CG 584, CG 585, CG 586
Chemical Dependency & Addictive Disorders	CG 514, CG 515, CG 516
Students who complete this concentration and appropriate field experience may be eligible for licensure as an LCDC-III or as an LICDC. These courses are cross-listed as graduate/undergraduate.	
Autistic Spectrum Disorders	ED 535, ED 537, ED 538, ED 539

III. Portfolio of Student Work

See the description of student portfolio on page 16. The portfolio must be completed and submitted by the end of the final semester before graduation. Students enrolled after August, 2011 must complete and submit a portfolio in order to graduate.

IV. Comprehensive Exam

See the description of the comprehensive exam on page 15. Clinical Mental Health Counseling students must pass the comprehensive exam before enrolling in internship.

APPENDIX D

SCHEDULING TIMELINE

Student:

Advisor:

Year	Courses in Fall	Courses In Spring	Courses in Summer

APPENDIX E
COURSE CYCLING FORM
COURSES OFFERED EACH SEMESTER

FALL	SPRING	SUMMER I	SUMMER II	SUMMER III
CG 500	CG 500	CG 515	CG 505	CG 563
CG 501	CG 505	CG 596 A/B	CG 531	CG 573
CG 505	CG 509		CG 596 A/B	CG 596 A/B
CG 509	CG 515		ED 502	
CG 514	CG 535		ED 530	
CG 531	CG 538			
CG 535	CG 561	Various Electives	Various Electives	Various Electives
CG 561	CG 562			
CG 562	CG 563			
CG 563	CG 570			
CG 570	CG 571			
CG 571	CG 572			
CG 572	CG 573			
CG 574	CG 574			
CG 591	CG 591			
CG 592	CG 592			
CG 596 A	CG 596 A			
CG 596 B	CG 596 B			
CG 598 A	CG 598 A			
CG598 B	CG598 B			
ED 502	ED 502			
ED 530				

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COURSES NOT OFFERED EVERY FALL & SPRING

Not (Usually) Offered in the Fall Not (Usually) Offered in the Spring

CG 514	CG 501
CG 538	CG 531
CG 573	ED 530 (This course is sometimes, but not always offered.)

**COURSES THAT SHOULD BE TAKEN EARLY
IN A STUDENT'S PROGRAM OF STUDY**

CG 500
CG 501 (For School Counseling Students)
CG 561
CG562
CG 535
CG 509 or ED 502
CG 538 (For School Counseling students)
CG 563
Remember: The prerequisites for Practicum are 500, 501 (for School Counseling), 561, 562, 535.

APPENDIX F COURSE DESCRIPTIONS

Courses Offered by the Counseling Program

CG 500. ORIENTATION TO COUNSELING 3 cr. Introduction to the professional, legal, and ethical responsibilities of counselors, including professional roles and functions. Includes a coursework overview, professional goals and objectives, professional organizations, history and trends, preparation standards, and credentialing. Methods of instruction include lectures, discussion, small group work, experiential exercises, videos, guest speakers, introduction to library and technology. Normally the first course in the program sequence.

CG 501. FOUNDATIONS OF SCHOOL COUNSELING 3 cr. Introduction to the profession of school counseling, including the historical, philosophical, ethical, and legal aspects of counseling within a school setting. Includes an overview of current issues and counseling interventions that address the prevention of specific threats to normal development such as violence, abuse, eating disorders, suicide, and attention hyperactivity disorder. Candidates begin development of a professional portfolio that continues for the duration of their program track.

CG 505. HUMAN GROWTH AND DEVELOPMENT 3 cr. Study of human growth and development throughout lifespan. Includes theories of learning, personality development, human behavior, as well as multicultural, ethical, and legal considerations.

CG 509. RESEARCH METHODS FOR MENTAL HEALTH PROFESSIONALS 3 cr. Overview of the principles and methods of quantitative and qualitative research and program evaluation for mental health professionals. Emphasizes evidence/research-based decision making that would be used in community agencies and schools, including an introduction to statistics used in research and practice. Also helps students learn to evaluate research reports, translate research into practice, and plan/conduct research studies and program evaluations to improve services. CG 509 is only for students in the Clinical Mental Health Counseling, School Counseling, and School Psychology programs.

CG 514/414. ADDICTION KNOWLEDGE FOR CHEMICAL DEPENDENCY & ADDICTIVE DISORDERS 3 cr. This course will cover substances of abuse and their effects on the processes of body and brain. Students will learn how to screen and assess for substance use disorder including withdrawal. Included in the curriculum is information on the current medical and pharmacological resources used in the treatment of substance use disorders. Students will learn the history of alcohol and drug enforcement and addiction treatment policies in the U.S. This course also instructs students in the biopsychosocial, cultural, and spiritual factors related to addiction.

