

Counseling Program Student Handbook



Department of Education & Allied Studies

2011-2012

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WELCOME

Welcome to the John Carroll University Counselor Education Program. We are pleased and honored that you have chosen to join us as you begin this important part of your journey to become 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 encounter people whose abilities, cultures, beliefs, and values may be different from your own. What you do have in common is 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 Department of Education and Allied Studies has established for its programs four academic goals, which are grounded in Jesuit ideology. These goals, which provide steady educational guidelines in varied and ever-changing contexts, have been designed to:

- Provide professional education in a liberal arts context.
- Uphold traditional values, yet be responsive and sensitive to society's changing needs.
- Focus on personal, as well as professional, development of the individual.
- Emphasize teaching anchored in both a strong research base and Jesuit educational ideals.

Counseling Program Mission Statement

The mission of the John Carroll University Counselor Education Program is to create professional clinical mental health and school counselors who embody the Jesuit essence 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

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.

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.

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.

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.

4. Implement a system of on-going program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders.

Counseling Program Administrative Objectives

Striving for educational excellence, the program coordinator, 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 Education 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.

Core Program Faculty

Cecile Brennan, Ph.D., PCC-S, LSC
Assistant Professor
Counseling Program Coordinator
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Dr. Brennan received her Ph.D. from Cleveland State University. She is a Professional Clinical Counselor, a licensed School 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.

John Rausch, Ph.D.
Associate Professor
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Dr. Rausch received the Ph.D. in Educational Psychology from Kent State University. He is active in many professional organizations, including ACA, ACES, ASERVIC, OCA, AERA, and MWERA. Dr. Rausch's research interests include the social and emotional development of children and adolescents, resiliency, identity development, shyness, and self-efficacy. He has conducted research in adolescent group homes, juvenile justice facilities, alternative schools, and university settings. Dr. Rausch is one of the research methodologists in the Department of Education and Allied Studies, and he is also the coordinator for graduate assistants in the Department.

Nancy P. Taylor, Ph.D., PCC-S
Assistant Professor
School Counseling Internship & Practicum Coordinator
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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 Department of Education and Allied Studies is accredited by the National Council for Accreditation for Teacher Education and is approved by the Ohio State Department of Education. 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 which will include:

- A writing sample written in response to a provided writing prompt.
- An individual interview.
- 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.**

Application to the program closes on August 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer session.

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. A copy of retention policies is available in the Counselor Education Program office. These policies pertain specifically to this program and exceed the College of Arts and Sciences requirements.

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 Education and Allied Studies at John Carroll University values educating teachers, counselors, school psychologists, administrators, 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 Education and Allied Studies at John Carroll University recognizes that to successfully prepare minority students for professional roles as teachers, counselors, school psychologists, administrators, and health care workers, it has a responsibility that extends beyond recruitment. The department is committed to fostering minority student retention over the breadth of its undergraduate and graduate programs. 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 Program Coordinator. 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 program coordinator and making a request to do so.

PROGRAMS OF STUDY

The counselor education 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 program coordinator 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 Clinical Mental Health 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

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 596
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. Specialty areas are available in chemical dependency and psychoeducational testing, among others.

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) and Internship (CG 596) are not available in the summer session. Ordinarily, CG 592 followed by CG 596 are the final courses in the student's program. Site placements are subject to university approval. The university will not approve site placements in situations that violate human rights, demean human dignity, or operate according to principles directly opposed to those for which the university as a Catholic institution must stand.

The Master's of Education degree is conferred upon the satisfactory completion of the above courses, a portfolio, 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 Department of Education, NCATE and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counselor education programs.

Candidates without a valid teaching license will be required to complete an additional six semester hours of course work (ED 503, ED 534). A one-year entry program, beyond the internship requirement, under the supervision of a licensed counselor is also required.

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 Program Coordinator for more information.

Required Courses

Core Sequence

Orientation to 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	
Introduction, Survey & Awareness of Chemical Dependency (3 hrs.)	CG 514
Tests & Measurements (3 hrs.)	ED 530
Career Development & Vocational Appraisal (3 hrs.)	CG 531
Statistics	ED 533
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

Candidates who do not hold a valid teaching license must also take:

Orientation to the Educational Environment	ED 503
Learning-Teaching	ED 534

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.)	CG598B

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. Specialty areas are available in chemical dependency and psychoeducational testing, among others.

Candidates who wish to become licensed as school counselors in Ohio must complete Practicum (CG591) and Internship (CG 598 A/B) at a school site acceptable to John Carroll University with the approval of the school system involved. The one semester Practicum consists of 100 hours, 40 hours of which must be in direct counseling of students. The Internship consists of 600 contact hours over a minimum of one calendar school year. At least 240 of the intern's 600-hour requirement shall be in direct counseling service to children under the supervision of a certified school counselor at the internship site as well as the supervision of the university's internship coordinator. Practicum and Internship are not offered during the summer.

