



# **Counseling Program Student Handbook**

**Master of Arts - Mental Health Counseling  
Master of Arts - School Counseling  
School Psychological Examiner Certificate  
Education Specialist – Counseling**

**Department of Psychology and Counseling  
Counseling Program**

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## Student Responsibility Form

I have received *The Student Handbook for the Counseling Programs at Southeast Missouri State University* and if I have questions concerning these materials, I have asked or will ask for clarification in CP 610 Counseling Orientation and Ethics or my advisor.

I understand that I am responsible for the information presented in this handbook.

**Signature / Date:**

I understand that this form should be signed and a copy of it be given to my advisor.

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# The Student Handbook for the Counseling Programs

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## **Section I -- Introduction**

### **Introduction to the Counseling Program**

#### **Statement of Purpose**

The Student Handbook for the Counseling Programs is designed to assist graduate students in the successful completion of coursework and program requirements for the Master of Arts degree in Mental Health Counseling, School Counseling, School Psychological Examiner Certificate, and the Education Specialist degree in Counseling Education. The Southeast Missouri State University Graduate Handbook takes precedence over the Student Handbook. Highlighted throughout this handbook is key information found in the Graduate Handbook. In addition, you will find information pertaining specifically to program procedures which are guided by the ethics of the counseling profession.

#### **Counseling Program Mission Statement**

Individuals in today's society face many complex challenges. To effectively manage these multi-faceted issues, individuals require effective maturation in self concept and personal development, positive adjustment to social, cultural, familial and personal relationships, productive vocational skills, and mastery of the cognitive, behavioral and emotional dynamics that permeate the human experience. For this reason, the Counseling Program has as its primary mission the preparation of a diverse group of learners from the Southeast Missouri region, the nation and the world community who can competently and ethically implement psychological principles, developmental understanding and counseling techniques to provide clients with the best opportunity to achieve a healthy functioning in the areas of educational, personal, social, and career development.

Working within the human services and education fields demands well-rounded professionals. For this reason, program offerings and extracurricular activities challenge students to develop professionally, personally, and socially. Graduates of the Counseling Programs are prepared to deliver effective service in a variety of professional job placements (Mental Health Counseling, School Counseling, School Psychological

Examiner) and are eligible to stand for licensure or certification in their respective area of specialty.

## **Counseling Program Objectives**

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. **Professional Orientation and Identity** – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. **Counseling Theory** – Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process.
3. **Helping Relationships** – Demonstrate effective individual and group counseling skills which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. **Social and Cultural Diversity** – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
5. **Human Growth and Development** – Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
6. **Career Development** – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling.
7. **Group Dynamics** – Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
8. **Assessment** – Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
9. **Crisis Intervention** – Gain knowledge and skills regarding working effectively with individuals in personal, family and societal crisis.
10. **Psychodiagnosis** – Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.

11. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.
12. Specialization – Demonstrate sufficient knowledge and skills associated with the student’s chosen specialty (i.e., career, mental health or school counseling) in the areas of service, prevention, treatment, referral, and program management.
13. Experiential Learning – Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.
14. Personal Growth and Understanding – Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.

## **Accreditation**

The Mental Health Counseling Program, and School Counseling Program at Southeast Missouri State University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These programs are accredited for eight-years through October 31, 2021 (note: all programs were reviewed under the 2009 CACREP standards).

Students graduating from a CACREP program are assured a quality educational experience. Counseling students can be certified counselors by the National Board for Certified Counselors (NBCC) once they have passed the National Counselor Examination for Licensure and Certification (NCE). As a result of the accreditation, the NCE is administered on the Southeast campus.

The School Counseling Program at Southeast Missouri State University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE). The NCATE accreditation runs through October of 2017.

## **Statement of Professionalism**

The Counseling Program and its faculty support the highest level of professionalism as set forth by "best practices" in the field, as well as ethics and standards of such organizations as the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC), the Missouri State Committee for Professional Counselors and Southeast Missouri State University’s Committee for Research Involving Human Subjects. The Program expects each student to be knowledgeable of and to act in accordance with these ethics and standards.



Beyond written standards set forth by related professional organizations, professionalism embraces a high standard for interpersonal interaction, including respect for people, processes, and property. The faculty expects prospective counselors to engage in behavior that reflects a high level of health and integrity. Students should be stable and psychologically well adjusted. They should possess effective interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development.

## **Graduate Assistantships**

Graduate Assistantships are available at Southeast Missouri State University for qualified students interested in pursuing graduate course work in all areas in which degrees are offered, including counseling. Areas of emphasis concerning the assistantships include teaching, research, and administration. The assistantship itself consists of a stipend plus a waiver of certain fees. Graduate Assistants, however, will be responsible for additional expenses. Graduate Assistants work 20 hours per week and must take a minimum of 6 graduate credit hours.

For information concerning currently available Graduate Assistantships, follow this link: <http://www.semo.edu/gradschool/ga/positions.html>.

## **Program Options**

Southeast Missouri State University offers two program options for those seeking master's degrees in the field of counseling:

Master of Arts in Mental Health Counseling and

Master of Arts in School Counseling (Elementary or Secondary emphasis)

## **Program Prerequisites**

All students admitted to any of the master's programs must hold a bachelor's degree from a regionally accredited institution.

Those students seeking a Master of Arts in Mental Health Counseling must have 9 total credits in the social sciences, including, psychology, counseling, sociology or appropriately focused university studies courses.

Those students seeking a Master of Arts in School Counseling must hold a current teaching certificate OR in addition to the school counseling curriculum complete the following classes:

EX 390 - Psychology & Education of the Exceptional Child  
or EX 635 - Psychology and Education of Students with Special Needs

## Section II -- Admissions

### Admission to the Counseling Programs

Admission to the Counseling Program is a multi-step process. Candidates should review admission processes in the Student Handbook and the School of Graduate Studies website. Those interested in applying for the counseling program are fully responsible for all required paperwork and documentation.

**Please Note: For admission to the Masters of Counseling Program, all material must be submitted to the Graduate Admissions Office.**

The following three steps are required for all who wish to gain acceptance into the Master's of Counseling Programs at Southeast Missouri State University.

#### Step One – Admission to the School of Graduate Studies:

All candidates must hold a Baccalaureate Degree with a cumulative undergraduate GPA of no less than 3.0\* and be admitted into the School of Graduate Studies. This is done by:

1. Completing the Application for Graduate Admissions and returning it to the School of Graduate Studies (this can be done on line at <http://www.semo.edu/gradschool/fs/requirements.html>)
2. The process of admission to the Counseling Program does not begin until a student has made application and been accepted into the School of Graduate Studies. Admission is considered for fall and summer semesters only. In addition to the criteria established for general admission to graduate studies, applicants must have the following:
  1. An undergraduate GPA of 3.0 on a 4 point scale.
  2. Submit one letter of recommendation directly to the Office of Admissions prior to admission. The letter should be addressed to the Director of Admissions.
  3. Mental health counseling applicants must also have 9 total credit hours in the social sciences, including, psychology, counseling, sociology or appropriately focused university studies courses.
  4. For the areas of emphasis in Elementary School Counseling and Secondary School Counseling, applicants must either hold teaching certification at the appropriate level or provide evidence of competency in the Missouri Department of Elementary and Secondary Education's required areas of teaching methods, teaching practices, classroom management, and psychology of the exceptional child by completing two specific education courses.
  5. For the post master's emphasis for School Psychological Examiner students must have a master's degree approved by the Missouri Department of Elementary and Secondary Education and have teacher's certification.

3. Submitting the appropriate application fees to the Office of Admissions.
4. Submitting undergraduate transcripts to the Office of Admissions.
5. Submitting three (3) letters of recommendation (one is required to begin the process, an additional two are required before full admission to the program can be completed.)

## **Step Two – Satisfying Prerequisites for the Counseling Program:**

Provisional and Regular Admission A one semester provisional admission will be considered for applicants with the appropriate prerequisite coursework and a 3.0 undergraduate GPA. In addition to the above requirements, applicants for admission into the Counseling Programs must complete the following procedures to become fully admitted:

1. The class CP610 Counseling Orientation and Ethics must be taken during the first semester in the counseling program. During this class the student will be exposed to a variety of experiences that will assist both the student and the faculty in determining if this is the program for the student. During the first semester, students are strongly encouraged to limit their efforts to no more than 9 credit hours.
2. Submit two additional letters of recommendation directly to the Counseling Program Coordinator.
3. An interview with members of the Counseling Program Faculty will be arranged prior to admission into the program.
4. Students must complete a Personal Statement Essay describing their decision to pursue counseling as a career prior to the scheduled interview with Counseling Program Faculty.
5. In making its admission decision, the faculty uses multiple factors including undergraduate GPA, progress in CP610, the Personal Statement Essay, and the interview. Following the interview the faculty will either offer provisional admission, probationary admission, or deny admission.
6. If admission is offered, an advisor will assist the applicant in planning a program of courses to be taken.

Candidates for the Mental Health Counseling Program must possess a 3.0 GPA and must have an undergraduate preparation of 9 total credits in the social sciences, including, psychology, counseling, sociology or appropriately focused university studies courses.

Candidates for School Counseling must possess a 3.0 GPA and must possess either:

A valid teaching certificate OR

Provide evidence of competency or willingness to enroll in the Department of Elementary and Secondary Education's required areas of teaching methods, teaching practices, classroom management and psychology of the exceptional child. (These classes may be taken at the graduate level while pursuing the school counseling degree. These courses are pre or corequisite and do not count toward the masters degree program.)

### **Step Three – Admissions to the Counseling Program:**

In addition to Step I and II, all candidates should submit a total of three (3) letters of recommendation from university faculty, school administrators, or primary employers attesting to the candidates competence.

When all required documents are received, the School of Graduate Studies will forward the candidate's file to the counseling program admissions committee. The Admissions Committee will select candidates who will then participate in a formal interview on campus with the counseling faculty. From the pool of candidates, counseling faculty will choose those who most closely meet the admissions criteria and extend invitations to begin the counseling program.

### **Probationary Admission**

Probationary admission will be considered by the program admissions committee if:

1. The GPA is below 3.0 but is between 2.75 and 2.99; or if the applicant has achieved a GPA of 3.25 during the last 60 hours of undergraduate work.

(The admissions committee may assess the strengths and weaknesses of an applicant and recommend a course of action designed to allow the student to demonstrate the potential to successfully complete the program.)

Students admitted to the counseling program on probation must attain a 3.5 GPA for the first nine (9) hours of graduate coursework at Southeast Missouri State University. Unless authorized by the advisor, probationary students must include the following courses in the first nine (9) hours of coursework: CP 610 Counseling Orientation and Ethics, CP 612 Counseling Theories and GR 691 Methods of Research. A student earning any grade less than a "B" in any of the first nine hours, but still maintaining a 3.0 GPA, will be allowed to repeat the course one time and must earn a grade of "B" or better.

### **Denial of Admission to the Counseling Program Appeals Process**

Students who apply to the Counseling Program and complete all prerequisites for consideration for admission will receive a letter from the School of Graduate studies notifying them of the Admission Committee's decision. Should a student be denied admission, faculty will assist (if

appropriate) in facilitating the student's transition into a more appropriate field of study (other than counseling). For students who wish to challenge the committee's decision, a procedural hierarchy has been established. Students are directed to do the following:

1. Submit a written request to the Counseling Program Coordinator asking to meet with the Admission Committee. A meeting will be arranged during which explanation for the basis of denial will be shared. The student will be given an opportunity to address committee concerns and may request reconsideration.
2. Following reconsideration, if the student continues to be denied admission and wishes to further challenge the committee's decision, the student should contact the Chairperson of the Department of Psychology and Counseling. If the chairperson believes grounds for reconsideration exist, the chairperson will request the faculty committee to reconsider the denial.
3. If resolution still has not been reached, the student may appeal to the College of Education Appeals Committee. Once the College of Education Appeals Committee reaches a decision, the decision is final.

## **Program Retention**

The counseling faculty reserves the right to evaluate the progress and performance of any student at any time prior to graduation. A review process will commence when a student receives a grade less than a "B" or equivalent in any of the following courses: CP 610 Counseling Orientation and Ethics, CP614 Counseling Skills, and all Practicum and Internship courses (CP 680, CP 682, CP 683, CP 684, CP 685, CP 686, and CP 687). This review has the potential to terminate the student's degree program. See Student Retention Policy below.