Finally, this course addresses both the models and the theories of addiction and prevention strategies, including epidemiology of substance use disorders and diagnostic criteria for substance use disorders.

CG 515/415 TREATMENT KNOWLEDGE FOR CHEMICAL DEPENDENCY & ADDICTIVE DISORDERS 3 cr. Prerequisite: CG 514/414. In this course students will learn how to complete a comprehensive substance abuse assessment, including screening for co-occurring disorders. The principles of effective treatment, models of treatment, recovery, relapse prevention and continuing care for addiction clients will be taught. Students will learn how to assess for levels of institutional care, including admission, continued stay, and discharge. Students will learn historic and evidence-based treatment approaches, including how to assess for the client's stage of change and how to develop interventions toward the client's change process. Students will learn how to develop and implement treatment plans.

CG 516/416. SERVICE COORDINATION AND DOCUMENTATION FOR CHEMICAL DEPENDENCY AND ADDICTIVE DISORDERS 3 cr. Prerequisites: CG 515/415, CG 515/415. This course will teach how to assess a client's ongoing needs beyond formal treatment, including the client's recovery process. Students will learn interdisciplinary approaches to addiction treatment, including the counselor's role in the interdisciplinary team. This course will cover the referral processes and case management responsibilities, including relapse prevention and discharge planning. Students will learn community sober supports and relationship building. This course will cover appropriateness of treatment to client needs, characteristics, goals, and financial resources, helping strategies and the engagement of clients. Family and other support-system engagement will be addressed, including family counseling. Students will learn research evaluation, including how to document all aspects of the treatment process. Students will learn the fundamental components of treatment records and the legal aspects of regulating client treatment.

CG 531. CAREER DEVELOPMENT AND VOCATIONAL APPRAISAL 3 cr. Career development throughout the life span and individual career decision-making theories. Career assessment, appraisal, personality, and aptitude instruments and techniques for evaluating individuals relevant to choosing a career. Sources of career, educational, and labor market information, including retrieval from computerized data sources and methods of setting up a career-resources center. Career-counseling diagnosis and techniques, ethical practices, and an appreciation for the career concerns of special populations.

CG 535. GROUP PROCEDURES 3 cr. Prerequisite: CG 500 or CG 501, CG 561, CG 562. Types of groups, styles of group leadership, and techniques used by group

counselors. Group theories, the dynamics of group processes, and the developmental stages of group counseling. Counselor skills in the management of group process from initial interview to termination as well as consultation and ethical concerns in group procedures and the use of technology are included. Supervised group sessions and debriefings comprise a major portion of the course.

CG 538. SCHOOL COUNSELING PROGRAM DESIGN AND CONSULTATION

3 cr. Prerequisite: CG 501 Counseling and guidance strategies for the school counselor that promote school and personal success and development in children and teenagers. Emphasis is placed on the skills necessary to assess students' needs, design a program of comprehensive services, and coordinate, implement, and evaluate the program's activities. Also includes a thorough study of consulting models and strategies for the school counselor's articulation with school personnel, administrators, parents, and community agencies.

CG 554. COUNSELING CHILDREN & ADOLESCENTS 3 cr.

Prerequisite: CG 562. This seminar course is designed to help the beginning counselor identify issues that are relevant to children and adolescents in counseling. The course will cover developmental topics, application of common counseling approaches to working with children and adolescents, and psychopathology in the counseling of children and adolescents. Issues of diversity, legal and ethical matters diagnosis and treatment planning will also be covered. Methods of instruction for this course will include lectures, student lead discussions, role-plays and demonstrations, media resource, tests and evaluations, and guest speakers when available.

CG 556. FAMILY & COUPLES COUNSELING 3 cr.

Prerequisites: CG 500, CG 562. This course in family and couples counseling is a study in the structure, rules, roles, forms of communication, and other aspects of interpersonal dynamics. Ways of problem solving and negotiating will also be studied. This course will review the major theoretical approaches in both family and couples counseling. Best practices, multicultural issues, and legal and ethical issues will also be covered. Methods of instruction for this course will include lectures, student lead discussions, role-plays and demonstrations, media resource, tests and evaluations and guest speakers when available

CG 561. COUNSELING THEORIES 3 cr.

Systematic study of selected historical and contemporary theories of counseling and psychotherapy, including the nature of psychological disturbance, theoretical assumptions and concepts, and techniques for effecting therapeutic change. Emphasizes counselor behavior and its effect on counseling outcomes.