Applications for the Internship must be submitted no later than November 1 for the spring semester or April 1 for the fall semester. The intern must register for CG 598A and CG 598B, complete a detailed case study and presentation, and demonstrate progressive attainment of skills and experience commensurate with what would be expected of a counselor in practice.

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.

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 PRAXIS Assessments 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, a portfolio, and successful completion of the comprehensive examination. The comprehensive assessment requirement is satisfied through successful completion of the Master's Comprehensive Examination. The Master's Comprehensive Examination is taken prior to the Internship placement.

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://www.jcu.edu/graduate/bulletin10-12/>, 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.

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 expulsion from the University.

Email Address & Blackboard: Students are expected to regularly check their JCU email account and, if required by their professor, know how to access material placed on Blackboard. If students need help with any technological issue, they can contact Information Services at <http://www.jcu.edu/is/student/index.htm>

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. The Master's Comprehensive Examination must be successfully completed prior to the student's counseling internship placement.

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 & Allied Studies. If a school counseling student elects to take the written exam, s/he needs to meet with the Program Coordinator 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. The examination must be successfully completed prior to the student's counseling internship.

Schedule of the Examination: The comprehensive examination is given two times yearly, once each Fall and Spring semester. 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 Program Coordinator concerning the examination schedule. Students must register at the Counseling office at least one month prior to taking the examination. The exam fee (\$45:00 fee for the 2011-2012 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 Program Coordinator.

Scoring of the Examination: The Master's Comprehensive Examination (CPCE) is normed by students within John Carroll University's Counseling Program. A passing score is one that is at or within one standard deviation below the current mean. 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. If students desire further guidance about preparing for the exam, they should set up an appointment with their advisor.

Required Student Portfolio

Students are required to complete a portfolio comprised of required documents, activities, and forms which will be presented during their final semester in the program. Each student must meet with their academic advisor to review these requirements and save them onto a Compact Disk (CD). The following pages outline the student portfolio checklist that will be used with your advisor to verify successful completion of the portfolio requirement. Every student must complete a portfolio and receive approval by Counselor Education faculty in order to successfully graduate from the program. Directions for how to save each of these documents to a CD are provided below. NOTE: each document on the CD must be named according to the name as it is listed on this document (i.e. the underlined words below indicate the name for each saved file):

Required Portfolio Documents

Introductory Documents

- Professional Reflection Paper – The portfolio begins with an introduction into the student’s personal reflections on becoming a professional counselor. This is a brief (2-3 page) paper that summarizes the journey each student has taken in the program and how this experience has affected their development as a reflective practitioner.
- Professional Resume – This document is an updated and “polished” resume that contains the student’s current and future (i.e. after graduation) contact information. This requirement serves as a way for students to highlight their accomplishments and achievements as they prepare for their professional career in counseling.
- Evidence of Completing the Graduating Student Survey – Students must complete the Online Graduating Student Survey and print out (i.e. save to disk) proof of completion (found on the final page of the survey). This serves as documented participation of our students’ providing the Program with feedback about their educational experiences. This is vital to ensure our Program continues to aim for the highest quality and standards.

Selected Assignments From Core Classes

- Portfolio assignment from CG 500 or CG 501 Orientation to CMHC or School Counseling
- Portfolio assignment from CG 505, Human Growth & Development
- Portfolio assignment from CG 509, Research & Evaluation
- Portfolio assignment from ED 530, Tests & Measurements
- Portfolio assignment from CG 531 Career Development
- Portfolio assignment from CG 535, Group Counseling
- Portfolio assignment from CG 561, Counseling Theory
- Portfolio assignment from CG 562, Counseling Techniques
- Portfolio assignment from CG 563 Diversity Issues in Counseling

Final Counselor Competency Scale (CCS) Forms

The final CCS forms from the following courses are required for your portfolio. This instrument provides evidence of your growth and development in counseling skills, behaviors, and dispositions.

- Final CCS from Techniques of Counseling (CG 562)
- Final CCS from Practicum (CG 591 or CG 592)
- Final CCS from Internship (CG 596 or CG 598)

Field Experience Documents

- Logs – Each student is required to submit signed hour logs from all semesters of practicum and internship.
- Internship Site Supervisor Final Evaluation Form – Students from all tracks are required to provide their final evaluation forms for all internship sites.

Professional Development Activities

- Evidence of Attendance – Students must submit proof of their attendance at a state, regional, national, or international conference.
- OR
- Professional Membership – Students must submit proof of membership in at least one professional counseling organization.