## **Section III -- Student Advisement, Curriculum, and Evaluation**

### **Student Advisement**

Upon admission to the Counseling Program, you will be assigned an academic advisor. Your advisor will act as your primary source of contact and communication with the department. Therefore, the department encourages the formation of effective professional relationships between students and their advisors. Given the number of students in the department, a major portion of the responsibility for the development of such a relationship falls with individual students. The department encourages students to show initiative in getting to know their individual advisors and suggests that they meet with their advisors at least one time per semester. Should one desire to change advisors, please contact the School of Graduate Studies.

A distinction must be made between advisement and counseling. Advisement focuses on student professional goals and growth whereas counseling looks beyond professional development to assist people with personal concerns and psychological adjustment. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from

participating in dual relationships. Given the evaluative role of faculty with regard to students enrolled in the Counseling Program, advisors will refrain from providing students with counseling services. Should you feel the need to seek personal counseling, you may obtain services from a variety of resources in the community or from the University Counseling Services on campus.

Under the direction of your advisor, you will:

1. Receive pre-registration advisement.
2. Develop a cohesive study plan, which if followed, will lead to the degree sought and subsequent professional endorsement for licensure and/or certification.
3. Review progress toward professional goals and degree, revising your study plan accordingly.
4. Receive information with regard to program procedures.

Students should seek advisement from their assigned advisor only. Utilizing other sources (e.g., other students, departmental staff, faculty other than the assigned advisor) may result in misinformation. The department does NOT assume responsibility for problems that result from advisement from unsanctioned sources. Only the students' advisor can authorize registration and lift an academic advising hold. Students should not ask others to remove this hold. If one registers for classes without the advisor's permission, those courses may be dropped.

It is the responsibility of students to stay in close contact with their individual academic advisor, keeping the advisor apprised of any changes in student record information (i.e., address, phone number) and updating alterations made to study plans. This latter issue is especially important given that not all courses are taught each semester. Altering study plans without assistance from the academic advisor may inadvertently result in scheduling difficulties, which, in turn, may affect the individual student's proposed graduation date.

## Study Plans

### Course Information

Students are responsible to set up regular meetings with their advisor to ensure they are following their program of study as well as matching their plan of study with the current counseling program rotation.

Students are required to sign up the semester PRIOR to the semester in which the course is to be taken. For example, if the class is offered in the spring the student must sign up for it in the fall. The student signs up for classes by verifying that all prerequisites are complete, meeting consistently with his/her advisor, and registering for each course. Registering for courses is on a first come, first serve basis. If students do not get into a course during their desired semester, they must again sign up for the course the semester it is offered again. Therefore students must plan ahead and meet with their advisor to ensure timely completion of their courses.

Note: Students must be cleared through Degree Works **before** enrolling in their initial field experience (Practicum) by maintaining a 3.5 GPA. Students are required to complete all program

prerequisites and at least 21 credit hours in counseling including CP610, CP612, CP614, and CP616 before enrolling in practicum.

## **Associated Costs with Counseling Program**

There are a number of costs associated with the counseling program. These include: 1) application fee; 2) tuition and student fees; 3) textbooks; 4) course fees; 5) testing fees; 6) professional membership dues; and 7) malpractice insurance premiums. The list below was created to help students in the counseling programs to prepare for additional costs related to the counseling field – it is not intended to be exhaustive.

Certain courses in the counseling curriculum require the rental or purchase of materials.

<b>Course</b>	<b>Material Fee*</b>
CP 615 Career Development	\$25.00
CP 617 Assessment in Counseling	25.00
CP 735 Intelligence Testing	100.00
CP 739 Testing Practicum	100.00

In addition to material costs for certain courses in the counseling curriculum other costs exist as students approach the practicum/internship level of their course curriculum.

<b>Other Costs</b>	<b>Fee*</b>
Professional Licensure and Certification (Exams, etc.)	\$200-300
Organizational Memberships (e.g. ACA, ASCA)	60-90
Professional Liability Insurance (Student rate)	20-35

\*Approximate costs. Prices are subject to change without notice.

## **Program Curriculum, Requirements and Evaluation Procedure**

### **The Counseling Programs**

Students must become proficient in each of the following eleven core areas:

1. Professional Orientation and Identity
2. Counseling Theory
3. Helping Relationships
4. Social and Cultural Diversity
5. Human Growth and Development
6. Career Development
7. Group Dynamics
8. Assessment
9. Crisis Intervention and Consultation
10. Psychodiagnostics and Treatment
11. Research and Program Evaluation

Student will do this through 1) coursework, 2) practicum and internship experiences, and 3) additional program requirements.

### **Additional Program Requirements**

Students will complete a Comprehensive Professional Counseling Portfolio (CPCP). This will include artifacts verifying learning in each of the above eleven core areas. (Appendix B). Students will also have additional requirements that enhance their learning of the core areas.

#### **These are:**

##### Requirement 1 – Technology

Demonstrate Competence in the use of Technology through the appropriate use of the email, powerpoint, online instruction, internet and electronic portfolio (Appendix D).

##### Requirement 2 – Professional Development

Attend a professional development conference or workshop, and provide appropriate documentation and personal learning statement and reflection (Appendix D).

##### Requirement 3 – Cultural Experience

Interact (minimum 5 hours) with a culture different than your own by becoming involved with the activities at a site that represents another culture, and provide appropriate documentation and personal learning statement and reflection (Appendix D).

##### Requirement 4 – Career Information

Participate in three (3) career counseling sessions including discussions with a counselor and career assessment inventories (Appendix D).

##### Requirement 5 – Personal Group Experience

Participate in a minimum of ten (10) hours of personal growth, self-help, support, or psychoeducational group counseling sessions (Appendix D).

##### Requirement 6 – Personal Theoretical Integration

Develop a Personal Counseling Position Paper. This paper should be comprehensive and address the student's 1) philosophy of humanity and how individuals and/or systems change, 2) theory (ies) of counseling, 3) goals as a counselor, 4) techniques to facilitate obtaining goals, 5) the justification of techniques from a theoretical perspective, 6) a philosophy for counseling diverse clients, 7) personal and professional qualities that



may add to or detract from ones effectiveness as a counselor, and 8) plans for future growth. (Appendix C).

## Evaluation of Students in the Counseling Program

### All Counseling Students

Program	Proficiency Area	Experience	Analysis	Acceptable Outcome
All Master's in Counseling	1. Professional Orientation and Identity	CP 610 Counseling Orientation and Ethics (3)	Students will be assessed using procedures outlined in approved syllabi.	A grade of A or B.  (A grade of C will require a Remediation Plan be developed and approved by the instructor and advisor. A grade of F will require that the course be repeated.)  A 2-4 page reflective statement that demonstrates understanding and integration.
	2. Counseling Theory	CP 612 Counseling Theories (3)		
	3. Helping Relationships	CP 614 Counseling Skills (3)		
	4. Social and Cultural Diversity	CP 613 Social & Cultural Aspects of Counseling (3)		
	5. Human Growth and Development	CP 611 Developmental Theories (3)		
	6. Career Development	CP 615 Career Development (3)		
	7. Group Dynamics	CP 616 Group Counseling (3)		
	8. Assessment	CP 617 Assessment in Counseling (3)		

	9. Crisis Intervention	CP 631 Crisis Intervention and Consultation		
	10. Psychodiagnostics	CP 643 Psychodiagnostics and Treatment		
	11. Research and Program Evaluation	GR 691 Methods of Research (3)		
	<i>Requirement 1 - Technology</i>	Demonstrate Competence in the use of Technology	Use of the email, powerpoint, online instruction, internet and electronic portfolio	
	<i>Requirement 2 - Professional Development</i>	Attend a professional development conference or workshop	Students will be assessed based upon attendance and a reflective written statement included in portfolio.	Insightful reflective statement that demonstrates professional identity as a counselor.
	<i>Requirement 3 - Cultural Experience</i>	Interact with a culture different than your own.	Students will be assessed based upon attendance and a reflective written statement included in portfolio.	Insightful reflective statement that demonstrates professional respect for other cultures.
	<i>Requirement 4 - Career Information</i>	Participate in career counseling sessions.	Students will be assessed based upon attendance.	Attendance and an insightful reflective statement.
	<i>Requirement 5 - Personal Group Experience</i>	Participate in a minimum of ten hours of group counseling sessions.	Students will be assessed based upon attendance	Attendance and an insightful reflective statement.

## School Counseling

Program	Proficiency Area	Experience	Analysis	Acceptable Outcome
Master's School Counseling	<p>1. Foundations of School Counseling</p> <p>2. Contextual Dimensions of School Counseling</p> <p>3. Comprehensive Guidance Curriculum</p>	CP 630 Foundations of School Counseling (3)	Students will be assessed using procedures outlined in approved syllabi.	<p>A grade of A or B.</p> <p>(A grade of C will require a Remediation Plan be developed and approved by the instructor and advisor. A grade of F will require that the course be repeated.)</p> <p>A 2-4 page reflective statement that demonstrates understanding and integration.</p>
	Practical Clinical Learning Experience in a practicum setting.	CP 680 Counseling Practicum (3)	Students will be assessed using procedures outlined in approved syllabi. This will include face to face supervision with both university and site supervisors and group supervision.	<p>A grade of A or B.</p> <p>(A grade of C or lower will require that the course be repeated.)</p> <p>Site and university evaluations.</p> <p>An appropriate approved log of a total of 100 clock hours and 40 direct contact hours.</p>
	Practical Clinical Learning Experience in an internship setting.	<p>CP 682 Internship – Elementary(3)</p> <p>CP 683 Internship – Secondary(3)</p> <p>CP 684 Internship – School Counseling (3-6) (A total of 9 credits required)</p>	Students will be assessed using procedures outlined in approved syllabi. This will include face to face supervision with both university and site supervisors and group supervision.	<p>A grade of A or B.</p> <p>(A grade of C or lower will require that the course be repeated.)</p> <p>Site and university evaluations.</p> <p>An appropriate approved log of a total of 600 clock hours and 240 direct contact hours.</p> <p>A 4-5 page reflective statement that demonstrates understanding and integration of the Practical Clinical Learning Experience.</p>
		Oral	Two or Three	Acceptable scores and

		Defense of Comprehensive	Faculty will review the Professional Counseling Portfolio Comprehensive Professional Counseling Portfolio, the Personal Counseling Position Paper and a videotaped counseling session and will ask appropriate probing questions, thus allowing one to defend ones own learning experience.	marks on approved faculty rubric.
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### Mental Health Counseling

Program	Proficiency Area	Experience	Analysis	Acceptable Outcome
Master's in Mental Health Counseling	1. Foundations of Mental Health Counseling  2. Contextual Dimensions of Mental Health Counseling  3. Knowledge and Skills for Mental Health Counselors	CP 640 Mental Health Counseling (3)	Students will be assessed using procedures outlined in approved syllabi.	A grade of A or B.  (A grade of C will require a Remediation Plan be developed and approved by the instructor and advisor. A grade of F will require that the course be repeated.)  A 2-4 page reflective statement that demonstrates understanding and integration.
	Practical Clinical Learning Experience in a practicum setting.	CP 680 Counseling Practicum (3)	Students will be assessed using procedures outlined in approved syllabi. This will include face to face supervision with both university and site supervisors and group supervision.	A grade of A or B.  (A grade of C or lower will require that the course be repeated.)  Site and university evaluations.  An appropriate approved log of a total of 100 clock hours and 40 direct contact hours.
	Practical Clinical	CP 686	Students will be	A grade of A or B.