CG 562. COUNSELING TECHNIQUES AND PRACTICE 3 cr.

Prerequisite: CG 561(or taken concurrently with CG 561). Emphasis on the application of the theoretical

principles involved in individual, group, and family counseling, consulting and psychotherapy, skill-building, and interviewing. Seminar format with role-playing, practical experience, basic interviewing, assessment, and counseling skills. Also covers *Diagnostic and Statistical Manual of Mental Disorders* introduction, examination of counselor and client characteristics and behaviors, and ethical considerations. Methods of instruction include lectures, experiential exercises, discussion, small group work, demonstrations, role-plays, and videotaping with critiquing and audiovisual aids.

CG 563. DIVERSITY ISSUES IN COUNSELING 3 cr. Builds the personal and professional development of counseling practitioners through studying sociological, historical, philosophical, and psychological scholarship about the many cultures, races, ethnic groups, and other minority groups that constitute American society. Considerations of racism, sexism, exceptionalism, and other diversity issues are applied to a variety of counseling, educational, and agency settings.

CG 564. ADVANCED COUNSELING TECHNIQUES 3 cr. Prerequisite: CG 562. Provides students with advanced knowledge of and hands-on applications of counseling techniques in the Motivational Interviewing (MI) framework. Covers MI applications in the treatment of anxiety, depression, PTSD, suicidal behavior, obsessive-compulsive disorder, eating disorders, gambling addictions, schizophrenia, and dual diagnoses. Methods of instruction include lectures, experiential exercises, discussion, small group work, demonstrations, role-plays, and videotaping with critiquing.

CG 570. PSYCHOPATHOLOGY 3 cr. Prerequisites: CG 500 or CG 501. Designed to assist the counseling student in understanding psychological disorders. Includes a thorough review of the major categories of psychopathology, which will be contextualized by a discussion of the role of historical context and cultural differences in assessing individual behavior. The role of counseling in the treatment of mental and emotional disorders also is explored.

CG 571. CLINICAL EVALUATION 3 cr. Prerequisites: CG 500 or CG 501, CG 562 and ED 530 or equivalent. Assessment procedures in diagnosis and treatment planning. Focuses on administering and interpreting individual, and group standardized (and unstandardized) tests of mental ability and personality measurement; also, factors that relate to specific populations, ethical and legal considerations, and historical perspectives.

CG 572. CLINICAL DIAGNOSIS 3 cr. Prerequisites: CG 562 and CG 570. Includes appropriate use of the current edition of the *Diagnostic and Statistical Manual for Mental Disorders* and other nosologies. Focuses on conducting mental-status examinations and on the framework for identifying symptomatology, etiology, and dynamics of mental and emotional disorders, issues of diversity, case conceptualization, assessment, diagnosis, ethical and legal considerations.

CG 573. CLINICAL INTERVENTION, PREVENTION, AND ETHICS 3 cr. Prerequisite: CG 562 or permission. Focuses on methods of intervention, including techniques used with diverse populations and situations. Emphasis on counselor ethics and legalities. Includes clinical supervision, program development, and consultation.

CG 574. CLINICAL TREATMENT METHODS 3 cr. Prerequisites: CG 500 or CG 501 and CG 562. Focuses on diagnostic issues, case conceptualization, issues of diversity, developing and implementing a treatment plan, reporting and assessing progress of treatment, referral procedures, formulating timelines for treatment, and psychotropic medications and mood-altering chemical agents in the treatment of mental and emotional disorders.

CG 580. SPECIAL TOPICS IN CLINICAL MENTAL HEALTH COUNSELING 1-3 cr. In-depth study of a topic in workshop form.

CG 581. INDEPENDENT STUDY 1-3 cr. Individual project under supervision. Approval of Department Chair and appropriate dean required.

CG 582. SPIRIT & PSYCHE 3 cr. Prerequisite: Permission of Department Chair. Drawing from works of literature, psychology and religion, this course will investigate the role of spirit and psyche in the development of a healthy individual. Students will compare and contrast spiritual and psychological developmental theories, assess individual development from both a psychological and spiritual perspective, and compose a personal narrative of their own psycho-spiritual development.

CG 583. TRADITION & THEORY 3 cr. Prerequisite: Permission of Department Chair. This course reviews major religious traditions and major psychological theories. Students will explore the religious traditions, which have influenced their clients, and/or patients, summarize and explain major psychological theories, and analyze potential conflicts between a particular spiritual tradition and a specific psychological theory. Attention will be given to discriminating between the roles of spiritual guide and psychological helper.