Comprehensive Exam Forms

- Evidence of passing the CPCE – Students in all tracks must take and successfully pass the CPCE prior to completing their final semester of internship. Evidence of successfully passing this exam must be provided.
- Evidence of passing the Praxis Exam must be provided by School Counseling students only) – School Counseling students

Directions for Loading Documents to the CD

1. All documents should be saved to the CD as Word (.doc) or Adobe (.pdf) files.
2. For those documents that are in “hard copy” format (e.g., anything that is signed, letters verifying the passing of an exam, evidence of membership, etc.), will need to be scanned.
3. Scanned documents can be saved as PDF files on some computers (which would be ideal) or as images.
4. If an image is saved, cut-and-paste that image onto a Word document.
5. Once you have gathered all the necessary files, it is time to “burn” (i.e. load) them to a CD. If you require assistance with this process, you are encouraged to consult with your colleagues, your instructors, or tech-support personnel.
6. Before submitting your final portfolio on CD, place the CD in another computer and ensure that each file can be opened and that each file is legible. Your advisor must be able to open and read your portfolio.

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 a process. See Appendix A. Whenever a faculty member or supervisor has concern about student progress the process will be initiated. As can be seen from its description, the process includes the student in each step. 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 which 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 or CG 501 and then review it with their advisor. 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 which 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*.

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 following policies are upheld by the Counseling Program:

- A grade of “C” or lower in CG 562, or a no-credit grade in CG 592 or CG596/CG598 shall 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) other courses in the program shall 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 grades at any course level receives a warning from the appropriate dean. Students so warned may continue their 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 prospective counselor’s personal concerns, problems, and mental health compromise 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.

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. Paula Britton 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. The annual fee for national membership in Chi Sigma Iota is \$35.00. The membership fee to join our local chapter, Beta Chi, is \$10.00. Checks and applications may be mailed to: Graduate Assistant, Community Counseling Program, John Carroll University, 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.ohiocounselingassoc.com.

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. Dr. Nancy Taylor of John Carroll University's School Counseling Program currently is on the OSCA board as its professional development committee chair. The OSCA offers reduced annual dues for students. Membership information can be obtained at www.ohioschoolcounselors.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. Nancy Taylor 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 all

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. Dr. Rausch has a high degree of expertise in research methodology and routinely provides consultation for students and faculty within the Counseling Program.

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.

APPENDIX A

REVIEW OF STUDENT PROGRESS & RETENTION

The program faculty reviews the academic progress and personal professionalism of all students each year.

Academic Review

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.

At any point in the student’s progress through the program a faculty member or supervisor may request a Concern Conference based on the student’s academic performance. Potential areas of concern may involve the ability to research and write at a level appropriate for graduate school, the failure to demonstrate appropriate skills in critical thinking and analysis, or the failure to apply concepts learned in the classroom in a counseling setting.

Personal Professionalism Review

In its code of ethics the counseling profession requires that students be assessed for their personal professionalism as future licensed counselors and school counselors. From the time students enter the program they are expected to adhere to the ACA/ASCA code of ethics, and the ethics code embedded in the counseling licensure laws of the state of Ohio.

Students will be assessed in terms of criteria such as, but not limited to, the following:

- Effectiveness in close interpersonal relationships
- Openness to self examination and commitment to self-growth
- Willingness to engage professional assistance to address personal characteristics which interfere with interpersonal relationships and the counseling process
- Ability to consider feedback non-defensively
- Demonstration of professionalism in the following areas: punctuality, maintaining confidentiality, engaging the supervisory process, handling workplace conflict maturely, and careful maintenance of client records.

Whenever a faculty member or supervisor feels a student is not progressing satisfactorily in the area of personal professionalism a Concern Conference should be initiated. Failure to successfully resolve the issues may result in the student’s dismissal from the program.

Concern Conference

A faculty member or supervisor may call a Concern Conference for students who are experiencing academic difficulties or problematic behaviors, attitudes or dispositions. The focus of the meeting is to identify the problematic areas or behaviors and to generate particular actions

that the student will perform by specific dates in order to remediate the point of concern. The conference will be attended by the following individuals: the faculty member requesting the conference, the Program Director and the student.

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 Program Director 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, the Program Director and the Chair of the Department of Education & Allied Studies. 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 appropriate areas and provide explanation/description of area of concern. .

A. Language & Thinking Skills

1. Oral Expression
2. Written Expression
3. Reading Skills
4. Critical Thinking/Analysis
5. Other

D. Professional Relationships

1. Effectiveness in Interpersonal Relationships
2. Willingness to Engage Supervisory Process
3. Managing Conflict Effectively
4. Accepting Feedback Non-Defensively
5. Other

B. Professional Responsibilities/ Ethics

1. Meeting Obligations
2. Maintaining Client Confidentiality
3. Maintaining Client Records
4. Establishing Professional Boundaries
5. Other

E. Professional Competency

1. Knowledge
2. Skills
3. Clinical Experience
4. Other

C. Personal Growth & Development

1. Openness to Self Examination
2. Commitment to Self-Growth
3. Willingness to Engage Professional Assistance When Problem Emerges
4. Other

F. Graduate/Professional Behavior

1. Punctuality
2. Appropriate Appearance
3. Notifies faculty/supervisor of absences, etc. 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 Program Director and give the final copy to the student.