	<p>Learning Experience in an internship setting.</p>	<p>Internship -- Mental Health (6)</p> <p>CP 687 Internship -- Mental Health (3) (A total of 9 credits required)</p>	<p>assessed using procedures outlined in approved syllabi. This will include face to face supervision with both university and site supervisors and group supervision.</p>	<p>(A grade of C or lower will require that the course be repeated.)</p> <p>Site and university evaluations. An appropriate approved log of a total of 600 clock hours and 240 direct contact hours.</p> <p>A 4-5 page reflective statement that demonstrates understanding and integration of the Practical Clinical Learning Experience.</p>
		<p>Oral Defense of Comprehensive Professional Counseling Portfolio</p>	<p>Two or Three Faculty will review the Comprehensive Professional Counseling Portfolio, the Personal Counseling Position Paper and a videotaped counseling session and will ask appropriate probing questions, thus allowing one to defend ones own learning experience.</p>	<p>Acceptable scores and marks on approved faculty rubric.</p>

	<p>Practical Clinical Learning Experience in an internship setting.</p>	<p>CP 685 Internship -- Career (3)  CP 682 Internship – Elementary(3)  CP 683 Internship – Secondary(3)  CP 684 Internship – School Counseling (3-6)  CP 686 Internship -- Mental Health (3)  CP 688 Internship -- Mental Health (3) (A total of 9 credits required)</p>	<p>Students will be assessed using procedures outlined in approved syllabi. This will include face to face supervision with both university and site supervisors and group supervision.</p>	<p>A grade of A or B.  (A grade of C or lower will require that the course be repeated.)  Site and university evaluations.  An appropriate approved log of a total of 600 clock hours and 240 direct contact hours.  A 4-5 page reflective statement that demonstrates understanding and integration of the Practical Clinical Learning Experience.</p>
		<p>Oral Defense of Comprehensive Professional Counseling Portfolio</p>	<p>Two or Three Faculty will review the Comprehensive Professional Counseling Portfolio, the Personal Counseling Position Paper and a videotaped counseling session and will ask appropriate probing questions, thus allowing one to defend ones own learning experience.</p>	<p>Acceptable scores and marks on approved faculty rubric.</p>

## Section IV -- Exit Requirements

### Exit Requirements

#### Intent to Graduate

Graduate students who are candidates for graduation **must complete the Graduation Application once they have enrolled in their last semester of coursework. Failure to do so will result in a one-semester delay of the student's graduation date.** For more information on Graduation Application students are now able to apply to graduate through the portal. Students can access the online graduation application in the portal by going to the Student SS tab and clicking on Banner Self-Service, then Student, and then Apply to Graduate. For more information, including application deadlines, please visit <http://www.semo.edu/commencement> or contact graduation@semo.edu.

All students will complete the program exit requirements. These are as follows:

1. Acceptably complete the Comprehensive Professional Counseling Portfolio (Appendix B).
2. Acceptably complete the Personal Counseling Position Paper (Appendix C).
3. Acceptably complete the Counselor Preparation Comprehensive Exam (CPCE).
4. Acceptably complete a Comprehensive Oral Exam (Appendix E).

## **The Integrative Comprehensive Professional Counseling Portfolio**

Each student will develop an Integrative Comprehensive Professional Counseling Portfolio (CPCP). This will include information about the student. It will also include information and artifacts for all courses and experiences of the program. It will include the Personal Counseling Position Paper. It will include evaluations from site and university supervisors and practicum and internship work logs. And it will include reflective statements for each core area and experiences.

Each Integrative Comprehensive Professional Counseling Portfolio will be maintained by the student electronically. An outline for exactly how an acceptable CPCP will look is included in Appendix B. Please also note that you will be purchasing an identification number at the bookstore for Chalk and Wire in order login and upload your items digitally for the portfolio. To login to your Chalk and Wire account, please follow this link:

[https://ep.chalkandwire.com/ep2\\_semo/login.aspx?cus=230](https://ep.chalkandwire.com/ep2_semo/login.aspx?cus=230)

## **Guidelines for Portfolios**

All candidates must follow these guidelines. Failure to follow them will result in delayed graduation.

Important dates:

1. Multiple meetings with advisor will need to be scheduled by student to complete the CPCP.
2. **For fall Graduates: September 1<sup>st</sup>** – Oral defense of CPCP scheduled.
3. **For spring/summer Graduates: February 1<sup>st</sup>** – Oral defense of CPCP scheduled.
4. In order to be eligible to take the CPCE, you must have your Portfolio

- requirements completed two weeks *prior* to the CPCE.
5. Final CPCP acceptance by advisor and the oral exam committee will commence upon successful review of your Oral defense.

### **Final Master's Objective Examination (CPCE)**

The CPCE is a nationally normed comprehensive exam that consists of 160 objective, multiple choice questions. Students are allowed four hours to complete the exam. Students will be required to obtain a minimal competency score on this exam. (This minimal competency point will be set at 2.0 standard deviations below the national mean for the current administration.) Students will be allowed to retake this exam one time in the next regularly scheduled administration. The exam will be scheduled in both the Fall and Spring semesters. Students should make arrangements to take the exam when scheduled, as no special administrations will be allowed. Students must register for GR698 Master's Final Comprehensive Examination (0 cr) during their final semester. A minimum enrollment fee must be paid. You will be notified of the exam date and location early on in the semester you plan to graduate. The exam location is at Testing Services on campus in Kent Library Room 108. You can expect that the exam will take place for Fall in mid-October and for Spring/Summer graduates this will take place in mid-April. Typically, the exams are scheduled on Wednesdays at 5:00 p.m.-9:00 p.m. If you have class scheduled on the same evening as your exam, you will be excused.

### **Final Master's Oral Examination**

Each student will professionally and adequately defend his or her Personal Counseling Position Paper and Comprehensive Professional Counseling Portfolio. This will be done as it relates to the individual's ability as a professional counselor. This will be demonstrated by the student presenting a case study from the internship experience, including a completely transcribed verbatim of a video recording of a counseling session, to the student's oral exam committee (appropriate releases will need to be secured). This committee will be made up of two tenure track counseling graduate level faculty and chaired by the student's advisor. The committee will evaluate the student on his or her professionalism, ability to provide appropriate and ethical counseling services, comprehensive integration of the learning experience, and theoretical congruence of the position paper and the case study.

Students must register for CP699 Portfolio Oral Defense (0 cr) during their final semester (unless you plan to graduate in summer, then you will register for this course the spring semester before you graduate). If students are not enrolled in regular coursework during the semester CP699 is scheduled, a minimum enrollment fee must be paid.

### **Thesis Option**

If a student wishes to complete a thesis, the student must work closely with his/her academic advisor and thesis advisor to complete the appropriate requirements as outline in the Graduate Bulletin. These requirements can be found in the Graduate Bulletin. Students may receive



course credit for the thesis option however the student must still complete the other exit requirements as outlined above.

## **Section V -- Education Specialist Information**

### **Education Specialist in Counseling**

The Specialist in Counseling Education degree program provides an additional period of study beyond the master's degree for persons seeking certification as Psychological Examiner or for those individuals that wish to develop further competence in mental health counseling (seeking LPC or CCMHC) or school counseling (seeking state certificate in school counseling or NCSC).

The curriculum is individually designed for each candidate to meet his/her specific needs and professional objectives within certification and/or licensure limitations. The program is designed with flexibility to support the preparation of School Counselors, School Psychological Examiners, Licensed Professional Counselors, and Certified Clinical Mental Health Counselors.

### **Admission and General Policies**

Applicants to the specialist's degree in the College of Education are required to meet admission standards that go beyond the basic requirements of the Office of Admissions.

#### **Full Admission**

The applicant must:

1. Have achieved a graduate grade point average (GPA) of 3.5. (on a 4-point scale);
2. Have earned a master's degree in counseling or education from a regionally accredited institution of higher education. If not, the student will be required to take additional graduate work (admission under provisional status) before regular admission is granted;
3. Submit three satisfactory references to the Coordinator of the Specialist Program (CSP). At least two of these references must be from professionals working in the field of counseling and who know the applicant.

#### **Probationary Admission for Ed.S**

Probationary admission will be considered under the following conditions:

1. When the GPA is below 3.5. When the applicant presents a GPA that is less than 3.5, the admissions committee may permit the student to take 9 hours in the program area. The student will be required to achieve a GPA exceeding 3.66 with a minimum grade of "B."

#### **Appeals Process**

Applicants who are denied admission will have the opportunity to appeal to the College of

Education Admission Appeals Committee. Appeals must be in writing and should address any extenuating circumstances. Appeal letters should be addressed to Chairperson, Department of Psychology and Counseling.

## **Admission Process**

Interested students must first apply to the Office of Admissions for admission to graduate study. This application is required even though the student may have been admitted previously to graduate study at the master's level. Each applicant must:

1. File an Application for Admission with the Office of Admissions.
2. Send official transcripts from each institution directly to Office of Admissions at Southeast Missouri State University. (Students who have previously enrolled in coursework or who have degrees from Southeast, need not submit a Southeast transcript)
3. Send (3) letters of reference directly to the Coordinator of Education Specialist Program.

Applicants who possess the requisite GPA will be admitted to graduate study and allowed to complete a maximum of six semester hours of prerequisite coursework, if applicable. If no prerequisite courses are needed, the student may complete a maximum of six semester hours applicable to program requirements prior to admission to the program by the Counseling Admissions Committee. The Committee will act only on applications that are complete. The admissions process may require an interview with the program coordinator and faculty.

## **Denial of Admission**

Applicants denied admission to graduate study based on a GPA of less than 3.5 may apply for probationary admission. A letter of request, along with the five letters of recommendation and GRE scores should be sent to the Coordinator of the Specialist Program. Students denied admission may not enroll for coursework applicable to the degree program until such time as explicit permission, along with any stipulations, is granted by the Counseling Admissions Committee.

## **Dual Enrollment: MA and Specialist Levels**

Students nearing completion of a master's degree and desiring to work toward the Specialist in Counseling Education may dually enroll for coursework for a time period not to exceed one year.

The student must have a GPA of at least 3.5, must be a candidate to graduate from the masters program, and must be admitted to the Office of Admissions as a post-master's level student.

## **Program of Study**

An approved Program of Study for the degree is required at the completion of 16 hours of coursework applicable to the degree, but recommended at the onset of coursework. To complete this program of study the student must meet with the Ed.S. Program Coordinator and develop a detailed plan and then submit this plan to the Registrar.

## **Selective Retention**

After being admitted to this program, the probationary student may be denied admission to regular graduate status. A student with regular status may not advance to candidacy based on the degree of unsatisfactory scholarship. Loss of license or certification, for cause, or unethical behavior is grounds for suspension from the program.

## **Transfer of Credits**

A student with regular admission status may transfer up to 48 of the 72 semester hours required for the specialist's degree from other regionally-accredited institutions if the courses are a) appropriate, b) part of master's level work, c) on-campus courses, and d) approved by the student's advisor. If the student earned his/her master's degree from Southeast Missouri State University, up to nine semester hours of such work may be transferred from regionally-accredited institutions. Transfer, workshop, and independent study credit may not exceed nine semester hours. The last 15 hours toward the specialist degree must be taken from Southeast or receive prior permission from the advisor. This is required in order for Southeast to act as certifying agency or endorse the student for certification or licensure.

## **Independent Study and Workshops**

Independent study and workshop courses offer the student opportunities for study in areas beyond the departmental curriculum. Enrollment in such courses requires approval by the advisor and the program coordinator (independent study also requires the instructor approval). A maximum of three semester hours earned through independent study and three hours via workshops may be applied to program requirements.

## **Correspondence Courses**

No correspondence or extension course from another institution may be substituted for a specialist's program requirement or elective.

## **Residence Requirements**

A student may meet residence requirements in the program by completing 12 semester hours of on-campus credit during a 12 month period, not to include internship credit.

## **Educational Specialist in Counseling – 72 credit hours minimum.**

All students must have a master's degree in counseling or education, satisfy the admission requirements to the Graduate School and admission requirements to the Specialist Degree programs in the Department of Psychology and Counseling as outlined in the Graduate Bulletin (pp 16-17). The 72 credit hour minimum may include approved credits from the master's degree.

