

# Counselor Education

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The Counselor Education Program is housed in the Department of Education and Allied Studies and consists of two separate degree programs: School Counseling and Clinical Mental Health Counseling (accredited by CACREP as Community Counseling). Both



programs are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the School Counseling Program meets Ohio Department of Education and the National Council for Accreditation of Teacher Education (NCATE) standards for school counselor education programs. The Clinical Mental Health Counseling Program meets the current 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). Further, the degree meets the academic requirements of the National Board for Certified Counselors for National Counselor Certification (NCC).

Both the School and Clinical Mental Health Counseling Programs are advised by a committee made up of the Coordinator, representatives from the Department of Education and Allied Studies, practicing professionals, professional staff, a program graduate, and a current student. This committee advises the chair of the department, the associate dean of Graduate Studies, and the dean of the College of Arts and Sciences on program policy.

The mission of the Counselor Education Program is to create professional school and community counselors who embody the Ignatian essence of “persons for others.” As a program we seek to embody this spirit of service to others by providing a learning community that respects the personhood of each student. Our faculty have open doors and are willing to meet with prospective students as well as with students already enrolled in the program. Leaders among our graduate students maintain a vibrant and award-winning Beta Chi Chapter of Chi Sigma Iota International Counseling Honorary Society.

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## Admission Criteria

- An undergraduate major in a recognized area, 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 (on a 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 composed in response to a provided written prompt.
- An individual interview.
- A group interview.

The on-campus group interviews are scheduled 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.

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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.

## **Retention Criteria**

The unique interpersonal nature of the counseling profession requires that students in the Counselor Education Program should be routinely evaluated for their fitness as counselors. This comprehensive evaluation focuses on assessing the student's academic achievement and the student's demonstration of the personal dispositions needed in order to be an effective counselor, and the student's adherence to the ethical standards of the profession defined by either the ACA (American Counseling Association) or the ASCA (American School Counselor Association) code of ethics. If a student is found to be deficient, a concern conference will be held with the student in order to implement a remediation plan. If, after attempts at remediation, the student is still demonstrating inappropriate behaviors, or not achieving at an appropriate academic level, the student will be asked to leave the program. More detailed information about the program's retention criteria can be found in the School and Clinical Mental Health Counseling handbooks.

Assessing students in this way is a requirement of both the major counseling accreditation body, CACREP, and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

## **Clinical Mental Health Counseling Program Description**

The Masters 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 PCCs 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 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.

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## Required Courses

### **Core Sequence**

Orientation to Clinical Mental Health Counseling (3 hrs.)	CG 500
Human Growth and Development (3 hrs.)	CG 505
Research Methods (3 hrs.)	CG 509 or ED 502*
Tests & Measurements (3 hrs.)	ED 530
Life-Style and Career Development (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.)	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 (3 hrs.)	CG 596B

### **Electives**

Electives (9 hrs.)\*\*

\*Special sections offered for Clinical Mental Health Counseling students only.

\*\*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 and 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 comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination. The Master's Comprehensive Examination

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is taken prior to the internship placement. A guide to the Master's Comprehensive Examination is available in the Counseling Program office.

## School Counseling Program Description

The School Counseling Program is a 48 semester-hour M.Ed. 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 seeking only licensure as a school counselor, it is possible to be admitted to a post-master's licensure program. See page 72 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 (3 hrs.)	CG 509 or ED 502*
Introduction, Survey & Awareness of Chemical Dependency (3 hrs.)	CG 514
Test & Measurements (3 hrs.)	ED 530
Life-Style and Career Development (3 hrs.)	CG 531
Statistics (3 hrs.)	ED 533
Group Dynamics, Processing, and Counseling (3 hrs.)	CG 535
School Counseling Program Design & Consultation (3 hrs.)	CG 538
Counseling Theory (3 hrs.)	CG 561
Counseling Techniques (3 hrs.)	CG 563

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

Orientation to the Educational Environment (3 hrs.)	ED 503
Learning-Teaching (3 hrs.)	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.)	CG 598B

**Electives:** Suggested electives could be CG 515 or CG 516. Electives should be selected in consultation with advisor.

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Candidates who wish to become licensed as school counselors in Ohio must complete an internship (ED 598A/B) at a school site acceptable to John Carroll University with the approval of the school system involved. 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.