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

Student Signature:

Date:

Program Director 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 Clinical Mental Health Counseling (3 hrs.)	CG 500	
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*	
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 must be approved by the advisor and include courses related to the student's professional work.

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 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*	
Introduction, Survey & Awareness of Chemical		

Dependency (3 hrs.)	CG 514
Tests & Measurements (3 hrs.)	ED 530
Career Development & Vocational Appraisal (3 hrs.)	CG 531
Statistics	ED 533
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

Candidates who do not hold a valid teaching license must also take:

Orientation to the Educational Environment	ED 503
Learning-Teaching	ED 534

Required Field Experience Sequence

Practicum in School Counseling (3 hrs.)	CG 591	
Internship in School Counseling, I (3 hrs.)	CG 598A	(ED 598A)
Internship in School Counseling, II (3 hrs.)	CG598B	(ED 598B)

Electives

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

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 DESCRIPTIONS (Courses Offered by the Counseling Program)

CG 500. ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING 3 cr.

Introduction to the professional, legal, and ethical responsibilities of community counselors, including professional roles and functions. Includes a course work 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. ORIENTATION TO 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 which 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. The course 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. The course 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. INTRODUCTION, SURVEY AND AWARENESS OF CHEMICAL

DEPENDENCY 3 cr. Designed to provide a working knowledge of the disease concept of chemical dependency and its impact on its victims. Candidates will learn how chemical dependency can be identified and treated. Prevention procedures and other issues related to chemical dependency.

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 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. Prerequisites: CG, 501, CG563. Counseling and guidance strategies for the school counselor which 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. The course 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 561. COUNSELING THEORIES 3 cr. Basic principles and theories of counseling with emphasis on counselor behavior and its effect on counseling outcomes. Includes philosophic bases of helping processes and counselor characteristics.

CG 562. COUNSELING TECHNIQUES AND PRACTICE 3 cr. Prerequisite: CG 561 or permission. 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. Course also covers DSM 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 aides.

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, exceptionality and other diversity issues are applied to a variety of counseling, educational, and agency settings.

CG 570. PSYCHOPATHOLOGY 3 cr. This course is designed to assist the counseling student in understanding psychological disorders. A thorough review of the major categories of psychopathology will be undertaken. This review 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 is explored.

CG 571. CLINICAL EVALUATION 3 cr. Prerequisite: CG 562 and ED 530 or equivalent. Assessment procedures in diagnosis and treatment planning. Focuses on administering and interpreting individual and group standardized (and un-standardized) 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. Prerequisite: CG 562. 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 symptomology, 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. 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. Prerequisite: 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 program coordinator and appropriate dean required.

CG591. SCHOOL COUNSELING PRACTICUM 3 cr. Prerequisites: CG 501, CG 561, CG 562, CG 535. 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 ten 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. Prerequisite: CG 500, CG 561, CG 562, CG 535. 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. (A) 3 in fall; (B) 3 in spring. 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. Prior application and successful completion of Master's Comprehensive Examination are required.

CG 598A, B. SCHOOL COUNSELING INTERNSHIP 6 cr. (A) 3 in fall; (B) 3 in spring.

Prerequisite: CG 591. Field placement under supervision. 600 service hours includes a minimum of 240 hours in direct, counseling contact with individuals and groups. Course work on campus explores contemporary ethical, consultative, and counseling issues, techniques, and strategies; audio and videotaped session critiques; and the presentation of case studies. Application and successful completion of the master's comprehensive examination are required. Candidates are required to maintain a logbook of contact hours.

COURSE DESCRIPTIONS

(Courses Offered by the Department of Education & Allied Studies)

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 503. ORIENTATION TO EDUCATIONAL ENVIRONMENT 3 cr. Primarily a field experience for Post-Bac. M.Ed. with licensure candidates, school-psychology and school-counseling candidates who are not certified teachers. Placement will be in school settings across grade levels.

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 533. INTRODUCTORY STATISTICS 3 cr. Prerequisite: CG 509 or equivalent. Review of descriptive statistics. Introduction to statistical inference; interpretation and applied problems in hypothesis testing, including analysis of variance and chi-square analysis.

ED 534. LEARNING-TEACHING 3 cr. Contemporary theories of teaching and learning; application of the theories in classrooms sensitive to the developmental needs of children and youth, including those with atypical characteristics. Stresses reflective application of this knowledge by any professional working with students and teachers.

The Counseling Program reserves the right to alter this *Handbook*. Students will receive notification of any changes.