### **Master of Arts and Education Specialist Requirements**

**All Counseling students, whether masters or specialist, must have the Counseling Core.**

#### **Master of Arts – Counseling Core (42 credit hours)**

CP 610 Counseling Orientation and Ethics (3)  
CP 611 Developmental Theories (3)  
CP 612 Counseling Theories (3)  
CP 613 Social & Cultural Aspects of Counseling  
(3) CP 614 Counseling Skills (3)  
CP 615 Career Development (3)  
CP 616 Group Counseling (3)  
CP 617 Assessment in Counseling (3)  
CP 631 Crisis Intervention and Consultation (3)  
GR 691 Methods of Research (3)  
CP 643 Psychodiagnostics and Treatment (3)  
CP 680 Counseling Practicum (3)  
CP 68X Internship (6)

#### **Education Specialist – Core (12-15 credit hours)**

PY 571 Introduction to Behavioral Statistics (3)  
CP 733 Advanced Educational Processes (3)  
CP 771 Counselor Supervision (3)  
CP 788 Advanced Internship (3-6)  
GR 799 Specialist Oral Examination (0)

#### ***Electives (to Complete 72 Credit Hours)***

CP 630 Foundations of School Counseling (3) CP  
640 Mental Health Counseling (3)  
CP 645 Marriage & Family Counseling (3)  
CP 661 Addictions Counseling (3)  
CP 664 Religion & Spirituality in Counseling (3)  
CP 735 Intelligence Testing (3)  
CP 739 Testing Practicum (3)  
EA 625 Foundations of Educational Leadership  
EA 651 Education and the Law  
ED 615 Tests and Measurements (3)  
EX 601 Educational Assessment Techniques (3)  
EX 635 Psychology & Educ. Students with Special Needs (3) SE

EA 658 Instructional Strategies and Class Management (3)

All students must have a minimum, including the Masters, of 72 credit hours to graduate from the Educational Specialist program.

*Other Electives may be available with approval of advisor.*

Students will work closely with the Program Coordinator to determine a program of study that meets appropriate certification and/or licensure requirements.

## **Advising Information and Admission for School Psychological Examiner Certificate**

The following information is provided for advising purposes only based upon current certification standards. Please note that certification requirements change. Students should work closely with their advisors.

Advising for Psychological Testing. Designed for individuals seeking Psychological Examiner's certificate. Note: Individuals must hold a valid teaching and/or school counseling certificate before a Psychological Examiner's certificate will be issued.

PY 571 Introduction to Behavioral Stats (3)  
CP 611 Developmental Theories (3)  
CP 617 Assessment in Counseling (3)  
CP 643 Psychodiagnostics and Treatment (3)  
CP 733 Advanced Educational Processes (3)  
CP 735 Intelligence Testing (3)  
CP 739 Testing Practicum (3)  
EX 601 Educational Assessment Techniques (3)

## **Psychological Examiner Certificate**

**Major Application Deadline:** Preferred deadline to have all documents submitted to the Office of Admissions:

Fall – August 1

Spring – December 1

Summer – May 1

The Department of Psychology and Counseling will determine if they will accept specific applicant materials after the deadlines.

### **Major Specific Requirements:**

- Hold a master's degree in from a college or university meeting approval of the department in one of the following areas: Counseling Psychology; Educational Psychology; School Counseling; or Education
- Evidence of a minimum grade point average of 3.5 on a 4.0 scale

- Three letters of recommendation (submitted directly to department after admission)

### **Probationary Admission**

Students with a cumulative grade point average below a 3.5 on a 4.0 scale may be admitted on a probationary basis pending completion of up to 9 credit hours in the program area their first semester. Students must complete the 9 credit hours with a grade point average of 3.66 with a minimum grade of “B” in each course.

### **Admissions Decision**

Admission to the program is determined by the Department of Psychology and Counseling.

Program-specific admissions checklist requirements:

- None

Copies of applicant files will be sent to the department for a decision when the following requirements are met and the following items received:

- Hold a master’s degree in one of the following areas: Counseling Psychology; Educational Psychology; School Counseling; or Education OR in the final semester of a master’s program.

### **Denial of Admission by the Office of Admissions:**

- Copies of all applicant files are sent to the department for a decision.

Advising for School Counseling -- Designed for individuals with another counseling degree seeking school certification. (Only 500 or higher level courses will be accepted for degree.)

EX 635 Psychology & Educ. Students with Special Needs (3)

CP 630 Foundations of School Counseling (3)

CP 682 Internship – Elementary (3) OR

CP 683 Internship – Secondary (3)

(Both internships required for K-12 certification)

Advising for Mental Health Counseling -- Designed for individuals with school counseling degree seeking state and national licensure and certification.

CP 640 Foundations of Mental Health Counseling (3)  
Or CP 641 Mental Health Systems and Prevention (3)  
Or CP 661 Addictions Counseling (3)  
CP 643 Psychodiagnostics and Treatment (3)  
CP 645 Marriage & Family Counseling (3)  
CP 686-8 Internship – Mental Health (3)

### **Internship for Ed. S.**

Internship experiences are individualized for each candidate. Candidates are expected to select appropriate objectives and secure approvals by the University and site supervisors. All students will participate in a co-teaching model where they will assist in supervising master's students in Counseling Skills and Counseling Practicum, unless otherwise approved by the program coordinator.

In order to participate in Advanced Internship, students must have finished master's internship 1 year prior, unless prior approval given by program coordinator.

### **Oral Examination**

The oral examination, course GR799, must be scheduled the last semester of the specialist program. If the student has no other credit enrollment, the equivalent of one hour in-state fee is charged to effect an official enrollment for the semester of degree completion. The oral examination will be based on the student's internship, portfolio, and other learning experiences.

### **Graduation Requirements**

1. Satisfactorily complete the program of study (a minimum of 72 hours of graduate credit including the master's degree with a GPA of at least 3.25),
2. Pass a final comprehensive oral examination administered by the specialist's degree faculty, and
3. Be approved for graduation by his/her advisor and the Registrar's Office.

### **Time Limit**

All requirements for the specialist's degree must be met within an eight-year period.

## **Section VI -- Licensure, Certification and Professional Information**

### **Professional Licensure and Certification for Master's and Specialist Students**

The attainment of professional status through licensure and certification is an essential aspect of professionalism. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such following graduation. The following is a description of several options available to students:

#### **Obtaining School Counseling Certification**

Refer to the Missouri Department of Elementary and Secondary Education Teacher Certification Website for current requirements. <https://dese.mo.gov/educator-quality/certification> .

#### **Provisional School Counselor Certificate**

Many school counseling students may wish to obtain a provisional School Counselor Certificate before completing their master's degree. Provisional certificates are only issued at the expressed request of a school district administrator. The school administrator must complete the Application for Provisional Certificate. This must be done before Southeast Missouri State University's Certification office can begin to process applications.

A student who currently holds a teaching certificate can obtain a provisional school counseling certificate by completing the following required courses:

- CP 610 Counseling Orientation and Ethics (3)
- CP 612 Counseling Theories (3)
- CP 614 Counseling Skills (3)
- CP 615 Career Development (3)
- CP 616 Group Counseling (3)
- CP 617 Assessment in Counseling (3)
- CP 630 Foundations of School Counseling (3)

Total Credits – 21

Individuals without teaching certificates will be required to have the above courses and several additional courses. (See your faculty advisor for specific courses that would apply to you.) Work closely with your advisor to determine the additional needed coursework.

NOTE: Students should remember that only 6 credits can be transferred in from another accredited institution. Therefore a student must have a minimum 15 approved credit hours from Southeast Missouri State University before endorsement for certification will be considered. (Further requirements may be needed in some cases. See Endorsement policy.)



Students should complete the application located at <https://dese.mo.gov/educator-quality/certification>

Students should allow for adequate time for this process to be completed. Please plan accordingly.

### **Full School Counselor Certificate**

Students should complete the application located at <https://dese.mo.gov/educator-quality/certification>

Students should allow for adequate time for this process to be completed. Please plan accordingly.

### **Obtaining the School Psychological Examiners Certificate**

Students wishing to obtain the School Psychological Examiners Certificate must follow the approved certificate program. They also must complete the appropriate forms.

To be fully certified as a School Psychological Examiner one must have a Master's in Counseling, Counseling Psychology or Education. In addition to the requirements for a master's degree, the following eight courses also must be completed:

EX 601 Educational Assessment Techniques  
CP 611 Developmental Theories  
CP 617 Assessment in Counseling  
CP 633 Intelligence Testing

(A Provisional Certificate can be issued upon request from the school district, completion of the 4 classes listed above and 1 of the classes listed below. All courses must be completed within 2 years to obtain full certification.)

PY 571 Introduction to Behavioral Statistics  
CP 733 Advanced Educational Processes  
CP 639 Supervised Practice in Testing  
CP 643 Psychodiagnostics and Treatment

### **Provisional School Psychological Examiner's Certificate**

Students should complete the application located at <https://dese.mo.gov/educator-quality/certification>

Students should allow for adequate time for this process to be completed. Please plan accordingly.

## **Full School Psychological Examiner's Certificate**

Students should complete the application located at <https://dese.mo.gov/educator-quality/certification>

Students should allow for adequate time for this process to be completed. Please plan accordingly. If students live a significant distance from campus and expect to be able to complete this process by mail, they should understand that forms and original signatures are required and that several mailings will be necessary. It is much safer, more efficient and to the students advantage to meet personally with the certification officer to complete the process.

## **Obtaining National Certified Counselor (NCC) Credential**

Refer to the National Board for Certified Counselor for current national requirements. <http://www.nbcc.org/>

Students who wish to obtain the National Certified Counselor (NCC) credential must:

1. Complete the Masters program in Counseling.
2. During the last spring or fall semester of the counseling program or after graduation, take and pass the National Counseling Exam (NCE). Southeast Missouri State University offers this exam (if enough people sign up) on campus twice a year in April and October. Students must sign up with the NBCC Campus Coordinator and complete an application with NBCC by the deadline. (Usually the end of December for the April exam date and the middle of July for the October exam date.)
3. When notified by NBCC, complete the Endorsement forms and submit transcripts.
4. Contact NBCC or the NBCC Campus Coordinator for more detailed application procedures.

## **Obtaining Licensed Professional Counselor (LPC)**

The state of Missouri grants licensure of counselors under the title, "Licensed Professional Counselor." Licensure is NOT automatic upon graduation from the program. The Missouri Counselor Licensing Board uses the NCE as the Licensing exam. This exam only needs to be taken once for both national certification and licensing.

Students must complete the following four steps before receiving licensure:

1. Apply to the State of Missouri Division of Professional Registration, P.O. Box 1335, Jefferson City, MO 65102 <http://pr.mo.gov/counselors.asp>
2. Successfully complete an examination (NBCC; National Board of Certified Counselors) Perform 3,000 hours of post-master's counseling experience.
3. Successfully complete the Missouri Legal and Ethical Responsibilities Examination.

Please see the Missouri Committee for Professional Counselors for current procedural process and application information. Students wishing licensure in another state should contact the appropriate licensing board.

## **Professional Organizations**

Graduate students in School Counseling, and Mental Health Counseling programs at Southeast Missouri State University have a number of opportunities for personal and professional development. The following are examples of organizations that students are encouraged to participate in:

### **American Counseling Association**

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, education and supervision of counselors, family counseling) of its diverse membership. As a student member special discounts can be obtained on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio- and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, "Counseling Today."

[www.counseling.org](http://www.counseling.org)

### **American Mental Health Counselors Association**

The American Mental Health Counselors Association (AMHCA) represents more than 70,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations (MCOs) and health maintenance organizations (HMOs). <http://www.amhca.org/>

### **American School Counseling Association**

For those graduate students interested in school counseling, the American School Counseling Association (ASCA) provides insight into the forefront of advances in the school-counseling field. As a member of the ACA, branch membership in ASCA can afford students additional benefits to those gained through the ACA. Some of these benefits include: Various journal publications (*The School Counselor*, 5 issues annually; *Elementary School Guidance and Counseling*, 4 issues annually), newsletters such as *The ASCA Counselor*, other publications which include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences allowing networking opportunities. <http://www.schoolcounselor.org/>

## **American Counseling Association of Missouri**

The American Counseling Association of Missouri (ACAM) is a counseling association formed to address counseling issues at the state level. The ACAM serves as an umbrella organization that meets the specialized interests of counselors in diverse work settings. ACAM offers student membership opportunities. Benefits of membership include: a membership directory, newsletter, annual conference, legislative lobbying, and professional networking opportunities.