CG 584. HOLINESS & WHOLENESS 3 cr. Prerequisite: Permission of Department Chair. This course investigates religious and spiritual views of human wholeness, identifies impediments to spiritual and psychological growth, and distinguishes between a spiritual and psychological crisis. Students will learn how to discern when an individual needs to be referred for either spiritual or psychological guidance.

CG 585. ENLIGHTENED SELF-CENTERING 3 cr. Prerequisite: Permission of Department Chair. This course focuses on the responsibility for caregivers to attend to their own needs in order to avoid undermining their effectiveness, falling into ethical lapses, or suffering from compassion fatigue. Students will demonstrate an

understanding of their ethical responsibility for self-care by designing a program to protect against caregiver burnout.

CG 586. ENCOUNTERING EACH OTHER 3 cr. Prerequisite: Permission of Department Chair. In this capstone course, students return to their professional settings in order to apply what they have learned by implementing a personally designed project or conducting a case study. Faculty and peers provide mentorship and support throughout this process. Students will analyze and assess the effectiveness of their interventions. The course will conclude with students designing a personal development plan to continue their process of professional and personal growth.

CG 588. DOCTORAL PREPARATION SEMINAR 2 cr. Prerequisite: permission of the instructor. This course will help students prepare for applying into doctoral programs and is designed to help students be more competitive applicants. In this course, students will: Be mentored through a research project; Have the opportunity to make a poster presentation of your scholarship; Engage in mock interviews and learn about networking and informational interviews; Learn about the differences between counseling , clinical psychology, counselor psychology, and online vs. traditional degree programs; Develop a Personal Statement; Prepare for getting letters of recommendation and know what to ask of the writers; Discuss extra-curricular and professional development activities that you can participate in to strengthen your doctoral application; and Engage with speakers from local universities that have doctoral programs.

CG 591. SCHOOL COUNSELING PRACTICUM 3 cr. Prerequisites: CG 501, CG 535 (or taken concurrently with CG 591), CG 561, and CG 562 Supervised, applied counseling laboratory experience prior to internship and within an appropriate setting. Requires 100 hours of placement experience, including a minimum of 40 hours of direct, individual counseling and 10 hours of group contact. Individual and group supervision, critique, ethical practices and consultation as well as audio and video taping. Candidates are required to maintain a logbook of contact hours.

CG 592. CLINICAL MENTAL HEALTH COUNSELING PRACTICUM 3 cr. Prerequisites: CG 500, CG 535 (or taken concurrently with CG592), CG 561, and CG 562. 100 placement hours (40 in direct client contact). Application of appropriate treatment modalities and understanding of service provision paradigms. Includes video and audio taping, individual and group supervision, case consultation, and legal and ethical issues. Employs the latest in instructional technology.

CG 596A,B. CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP 6 cr. Prerequisites: CG 592 and CG 563. **(A) 3 credits; (B) 3 credits.** Prerequisite: CG 592. Placement under supervision in an appropriate setting. 600 placement hours (240 in direct client contact, minimum 10 hours in group counseling). Regular on-campus

seminar meetings. Includes client advocacy and outreach, referral processes, case conceptualization, and legal and ethical issues. Provides opportunities for using assessment instruments, technology, and research in a field setting. Video and audio taping. Application for enrollment must be submitted to Internship Coordinator prior to enrollment.

CG 598A, B. SCHOOL COUNSELING INTERNSHIP 6 cr. (A) 3 credits (B) 3 credits. Prerequisite: CG 591 and CG 563. Field placement under supervision. 600 service hours include a minimum of 240 hours in direct, counseling contact with individuals and groups. Coursework on campus explores contemporary ethical, consultative, and counseling issues, techniques, and strategies; audio and videotaped session critiques; and the presentation of case studies. Application for enrollment must be submitted to Internship Coordinator prior to enrollment. Candidates are required to maintain a logbook of contact hours.

Courses Offered by the Department of Education & School Psychology

ED 502. RESEARCH METHODS 3 cr. Overview of the principles, strategies, and instruments of quantitative and qualitative educational and counseling research and evaluation. The course emphasizes informed, research-based decision making at the classroom, school, and school system levels, and in community agency settings. ED 502 will have one section for community counseling and school counseling.

ED 530. TESTS AND MEASUREMENTS 3 cr. Prerequisite: CG 509 or consent of instructor. Basic knowledge and skills related to the selection and use of tests and measurements for individuals planning careers in counseling or psychology in school and non-school settings. Technical skills necessary for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests employed by counselors and school psychologists, such as ability, intelligence, achievement, personality, family, and behavioral.