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 ED 598A and ED 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.

Candidates are carefully reviewed in their work and evaluated during their entire internship experience. A successful final evaluation is a 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 and a comprehensive examination. The comprehensive examination requirement is satisfied through successful completion of the Master's Comprehensive Examination. The Master's Comprehensive Examination is taken prior to the internship placement. A guide to the Master's Comprehensive Examination is available in the Counseling Program office.

A student may opt for a Master's of Arts degree, which requires an additional six credit hours (ED 599) and the submission of a thesis. For more information see the program coordinator.

## COURSE DESCRIPTIONS

### Counselor Education (CG)

#### **500. (HU 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.

**501. (ED 503C) 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

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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.

**505. (HU 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.

**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.

**514. (ED 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.

**515. (ED 515) CHEMICAL DEPENDENCY: FAMILY DYNAMIC THEORY AND SYSTEMS 3 cr.** Extension of knowledge about family systems and skills in family therapy to the problem of chemical dependency. Candidates will learn to recognize maladaptive patterns in families of drug abusers, describe the role of defense and the functions of the addictive process in the family system, and use practical strategies for altering these patterns.

**516. (ED 516) CHEMICAL DEPENDENCY: ASSESSMENT, TREATMENT, INTERVENTION AND RECOVERY 3 cr.** Designed to enable counselors in training to identify and practice the basic skills involved in (1) assessing the state of a client's chemical dependency; (2) planning and facilitating an intervention; (3) developing and implementing a treatment plan; (4) assisting the client in developing a recovery program; and (5) leading after-care groups. Candidates will apply basic counseling skills in role-play situations in each area.

**531. (ED 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

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and techniques, ethical practices, and an appreciation for the career concerns of special populations.

**535. (ED 535) GROUP DYNAMICS, PROCESSING, AND COUNSELING 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.

**538. (ED 538) SCHOOL COUNSELING PROGRAM DESIGN AND CONSULTATION 3 cr.**

Prerequisites: CG 501 and CG 563. 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.

**561. (ED 511) (HU 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.

**562. (ED 512) (HU 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. 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.

**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.

**570. PSYCHOPATHOLOGY 3 cr.** Designed to assist the counseling student in understanding psychological disorders. Includes a thorough review of the major



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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.

**571. (HU 571) CLINICAL EVALUATION 3 cr.** Prerequisites: 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.

**572. (HU 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 indentifying symptomatology, etiology, and dynamics of mental and emotional disorders, issues of diversity, case conceptualization, assessment, diagnosis, ethical and legal considerations.

**573. (HU 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.

**574. (HU 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.

**580. (HU 580) SPECIAL TOPICS IN CLINCIAL MENTAL HEALTH COUNSELING 1-3 cr.** In-depth study of a topic in workshop form.

**581. (ED 580) (HU 581) INDEPENDENT STUDY 1-3 cr.** Individual project under supervision. Approval of program coordinator and appropriate dean required.

**591. (ED 591) SCHOOL COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 501, CG 535, 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.

**592. (HU 592) CLINICAL MENTAL HEALTH COUNSELING PRACTICUM 3 cr.** Prerequisites: CG 500, CG 535, 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

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supervision, case consultation, and legal and ethical issues. Employs the latest in instructional technology.

**596A,B. (HU 596) 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.

**598A, B. (ED 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 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 and successful completion of the Master's Comprehensive Examination are required. Candidates are required to maintain a logbook of contact hours.

## Education Courses (ED)

**502. RESEARCH METHODS 3 cr.** Overview of the principles, strategies, and instruments of quantitative and qualitative educational and counseling research and evaluation. 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 clinical mental health counseling and school counseling.

**503. ORIENTATION TO EDUCATIONAL ENVIRONEMENT 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.

**530. TESTS AND MEASUREMENTS 3 cr.** Prerequisite: CG 509 or ED 502 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.

**533. INTRODUCTORY STATISTICS 3 cr.** Prerequisite: CG 509 or ED 502 or equivalent. Review of descriptive statistics. Introduction to statistical inference; interpretation and applied problems in hypotheses testing, including analysis of variance and chi-square analysis.

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**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.