<http://www.counselingmissouri.org/counselingmissouri/>

## **Missouri School Counselor Association**

The Missouri School Counselor Association (MSCA) addresses the issues involving school counselors at the state level. Student membership is available. The MSCA also addresses itself to regional issues through regional chapters such as the Southeast Missouri School Counselor Association. The MSCA includes benefits gained through the MSCA along with providing the additional benefits related directly to the school counseling field. <http://moschoolcounselor.org/>

## **Missouri Mental Health Counselors Association**

The Missouri Mental Health Counselors Association is a professional organization made up of and representing Licensed Professional Counselors, Provisionally Licensed Professional Counselors, Students and other professionals working in mental health services in Missouri. They provide support to our members and advocate for the continual improvement of the standards, which guide the counseling profession. <http://mmhca.com/>

# **Section VII -- Policies and Procedures**

## **Policies and Procedures**

### **Writing Assignments and Style**

All papers (e.g. the Personal Counseling Position Paper and reflective statements) in the Counseling Program are expected to be written according to the current APA style manual (currently 6<sup>th</sup> edition). Therefore, because of the amount of writing assignments required throughout your counselor preparation program, it is required that you purchase this manual for your use and reference in every course throughout the program:

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: Author.

### **Students with Disabilities Statement**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Counseling and Disability Services on the second floor of Crisp Hall or at 573-986-6191. It is the responsibility of the student to notify the instructor prior to

requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://semo.edu/ds/index.html>

## **Policy on Plagiarism**

Plagiarism is defined as the presentation of an idea or product as new and original when, in fact, it has been derived from an existing source. Plagiarism is primarily submitting someone else's work, in whole or in part, whether written or oral, without giving appropriate credit to the original source. Plagiarism is a serious violation of professional ethics. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has identified an act of plagiarism will request the student meet with him or her to discuss the matter.
2. Should the issue fail to be resolved, the department chairperson, counseling coordinator, faculty member, and student will meet to discuss the matter.
3. If the issue is still not resolved, the department chairperson, counseling coordinator, faculty member, student, and the dean of the college will meet to discuss the issue. The dean will receive advisement from several members of the Student Judicial Board and Faculty Senate.

Plagiarism may also trigger a Student Retention procedure as described below.

## **Policy on Cheating**

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she or he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

If a student is suspected of cheating the following steps will be taken:

1. The faculty member who has identified the cheating will attempt to stop it with as little disruption to the class as possible and will request the student meet with him or her to discuss the matter.
2. Should the issue fail to be resolved, the department chairperson, counseling coordinator, faculty member, and student will meet to discuss the matter.
3. If the issue is still not resolved, the department chairperson, counseling coordinator, faculty member, student, and the dean of the college will meet to discuss the issue. The dean will receive advisement from several members of the Student Judicial Board and

Faculty Senate.

Cheating may also trigger a Student Retention procedure as described below.

### **Policy on Scientific Misconduct**

As defined in the Faculty Handbook, scientific misconduct refers to the: "Fabrication, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data."

<http://www.semo.edu/facultysenate/handbook/5d.html>.

Should a student be suspected of scientific misconduct the following steps will be taken:

1. The Dean of Graduate Studies will initiate an inquiry to determine if a full investigation is warranted.
2. Should it be determined through information gathering and fact-finding that the allegation warrants it, a full investigation will proceed. The student will be informed, in writing, of the charges to be investigated and the process to be used.
3. In the event that charges are substantiated, the Dean of Graduate Studies and the Dean of the College of Education together shall recommend appropriate disciplinary action to the University Provost.

Scientific Misconduct may also trigger a Student Retention procedure as described below.

### **Course Grade Appeals Policy**

The academic appeals policy concerning course grades has been designed to assist graduate students who believe the grade received in a graduate course does not accurately reflect their level of achievement. In such instances the School of Graduate Studies has established a procedural hierarchy to review student concerns. Students are directed to begin at the first level of the hierarchy and progress to the next level only in the event they believe their concerns have not been adequately met. This hierarchy is as follows:

1. Initiate contact with the course instructor to discuss concerns about the grade in question. If the issue is not satisfactorily resolved, the student then will proceed to the next step.
2. Initiate contact with the chairperson of the department in which the course was offered to discuss concerns about the final assigned grade in question. If the student is still not satisfied, the individual may proceed to step three.
3. Initiate contact with the Dean of the College of Education to discuss concerns about the final assigned grade in question. If the incident fails to be resolved at the first three steps, the student has the option of appealing directly to the Graduate Council.

### **Policy on Student Retention**

The course content and experiential activities involved in the counseling program offered by Southeast Missouri State University are designed to afford students the opportunity to advance

their personal, intellectual, and professional development and functioning. Through the programs of study, students will be given feedback concerning personal, intellectual, and professional strengths, weaknesses and performance. This feedback will come from faculty, supervisors, peers and clients. Students will be expected to deal with this feedback in a mature and professional manner.

The expectations of the counseling program's curricula are that students will explore and recognize the effect that their personal beliefs, issues, emotions, and behaviors have on their ability to function as a counseling professional. The didactic courses allow students to obtain the knowledge required. The various "techniques" or "skills" courses will require that students develop and demonstrate the professional skills as they work with classmates in role-play situations and with clients in actual sessions. Students will be asked to examine behaviors, beliefs, and emotions in relationship to their own professional activities and experiences on an ongoing basis.

The counseling faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues, and document their decision to refer students for assistance, or to request that students be dismissed from the program, and to assure that students have adequate recourse to address the decision made.

If, in the professional judgment of a faculty member, a student's professional behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internship), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations for actions.

### **Retention Procedures**

These student retention procedures are based on the expectation that persons who enroll in the program have the capabilities to be self-directing and self-evaluating. Minimum requirements for continuation are the establishment and maintenance of a 3.25 or better grade point average, and satisfactory performance in each program course taken. Student progress is monitored through faculty observation and individual conferences as may be advised, or as requested by the individual student.

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the counseling program faculty

believe a component of their responsibility to their students, their profession, and the eventual consumers of services provided by graduates, is necessary to monitor students' academic progress which not only includes coursework but also includes the personal characteristics and dispositions of students that will affect their professional performance in counseling. These characteristics and dispositions should be of a quality so as to enhance the students' professionalism and helping capacity.

## **Academic Program Standards**

### **A. Coursework & Examinations:**

Students are required to earn a grade of "B" or better in each of the eleven core counseling courses and the courses required for their major before they are permitted to progress to candidacy and practicum. A grade of C will require a Remediation Plan be developed and approved by the instructor and advisor. A grade of F will require that the course be repeated and trigger a faculty review committee. The review committee will make appropriate recommendation. Students that receive an F in the same course twice will be dismissed from the program.

Failure of the master's comprehensive examination three times or failure of the oral exam twice will result in dismissal from the counseling program.

### **B. Professional Conduct:**

In addition to maintaining high scholastic standards, students enrolled in any of the counseling programs must develop professional skills necessary to work effectively with people with diverse needs. The faculty expects prospective counselors:

1. to be committed to personal growth and professional development,
2. to be concerned about people,
3. to demonstrate emotional and mental fitness in their interactions with others,
4. to be able to receive and give constructive feedback, and
5. to use the skills and techniques that are theoretically appropriate and generally accepted by other professionals in counseling.

Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association) and the relevant regulatory boards of the state of Missouri (or other appropriate). A student's acceptance in any program does not guarantee the individual's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet academic program standards are allowed to continue in any program.

## **Evaluating Student Professional Conduct**

Members of the faculty evaluate student professional conduct on an ongoing basis. The faculty makes judgments as to students' professional conduct based on observations of course



performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their disciplines' codes of ethics.

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by the grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The program coordinator or department chair may choose to meet with the student and the faculty advisor, and/or to initiate the procedures described below in the Student Retention/Dismissal Procedures.

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be exhaustive:

1. violation of professional standards of ethical codes;
2. inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
3. behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
4. interpersonal behaviors and interpersonal functioning that impair one's professional functioning;
5. inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

#### Possible Actions to Follow Manifestations of Professional Impairment

This list contains possible examples, and is not intended to be exhaustive:

1. an unsatisfactory grade in a skill-based course with the requirements that the course be repeated;
2. reduced practicum case load;
3. personally appropriate therapy or counseling;
4. leave of absence;
5. required additional practicum or course work;
6. increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audio tapes);
7. formal probation;
8. encouragement to withdraw from the program;
9. formal dismissal from the program.

#### **Specific Student Retention/Dismissal Procedures**

The counseling faculty agree with the 2014 American Counseling Association Code of Ethics (Section C.2.g., F.6.b., F.8. and F.9.a.b.c.) that states that faculty members have a responsibility to dismiss

students who are unable to render competent professional service. The faculty also recognize their obligation:

1. to assist students in obtaining remedial assistance as needed;
2. consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and
3. to assure that students have adequate recourse to address decisions made.

**Procedures:**

1. Faculty may work on an informal basis with students evidencing academic difficulties when circumstances indicate that this method may be productive (severity of the problem may not allow for this method and informal methods are not procedurally required). The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a time line for change.
2. When, in the professional judgment of a program faculty member(s), a student is not making satisfactory progress or has difficulty in meeting the program or university standards, the faculty member will meet with the student to discuss the situation. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful.
3. The faculty member will complete a Personal Characteristic Review Form (Appendix F) at that time and present the student with a copy of the review form. The faculty member will then notify in writing the Program Coordinator and the Department Chair concerning the meeting with the student.
4. The Program Coordinator will then convene a Faculty Retention Committee to investigate the situation. The committee will consist of at least three members of the counseling faculty.
5. Notice of the meeting, outlining specific issues and reasons for a meeting, shall be in writing and mailed to the student at least ten days before the meeting. The student will be given an opportunity to meet with the committee to present his or her own version of the events. The meeting shall be open only to the members of the Faculty Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee.
6. After considering the matter, and within 10 working days of the meeting with the student, the Faculty Retention Committee will report to the student, the Program Coordinator and the Department Chair its recommendation.
7. The Department Chair, the Program Coordinator and the student's faculty advisor will meet with the student and convey, in writing, the committees decision(s) and/or recommendation(s) along with consequences, if problems are not remedied. The Department Chair, the Program Coordinator and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Faculty Retention Committee recommends the student no longer continue in the program, the Department Chair

will petition the Provost to dismiss the student from the Counseling Program(s) (the student will not be allowed to take counseling courses).

8. The student will have 10 working days after receipt of the Committees' recommendations to notify in writing the Program Coordinator and Department Chair of his or her acceptance or appeal of the departments decision(s)/recommendation(s).

9. A student not satisfied with the departments' decision can follow Southeast Missouri State University appeal procedures. This can be found in the Graduate Handbook.

10. Students who are dismissed for course work and/or professional conduct reasons may petition for reinstatement in the degree program in the department after a period of 12 months.

11. Students who have been dismissed from the program in the department for unsatisfactory performance in graduate level course work will not be allowed to take course work in the department as unclassified students.

### **Policy Concerning Extracurricular Counseling**

Students enrolled in programs offered by the department often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called "extracurricular" counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the department nor officially supervised by those professionals associated with the department. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services. This includes any counseling services provided under the terms of a "Temporary School Counseling Certificate" issued by the Missouri Department of Elementary and Secondary Education (DESE).

The department and university only assume responsibility for students' counseling activities within the limits of program requirements. Therefore, be advised that if you choose to engage in extracurricular counseling activities you do so without university sanction. Thus, the university, department and faculty assume NO supervisory, ethical or legal responsibility for any extracurricular counseling experiences. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

The department discourages students from engaging in extracurricular counseling activities. HOWEVER, if students are engaged in, or plan to be engaged in, these activities, the department does require each student to inform the department in writing prior to commencement of the activities. Please note that this requirement applies to all students officially enrolled in the program, regardless of whether they are currently enrolled in classes at the university. Failure to properly inform the department may result in termination from the program.