ED 535. AUTISM AND CHILDREN'S LEARNING 3 cr. Understanding the characteristics and incidence of autism alongside the implications for children's learning, behavior and ability to process information. Participants will explore the latest research on potential causes, best practices for assessment and intervention, areas of impairment, as well as current issues related to autism services. This course is designed for participants in the (UADSD-EI) program and may be taken by other graduate students interested in learning about ASD.

ED 537. INTERVENTION THROUGH CAPACITY BUILDING 3 cr. Prerequisite:

ED 535. Preparation of learning environment, evidence-based classroom techniques to teach students with autism in preschool through high school, and formative assessment of interventions. Includes week-long, hands-on training using techniques of Applied Behavioral Analysis to teach student with ASD and typical peers.

ED 538. EVALUATING THE EFFECTIVENESS OF ASD INTERVENTIONS 3 cr. Prerequisite: ED 502/ED 535/ED 537. Design and development of an intervention plan to address academic and behavioral needs of children with ASD in collaboration with school professionals. Includes supervised internship within existing worksites or field placements wherein participants implement the plan, evaluate the effectiveness of interventions, and report results to multiple audiences.

ED 539. EVIDENCED-BASED APPROACHES TO ASD INSTRUCTION 3 cr. Prerequisite: ED 535/ED 537. Designed to provide classroom teachers and other school personnel with an understanding of evidence-based instructional models and strategies that can promote the academic achievement of students with ASD. Highlights *Social Stories*, *Picture Exchange Communications (PECS)*, *TEACCH*, *Voice Output Communication Aids (VOCAs)*, *Technology Applications*, and *Situation, Options, Consequences, Choices, Strategies, Simulation (SOCCSS)*. Includes clinical experiences

Courses Offered by the Department of Non-Profit Management

NP 501. OVERVIEW OF NONPROFIT ADMINISTRATION 3 cr. Required for concentration. Introductory course to the concentration. Includes theoretical and case-based discussions of setting organizational direction, increasing productivity, enhancing organizational survivability, and interacting effectively both within and across organizations.

NP 520. ADVOCACY AND NONPROFIT ADMINISTRATION 3 cr. Prerequisite: NP 501. Addresses theories about interest groups and their place in a democratic society, provides hands-on information about methods of advocacy, and devotes time to ethical concerns regarding advocacy. Students are introduced to theories of democracy and the relationship of interest groups to the political system. The practical discussion for nonprofit administrators includes legal constraints on lobbying and best practices from experienced lobbyists. The focus on ethical issues emphasizes effectiveness within a system driven by influence without becoming corrupted.

NP 530. PROFESSIONAL COMMUNICATIONS FOR NONPROFIT ADMINISTRATORS 3cr. Prerequisite: NP 501. Familiarizes nonprofit administrators with communication theory, emphasizing persuasion, and communication in organizational settings. The course provides the opportunity to refine talents in writing

and presenting speeches, including the effective use of technology in presentations focused on issues pertinent to nonprofit administrators.

NP 540. GRANT WRITING AND FUNDRAISING FOR NONPROFITS 3 cr. Prerequisite: NP 501. Identifying nonprofit program goals and needs for fundraising. How to identify and contact appropriate funding sources. General guidelines for preparing grant applications for private and public funding sources.

NP 550. POLICY ANALYSIS FOR NONPROFITS 3 cr. Prerequisite: NP 501. Analysis of government action for its impact on nonprofit organizations and society more generally. Policy analysis is an essential tool in understanding the interaction of government actions and the interests of nonprofit organizations. Evaluation addresses legislative actions, how those actions are translated into enforceable rules, and then how they are implemented by local service providers. This course shows how nonprofit administrators participate in that process.

NP 560. QUANTITATIVE AND QUALITATIVE ANALYSIS FOR NONPROFIT ADMINISTRATORS 3 cr. Prerequisite: NP 501. Basic methodological skills and tools applied to data collection and analysis in nonprofit organizations. Research procedures used in identifying target population needs and response. Introduction to tools for assessing program effectiveness.

MN 550N. LEADERSHIP & MANAGERIAL SKILLS 3 cr. Prerequisite: NP 501. A comprehensive assessment of the student's leadership and managerial skills followed by classroom discussion of leadership and managerial skills, exercises, and an individual skills analysis review session. Develops skills awareness and career management strategy.

The Department of Counseling and Exercise Science reserves the right to alter this *Handbook*. Students will receive notification of any changes.