### **Endorsement Policy**

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. In

other words, an individual should not expect any counseling faculty to recommend or verify training, experience or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. Faculty are also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g. DESE, NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

### **Minority Recruitment Policy**

The counseling program faculty adheres to the American Counseling Association's definition of diversity and enthusiastically and affirmatively recruits and strongly supports applications from qualified students of diverse backgrounds. The university service area includes communities with significant minority and lower socioeconomic populations. Future counselors are recruited from these communities and are encouraged to return to further support these communities' individuals, families and schools. The counseling program is committed to a multicultural perspective in its student body, and the counseling profession as a whole.

### **International Student Policy**

The counseling faculty are in favor of a broad international student body. Many times International students have additional needs and issues that require special attention. These are more evident in programs like counseling. The counseling program is designed around state standards and licensure and certification requirements and follows national standards for counselor training. Some International students intend to remain in the United States. Many of these students need additional knowledge, skills and help in the acculturation process so they can be successful in area schools and agencies. Other international students plan to return to their home country. These students need additional course work and help to determine their country of origins certification and licensure requirements. While needs vary from student to student, international students require additional advising, support and transitional assistance. International students should work closely with their advisors to obtain additional help consistent with individual goals.

## **Section VIII -- Practicum and Internship Information**

### **Guidelines for Practicum & Internship Experiences**

The process of training counselors includes gaining theoretical knowledge and understanding. Just as important in the training of counselors is the inclusion of experiential learning to apply the knowledge and to develop the skills necessary to be an effective counselor and obtain supervision of that experience. Starting with CP614 Counseling Skills, students will formally develop counseling skills and techniques. Below is an outline of the skills and where it is expected for students to learn, develop and implement them.

## **Counseling Skills Development**

### **A. Counseling Skills (CP 614 Counseling Skills)**

**Beginning or Entry Level Skills and Dispositions** (to be mastered as a condition for placement in practicum in counseling)

#### **A. Disposition Skills**

1. Genuineness
2. Congruence
3. Non-judgmental Respect
4. Emotional Awareness
5. Ethical Understanding
6. Concreteness
7. Empathy

#### **B. Attending Skills**

1. Non-verbal Skills
2. Open Invitations to Speak
3. Encouragers
4. Silence
5. Paraphrasing Content.
6. Reflection of Feeling
7. Summarization

#### **C. Conceptual Skills**

1. Recognizing Patterns
2. Client Awareness
3. Focusing on Meaning

#### **D. Influencing Skills**

1. Focusing
2. Immediacy
3. Advanced Level Empathy
4. Questions and Probes
5. Pointing out Client Conflicts
6. Confrontation
7. Self-disclosure
8. Encouragement

9. Reflection of Meaning

**B. Practicum in Counseling (CP 680 Counseling Practicum)**

**Intermediate Skills and Behaviors** (to be mastered as a condition for placement in Internship in Counseling)

1. Integration of above counseling skills and dispositions.
2. Continued personal understanding and integration of theoretical application.
3. Strategic planning for behavior change and goal setting.
4. Development of treatment planning.
5. Demonstrating ethical behavior.
6. Recognizing client patterns and themes.
7. Understanding boundaries and role conflicts.
8. Client Conceptualization.
9. Apply understanding of child protection issues.
10. Integrating crisis/emergency plans.
11. Development of appropriate assessment skills.
12. Understanding of diverse client concerns and implementing interventions that are consistent with multicultural competency.

**C. Internship in Counseling (1st internship)**

**Development of competence in at least one (and maybe several or integration of several) theoretical model and obtain appropriate supervision in its application and skills.** In addition, the student is expected to present case studies in Group Supervision including written and recordings of the case. All previous skills are expected to be continually demonstrated and improved upon.

**D. Internship in Counseling (subsequent internship(s))**

**Practical Experience in a field setting consistent with professional goals. (Students need to work closely with their advisors and site and university supervisors to**

**develop professional goals.)** This includes skills from all previous field experiences and case presentations in Group Supervision which demonstrates the student's level of integration of your program of study.

## Introduction

This section is designed to provide information about the practicum and internships in the Master of Arts program in Mental Health Counseling and School Counseling in the Department of Psychology and Counseling at Southeast Missouri State University.

All master's level counseling programs (Career, Mental Health and School) require practicum and internship experiences. The purpose of this practicum and internship experience is to achieve integration of theory into practice, solidify clinical skills, and incorporate students into the profession of counseling.

While both the practicum and internship involve actual on-site counseling experience, each differs in its scope and purpose. The practicum is designed to give the student a limited experience in a specialized area of counseling and is supervised by both a designated on-site supervisor and a faculty supervisor. The internship is arranged to provide the student not only with counseling experience but also with experience in all aspects of professional functioning, (e.g., referral, assessment, staff presentations, and use of community resources). In addition, the student receives supervision primarily by the designated on-site supervisor. Both practicum and internship students are required to attend on campus seminars and group supervision.

Early planning for practicum and internship experiences is extremely important. Students must maintain a GPA of 3.5 in order to be eligible for Practicum. Regularly meeting with your advisor, discussing your plan of study, and addressing any concerns that may arise are paramount to your successful placement at a practicum and internship site. Students are required to complete all program prerequisites and at least 21 credit hours in counseling including CP610, CP612, CP614, and CP616 before enrolling in practicum. The practicum experience is a **minimum** commitment of 10 hours per week of on-site time for one full semester. The internship experience is a **minimum** of 20 hours per week commitment of on-site time for two semesters. If an individual student is working full-time upon acceptance into the Counseling Program, the student must consult with the academic advisor. To be successful, one will be required to find effective, responsible, and ethical ways to fulfill the practicum and internship experiences and maintain one's employment. Failure to make provisions for the future may create difficulty in completing the program successfully.

## Ethical Standards

Students are expected to have a working knowledge of and abide by the ethical standards that govern professional practice throughout their fieldwork experiences. These include the ACA ethical standards. Should any specific concerns with regard to appropriate behavior under specific circumstances arise, students are to immediately contact their university supervisor. **Any violation of ethical or legal standards may result in termination from the**

**Counseling Program.** See the above Student Retention Policy. See also:  
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## **Liability Insurance**

Litigation involving practitioners in the mental health and counseling professions has increased dramatically in the last few years. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards as well as to demonstrate high standards of personal and professional conduct. Professional and ethical practice minimizes the risk of litigation but does not eliminate it. Therefore the vast majority of professionals, including the Counseling Program faculty, consider professional liability insurance a necessity.

**All practicum/internship students are required to have Professional Liability Insurance before beginning the practicum/internship and maintain it throughout the experience.** The American Counseling Association (ACA) offers affordable rates for professional liability insurance to student members. Forms to join ACA and applications for insurance may be downloaded via the ACA website. ([www.counseling.org](http://www.counseling.org) )

School counselors may have professional liability coverage through their professional organization at a reduced rate. If they receive their insurance through another organization, they must provide the faculty supervisor with a copy of the policy. Students receiving their insurance from ACA will be asked to provide two copies of their policy as proof of liability coverage. One copy will be kept on file at the university; one copy will be given to the on-site supervisor.

## **Practicum and Internship Enrollment**

Students are required to register for practicum the semester PRIOR to which the course will be taken. If Practicum is offered in the Fall the student must sign up for it in the Spring. The student registers for the class first by meeting with their advisor to verify/and/or show progress towards meeting all prerequisites and completing at least 21 credit hours prior to enrolling in Practicum.

## **Site Placement**

Practicum and internship sites are currently offered in selected community agencies, schools, the Training Clinic, and Career Services on campus. Each program coordinator: School Counseling, Mental Health Counseling, and the Training Clinic Coordinator will visit the lecture portion of class in CP 614 (Counseling Skills) to communicate information and plans for site placement following the mid-term in CP 614. It will be students' responsibility to communicate their requests with their respective coordinator in order to secure the appropriate site placement. Site selection is determined by each student's professional goals, past experience, and level of expertise. A current listing of approved internship sites will be provided to students following the mid-term in CP 614. Students are **NOT** to make contact with the agencies/schools until their respective Coordinator has informed them to do so. After which students will follow the requirements of the sites and submit appropriate resumes and/or participate in an interview process. Some program coordinators may require students to



complete a Practicum/Internship Placement Form and return it to them (see Appendix F in Student Handbook).

Schools and agencies are not required to accept students for practicum or internship experiences. Therefore, the counseling program cannot guarantee that an agency or school will accept students. However, the department and college have well-established working relationships with university departments, local agencies, and schools. It is increasingly common that agencies and schools require students to be interviewed prior to being placed. Many agencies and schools accept applicants for practicum and internship on a selective and competitive basis. Students need to expect to prepare for these interviews in the same way they would prepare for job interviews.

If a student chooses to engage in a practicum/internship at a site not previously used for internship by Southeast Missouri State University counseling students, the student (after receiving permission from their Coordinator (SC, MHC, TC) will arrange for a meeting between the prospective on-site supervisor and the Program Coordinator to determine the appropriateness of the placement.

### **Practicum and Internships in Conjunction with Current Employment**

If a student wishes to complete practicum or internship at one's present employment site, it is expected that the supervisor will be someone other than the present supervisor. Additionally, the student should be given counseling duties other than the normal job requirements. The student must submit a letter from the supervisor to ensure that (1) practicum supervision will be conducted by a different supervisor, (2) what the nature of the duties include, and (3) how practicum/internship hours correlate with current employment.

When placed in an agency or school, the student counselor will be expected to function within the regulations and administrative structure of the site. Actual duties will be assigned by the site supervisor (in consultation with the faculty supervisor).

### **Practicum**

Practicum is intended to provide students opportunities to begin practicing counseling skills at a variety of sites with varied clientele. The practicum is closely supervised by a faculty instructor who helps the student counselor conceptualize client concerns and determine a strategy for working with clients.

Current prerequisites for the first counseling practicum course are available from your advisor. These prerequisites include a grade of "B" or higher in CP 610, Counseling Orientation and Ethics, CP 612 Counseling Theories, CP 614 Counseling Skills, and CP 616 Group Counseling and at least nine additional credits or required coursework (e.g. CP611, CP613, CP615, CP617, CP626, CP630, CP631, CP640, CP643, CP645, GR691). Students who have not completed courses, adequately responded to any remediation

plans, removed any incomplete grades or have any grade “C” or lower, may not begin Practicum.

## **Supervision**

A university department, agency, or school supervisor, will provide the student with one hour of weekly individual supervision on day-to-day activities. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that the on-site supervisor for mental health student counselors hold one of the following credentials: Licensed Professional Counselor (LPC), Licensed Psychologist, or Licensed Psychiatrist. For School Counselors, the Council for the Accreditation of Educator Preparation (CAEP) and CACREP require that the on-site supervisor hold the appropriate certificate or license from government agency or appropriate certifying body. Also, a faculty supervisor will meet with the practicum student one hour per week for individual or triadic (dyadic) supervision. At that time the supervisor will discuss case issues, theoretical and supervision issues, (e.g., reviewing tape recordings of counseling sessions, case reviews).

The university department, agency, or school supervisor will submit a written appraisal of the student counselor at mid-term and at the end of each term (see Appendix F, “Evaluation of Practicum and Internship Students”). Course grades and credit will be given after the completion of the experience. The faculty member will make the final decision regarding course grades (after consulting with the site supervisor). Letter grades will be assigned for these experiences.

## **Site Supervisors**

On-site supervisors receive information including policies and procedures regarding practicum and internships requirements. The responsibilities of the site supervisor are outlined in this information. Additional information and training will be available from time to time. The Counseling Program Coordinator and program faculty will have regular contact with the site supervisors in order to ensure that communication lines are open and concerns with students are addressed.

Practicum and internship sites/supervisors and university supervisors will be evaluated at the end of each experience. Continuing as an approved site and supervisor depends on continued compliance with departmental requirements for practicum/internship, continued ethical and professional conduct, continued support to the professional philosophy of the department, and consistent favorable student evaluations. The site evaluation will be composed of a formal student evaluation and information gained from the site visits. Following the evaluation, the department may reassess the approved status of sites and supervisors after discussing it with the site supervisors.

## **Hourly Requirements**

A **MINIMUM** of 150 hours on-site with a **MINIMUM** of 40 hours of direct service with clients is required (some students will have or be required to have more than the minimum number of hours). It is expected that students will complete their practicum by distributing their time in the

practicum site over at least a 15-week period. In addition, the practicum student is required to attend practicum and group supervision, which meets two hours per week to review and discuss the on-site practicum activities with a faculty member. Reviewing tapes of counseling sessions, role-playing, presenting cases, and evaluating legal and ethical issues are examples of group supervision activities. One hour per week of individual or one and half hour per week triadic (dyadic) supervision with university faculty supervisor is also required.

Most counseling sessions must be routinely audio or video recorded. If you are not allowed to videotape at your practicum site, you must request from your university supervisor additional site placement opportunities

## **Practicum Objectives**

In the practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

1. Demonstrating effective counseling skills.
2. Establishing and maintaining a helpful and supportive counseling relationship.
3. Developing and applying appropriate individual counseling techniques.
4. Maintaining client records, scheduling client appointments, learning about and using community resources when appropriate.
5. Working effectively with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies.
6. Continuing development of professional behavior.
7. Displaying enthusiasm for and commitment to the counseling profession.
8. Expressing a willingness to learn.
9. Continuing a development of personal traits conducive to effective counseling, learning and professional development.

Specific objective will include the following:

1. The student will complete a minimum workload of 10 clock hours per week on site totaling 150 clock hours in one full semester.
2. The student will demonstrate completion of 40 hours of direct service in a clinical mental health, or school setting.
3. The student will engage in one hour per week of individual or triadic supervision and an average of two hours of supervision per week in group supervision with a program faculty member.
4. The student will apply counseling skills and methods learned in previous or concurrent coursework.
5. The student will produce their integration of theory into practice.
6. The student will be able to explain various aspects of professional conduct and ethical standards as they apply to practice.
7. The student will gain experience working with a variety of clients and presenting problems.
8. The student will begin to formulate and articulate a personal approach to

- counseling.
9. The student will learn to integrate evaluative feedback to improve their counseling skills.
  10. The student will demonstrate their knowledge of research areas of professional interest to improve service to clientele.
  11. The student will record counseling sessions either by audio/video recordings and/or live supervision for review by the instructor, the on-site supervisor and peers.
  12. The student will maintain complete and appropriate logs (Appendix F).

## **Grades**

All Practicum and Internship experiences will be graded in the traditional A – F format. Students who receive a grade lower than a B may retake practicum and a remediation plan will be developed. If the student fails to obtain a B or better the second time or fails to follow the remediation plan, he or she may be removed from the program.

### **Criteria of "B" level:**

1. Students must adhere to all policies, procedures, and operational guidelines of the practicum site.
2. Students must demonstrate professional behavior and ethical behavior consistent with the ACA code of ethics (2014).
3. Students must complete all required paperwork, which includes keeping client files up-to-date and complete.
4. Students must demonstrate basic counseling skills and demonstrate purposeful interventions.
5. Students must accumulate a minimum of 40 client contact hours during the semester.
6. Students must be able to audio/video recordings with client's informed consent.
7. Students must audio/video record at least five (5) different clients during the practicum.
8. Students must present audio/video record during site, university and group supervision.
9. Students must respond appropriately to feedback from supervisors and peers.
10. Students must demonstrate that they are prepared for work with their clients by having reviewed recordings, read relevant material, and/or conducted necessary library research.
11. Students must submit other requirements of the faculty and site supervisor on the specified due date (e.g., verbatims, client reports).
12. Students must show up on time, dressed professionally and maintain professional decorum.

### **Criteria of "A" level:**

1. Students must consistently demonstrate each of the criteria listed under "B"-level work.
2. Students must develop a balance of content and affect in dealing with clients.

3. Students must demonstrate an ability to work with a wide range of clients.
4. Students must demonstrate a willingness to take risks and develop skills above and beyond those already possessed. Students must also encourage clients to take risks.
5. Students must begin to apply an acceptable and coherent theoretical orientation.

Grades will be recorded by the university supervisor at the end of the practicum experience after discussions with the student and the site supervisor.

## **Internship**

The internship is a supervised experience in Elementary School Counseling (CP 682 Internship – Elementary), Secondary School Counseling (CP 683 Internship – Secondary) School Counseling (CP 684 Internship – School Counseling), Mental Health Counseling (CP 686-8 Internship Mental Health) and is perhaps the most important and comprehensive professional experience for counseling graduate students. Designed to allow application of skills and knowledge gained in a supervised setting, the internship is comparable to the ultimate choice of a professional work setting.

Typically this placement continues at the same site and is an extension of the first practicum. All students must have a total of 9 credits in internship over the course of at least two (2) semesters. For school counselors, an internship is required in both Elementary School Counseling and Secondary School Counseling if the student wishes to be certified in Elementary (K-8) and Secondary (7-12) to have certifications for K-12.

Prerequisites for Internship courses are:

1. Successful completion of the practicum with a grade of A or B.
2. Approval of an internship site by program coordinators. (Elementary School Counseling, Secondary School Counseling, Mental Health Counseling, or the Training Clinic).

A written contract between the University, the internship site, and the student is required at the onset of a student's internship (Appendix F).

## **Internship Objectives**

1. To provide opportunity for practicing competencies developed throughout the graduate training program.
2. To acquaint the student with organization structure, protocol, relationships, processes, and working conditions.
3. To encourage the formulation of and identification with a professional role.
4. To provide an awareness of the process of community organization to meet the needs of the client.

5. To inculcate high standards of professional ethics and provide experience in actual interpersonal relationships involving ethical decisions as well as practice in evaluating personal motives.
6. To provide experiences with the realities of everyday agencies or institutional employment and introduce the challenges of maintaining a regular counseling schedule.

## **Internship Requirements**

The student is expected to satisfactorily complete the supervised internship experience.

1. Students will spend a **MINIMUM** of 600 clock hours at an approved internship site that enables them to develop counseling skills and practices (for the total 9 credit hour internship experience; this will typically be in two (2) semesters). (School counseling students wishing to become certified in both Elementary (K-8) and Secondary (7-12) should have a minimum 200 hours in one or the other appropriate settings – for example 200 hours spent in a high school and 400 hours in an elementary school, for a total of 600 hours. Students only wishing elementary OR secondary will complete all 600 clock hours in the desired setting.)
2. Students are required to have a minimum of 40% of on-site time in face to face counseling services (240 total contact hours).
3. Students are required to have at least one hour a week of individual supervision with their on- site supervision (a ratio of 1 hour supervision to 20 hours worth of site time must be maintained.)
4. Students are required to have two hours of group supervision per week with the university supervisor. (Exceptions to this may be made in the cases where the site is at a distance as described below AND equivalent group supervision can be secured.)
5. Students are expected to adhere to all site and university policies of the on-site practicum and internship placement.
6. Students are required to attend all scheduled class meetings. Students are expected to come to each class session prepared to present and discuss current client cases on which they are working.
7. Students will develop counseling skills by keeping records, recording sessions, and critiquing each session.
8. Students will seek opportunities to develop skills in each of the following areas:
  - A. Individual counseling
  - B. Group counseling
  - C. Record keeping and accountability
  - D. Consultation
  - E. Test administration and interpretation
  - F. Professional development
  - G. Program development

Note: If the student's internship placement does not afford the direct opportunity for any of the

above activities, the student is expected to consult with the instructor concerning alternative means to develop the needed skills.

9. Students will keep logs of all practicum and internship activities. (Appendix F)

10. Students are expected to share their logs with their on-site supervisor regularly for comments and suggestions. The logs will be turned in and evaluated by the course instructor at the end of the semester.

11. Students are required to complete all assigned readings.

12. By the end of the two semesters of internship, the student is expected to demonstrate theoretical competency in advanced skills as outlined above.

## **Documentation**

1. Internship hours should be recorded in the student's log (Appendix F).

*Distribution of internship hours* – Students will spend two semesters in internship. Each semester, students should record the following hours:

· a. Direct service: Client contact (one-on-one or groups):  
MINIMUM: 40% of total internship hours: 120

· b. Individual supervision with on-site supervisor:  
1 hour/week minimum: 15

· c. Group supervision with university supervisor:  
1 and 1/2 hour/week **minimum**: 23

· d. Additional hours in staff meetings, case presentations, peer and/or supervisor observations, in-service training, transcription and analysis of audio/videotapes or other activities approved in advance by students' supervisors:  
minimum: 142

**Minimum** Total Hours Per Semester: 300

Two Semester Total **Minimum** Hours: 600

Note: The student may, at the discretion of the advisor, make up a shortage of hours from the first semester during the student's second semester without taking an incomplete. Hours which are not completed after the second semester of internship will result in a failing grade. The student will be required to re-take 3 credit hours of internship in the following semester unless otherwise approved by the counseling faculty. Forfeiture of previously approved hours may result. **STUDENTS MAY NOT COUNT PREVIOUS WORK EXPERIENCE TO SATISFY THEIR INTERNSHIP REQUIREMENT.**

Students will bring case records (not client files) and recordings to each scheduled class meeting and to their individual supervision with the course instructor. (Recordings should be in a format that can be reviewed in supervision on available equipment and should be cued to the appropriate section.)

Students will obtain and record the following information for each client case:

1. Client name (alias)
2. Date of birth or age
3. Developmental, educational and social history
4. History of the client's problem
5. Previous attempts at problem solution
6. Client's definition of the problem (presenting problem)
7. Counselor's definition of the problem (if different from the client's definition)
8. Counseling objectives for problem solution
9. Counseling procedures for problem solution
10. Session-by-session indicators of problem solution
11. Session-by-session notes (progress and future goals)
12. Termination procedures and indicators

Students will summarize and give personal reactions to each individual and group counseling session, each consultation, each test administration, interpretation activities, and professional development (e.g., readings, workshops, conferences) in a journal.

## **Guidelines for Monitoring Internship Objectives**

A wide range of methods may be employed to monitor internship objectives, including:

- Video/audio-recording
- Live observation
- Interpersonal process recall
- Case conferences and departmental meetings

These activities are presented as a minimal frame of references, as well as a general guideline.

## **Evaluation Criteria for Internship**

1. To receive a grade, the intern must demonstrate ability beyond being merely a competent counselor. This will include demonstration of competency beyond the "A" level required in practicum (see criteria listed under Grades in practicum section).
2. Demonstration of the competencies for the internship.
3. The weekly log (Appendix F).
4. A journal-narrative account of the internship experiences.
5. Evaluation of on-site and university supervisors.



6. Satisfactory participation in internship group supervision including all assignments.
7. Completion of a minimum of 300 clock hours per semester (600 total) to satisfy the internship requirement (see criteria listed under internship).

## **Expectations of Students**

1. The student is expected to actively participate in group supervision.
2. The student will be expected to complete the required readings and assignments.
3. The student will be expected to respond to a variety of skill assessment techniques.
4. The student will be expected to know about and use a variety of technological strategies to enhance learning.
5. The student will be expected to know about legal issues and ethical standards in counseling.

## **Responsibilities of the University Supervisor**

1. Verify that each student is adequately prepared for the practicum and internship experience.
2. Consider the number of students to be supervised in the on-site experiences along with teaching load and advisement, and other on-campus duties.
3. Assist the student in selecting the site prior to the beginning of the practicum and internship experience. The University supervisor will make the initial contact with the on-site supervisor.
4. Serve as liaison between the University and practicum/internship site to facilitate communication.
5. Be available for consultation and intervention, as necessary.
6. Maintain confidentiality of those clients whose counseling sessions are taped for purposes of student critique. The University supervisor will maintain ethical standards, including confidentiality.
7. Provide supervisory seminars with students to discuss common problems and experiences and to assist students in case study presentations.
8. Meet with individual students during scheduled supervision sessions.
9. Review student logs detailing activities and hours spent at their site.
10. Review audio/video recordings of the student's counseling sessions.
11. Discussion about progress, techniques, procedures, policies, and developing relationships with clients and interdisciplinary professionals.
12. Review student work and accomplishment of goals and objectives to ensure the student is progressing and completing the requirements on the site.
13. Intervention when the student is receiving limited or restricted experiences on site.
14. Contact with the on-site supervisor a minimum of two times during the semester to ensure the student is completing the on-site experience. Make at least one on-site visit to meet with the student and the on-site supervisor (if possible). If possible and permissible, observe the student in a counseling session at the site.
15. Maintenance of appropriate records for grading and completion of an evaluation of the student's overall performance, including feedback provided by the on-site supervisor.

## **Responsibilities of the On-Site Supervisor**

1. Possess Master's degree in counseling plus appropriate experience and licensure as a Certified School Counselor, Licensed Professional Counselor, Psychologist, or Psychiatrist and provide a resume or vita for University records.
2. Abide by the ethical standards of the appropriate profession.
3. Have ongoing contact with the university supervisor to assess the progress of the student throughout the on-site experience.
4. Orient the student to the organization. Arrange for appropriate working conditions as possible (e.g., privacy, designated setting for counseling). Acquaint student with staff members.
5. Define the student's responsibilities at the site.
6. Arrange opportunities for the student to observe the on-site supervisor in appropriate activities, such as counseling sessions, consultation, and conferences.
7. Arrange for the student to be an active participant in staffing.
8. Assign appropriate readings.
9. Have the student become familiar with and administer assessment instruments that are used at the site and become actively involved, under supervision, with the scoring and interpretation of the results.
10. Meet with the student at least one hour per week for every 10 site hours in practicum supervision, 1 hour for every 20 site hours for internship, and 1 hour per week for advanced practicum. This supervision must include listening to case presentations, discussing client load, reviewing tapes of sessions, and giving appropriate feedback. Remember, the counselor-in-training is a STUDENT and relies on your expertise for growth as a helping professional.
11. Review student logs, accountability sheets and verify work completed.
12. Ensure that the student spends AT LEAST 40% of on-site time in direct client contact activities. Counseling activities should include one-on-one counseling and group work (specific hours according to the level of practicum/internship).
13. Provide opportunity for audio/video recording sessions for critique by the University and on-site supervisor.
14. Complete the necessary evaluation forms, discuss them with the student, and send them to the University supervisor by the deadline for the term.
15. The site supervisor who believes a student's behavior or skills are professionally unacceptable should bring this to the University supervisor at the earliest possible time. The University supervisor will coordinate with the on-site supervisor to determine appropriate action.
16. The student should be allowed to have a variety of experiences as determined by the student's goals and objectives of the site.

Examples of such activities may include but not be limited to:

### **School Counseling**

Policies and procedures of the school

Administrative and teacher consultation Parent

conferences

Career, academic and personal counseling

Appropriate guidance activities in the classroom

Individual and group counseling

Program development

### **Mental Health Counseling**

Policies and procedures of the agency

Involvement (as appropriate) with staffing and related meetings

Consultation (as appropriate) with staffing and related meetings

Intake interviews

Individual Counseling

Group counseling (co-facilitating and facilitating) Family counseling

Addictive disorders counseling

Interdisciplinary team consultation

Testing (as appropriate)- administration and interpretation

Psycho-education activities--e.g., outreach, parenting classes, seminars, public relations activities

Report writing--e.g., records, treatment plans, case summaries

### **Responsibilities of the Student**

1. Initiate contact with the established site supervisor only after approval has been granted by the University supervisor.
2. Be at the site on agreed upon days and BE ON TIME!
3. Fulfill at least the minimum numbers of hours required by the training program, the state, and/or any licensure or certification laws.
4. Be familiar with the ACA Code of Ethics and practice professional ethical behavior. In essence, consider yourself an "employee" of that school or agency and conduct yourself accordingly.
5. Develop a set of goals and objectives, both personal and professional that are to be achieved at the site and as a result of the practicum and internship experience.
6. Negotiate with the on-site supervisor on appropriate goals and objectives. On-site experiences should include, but not be limited to, one-on-one counseling, group counseling, attending staffing, completing assigned readings, participating in in-service meetings for professional development, organizing and conducting special training sessions for parents and interdisciplinary professionals. This plan should develop into a contract for internship.
7. Discharge all responsibilities at the cooperating agencies in a professional manner. Specifically, the student must adhere to all conduct rules applicable to the agency's employees as well as the state and national boards of the profession. This includes appropriate fees, punctuality, and responsible use of time while on site, etc.
8. Seek feedback, actively and regularly, relative to general involvement and performance of responsibilities. Meet as required with the site supervisor for critique of work,

including direct and indirect service.

9. Keep a daily log of client contact hours, indirect service hours, and supervisory hours in accordance with the supervisor's guidelines.
10. Secure appropriate liability insurance.
11. Obtain written consent from all clients in individual and group counseling before treatment begins. Obtain written parent/guardian consent for all clients under the age of 18.
12. Meet with the on-site and University supervisor for mid-term and a final evaluation of the practicum and internship.

### **Policy on Earning Practicum and Internship Hours During Breaks**

Students who wish to continue practicum or internship work during any break (e.g. Christmas break, Spring Break) will be able to do so only if the following conditions are met:

1. The on-site supervisor agrees to such an arrangement.
2. The subsequent internship experience continues at the same site.
3. The student agrees in writing to attend all practicum/internship classes (all seminar classes) during the regular university sessions and remain on-site at least 15 hours per week throughout the regular university sessions.
4. The student agrees that hours accumulated during the break will only be applied to the total required hours after the faculty supervisor has discussed the student's performance with the on-site supervisor.
5. The internship supervision ratio of 1 hour face to face individual or triadic supervision and two hours group supervision per 20 hours onsite time must be maintained.
6. Students will keep the university supervisor apprised of any ethical, legal or crisis situations during the break.

A written agreement to the above conditions will be signed by the student, on-site supervisor and faculty supervisor prior to the break.

### **Policy on Practicum and Internship Placement at a Distance**

For students wishing to complete practicum and/or internship courses at a distance (minimum of 100 miles), it is logistically difficult for faculty to provide weekly supervision sessions. The student must therefore complete the following steps:

1. Acquire approval of the placement from the entire counseling program faculty. The student must be evaluated to have appropriate knowledge and skills for this more independent experience.
2. Secure a letter from the agency/school supervisor by the sixth week of the term preceding the semester in which the experience is to begin. The letter must indicate this supervisor is willing to be responsible for supervision of the student, to meet one hour weekly with the individual student for supervision, and to provide for 1 1/2 hours of group supervision

per week.

3. Agree to complete weekly logs, tapes (1 per month or more as required by the faculty supervisor), and other report forms or requirements by the faculty supervisor and submit these on a monthly basis.
4. Arrange for bi weekly contact (e.g., email, telephone, fax) between the site and the faculty supervisors.
5. Arrange for weekly contact (e.g., email, telephone, fax) between the student and the faculty supervisor.

# Appendix Section

## Appendix A

Below is the expected class offerings in the Counseling Program **Please Note:** This is for informational purposes only. It is not a guarantee of course offerings. You must work closely with your advisor to establish an appropriate class schedule.

### Counseling Program Master Course Rotation

#### FALL

CP 610 Counseling Orientation and Ethics  
CP 612 Counseling Theories  
CP 613 Social & Cultural Aspects of Counseling  
CP 615 Career Development  
CP 617 Assessment in Counseling  
CP 640 Mental Health Counseling  
CP 661 Addictions Counseling  
CP 680 Counseling Practicum (School and Mental Health Sections)  
CP 733 Advanced Educational Processes  
CP 735 Intelligence Testing  
CP 771 Counselor Supervision  
GR 691 Methods of Research (3)

#### SPRING

CP 614 Counseling Skills  
CP 611 Developmental Theories  
CP 616 Group Counseling  
CP 631 Crisis Intervention and Consultation  
CP 643 Psychodiagnostics and Treatment  
CP 645 Marriage & Family Counseling  
CP 739 Testing Practicum  
CP 682 Internship – Elementary (3)  
CP 683 Internship – Secondary (3)  
CP 686 Internship -- Mental Health (3)  
CP 687 Internship -- Mental Health (3)  
CP 688 Advanced Internship -- Mental Health (3)  
CP 788 Advanced Internship (3-6)  
GR 691 Methods of Research (3)

#### SUMMER

CP 611 Developmental Theories  
CP 613 Social & Cultural Aspects of Counseling

CP 615 Career Development  
 CP 616 Group Counseling  
 CP 617 Assessment in Counseling  
 CP 630 Foundations of School Counseling  
 CP 643 Psychodiagnostics and Treatment  
 CP 652 Counseling Children and Adolescents  
 CP 684 Internship -- School Counseling (3-6)  
 CP 688 Advanced Internship -- Mental Health (3)  
 GR 691 Methods of Research (3)

Southeast Missouri State University  
 Department of Psychology & Counseling  
 Mental Health Counseling

**Recommended Course Rotation for Mental Health Counseling Track (Full-time)**

Semester	Course	Format	Credits	Year
Fall	CP 610 Counseling Orientation and Ethics	BLND	3	
	CP 612 Counseling Theories	BLND	3	
	CP 640 Foundations of Mental Health Counseling	WKND	3	
Total Credits			9	
Spring	CP 614 Counseling Skills	F2F	3	
	CP 616 Group Counseling	F2F	3	
	CP 641 Mental Health Systems and Prevention	BLND	3	
Total Credits			9	
Summer	CP 611 Developmental Theories	ONLN	3	
	CP 613 Social & Cultural Aspects of Counseling	WKND	3	
	CP 643 Psychodiagnostics and Treatment	WKND	3	
Total Credits			9	
Fall	CP 680 Counseling Practicum	F2F	3	
	CP 615 Career Development	BLND	3	
	CP 661 Addictions Counseling	BLND	3	
	Elective Course		3	
Total Credits			12	
Spring	CP 686 Internship – Mental Health	F2F	3	
	CP 687 Internship – Mental Health	F2F	3	
	CP 645 Marriage and Family Counseling	WKND	3	
	GR 691 Methods of Research	ONLN	3	
Total Credits			12	
Summer	CP 788 Advanced Internship – Mental Health	F2F	3	
	CP 631 Crisis Intervention & Consultation	BLND	3	
	CP 617 Assessment in Counseling	ONLN	3	
Total Credits			9	
Total Program Credits			60	

F2F = Face to face    BLND = Blended    ONLN = Online    WKND = Weekend

Southeast Missouri State University  
Department of Psychology & Counseling  
School Counseling

**Recommended Course Rotation for School Counseling Track (Full-time)**

Semester	Course	Format	Credits	Year
Fall	CP 610 Counseling Orientation and Ethics	BLND	3	
	CP 612 Counseling Theories	BLND	3	
	GR 691 Methods of Research		3	
Total Credits			9	
Spring	CP 614 Counseling Skills	F2F	3	
	CP 616 Group Counseling	F2F	3	
	CP 611 Developmental Theories	WKND	3	
Total Credits			9	
Summer	CP 630 Foundations of School Counseling	WKND	3	
	CP 617 Assessment in Counseling	ONLN	3	
	CP 631 Crisis Intervention & Consultation	BLND	3	
Total Credits			9	
Fall	CP 680 Counseling Practicum	F2F	3	
	CP 613 Social and Cultural Aspects of Counseling	BLND	3	
	CP 615 Career Development	BLND	3	
Total Credits			9	
Spring	CP 682 Internship – Elementary	F2F	3	
	CP 683 Internship – Secondary	F2F	3	
	CP 643 Psychodiagnostics and Treatment	WKND	3	
Total Credits			9	
Summer	CP 684 Internship – School	F2F	3	
Total Credits			3	
Total Program Credits			48	

Southeast Missouri State University  
Department of Psychology & Counseling  
School Psychological Examiner

**Recommended Course Rotation for School Psychological Examiner**

Semester	Course	Format	Credits	Year
Fall	EX 601 Educational Assessment Techniques	ONLN	3	
	CP 735 Intelligence Testing	F2F	3	
Total Credits			6	
Spring	CP 739 Testing Practicum	F2F	3	
	CP 643 Psychodiagnostics and Treatment	WKND	3	
Total Credits			6	
Summer	CP 617 Assessment in Counseling	ONLN	3	
	CP 611 Developmental Theories	ONLN	3	
Total Credits			6	



Fall	PY 571 Introduction to Behavioral Statistics	See Dept.	3	
	CP 733 Advanced Educational Processes	BLND	3	
Total Credits			6	
Total Program Credits			24	

# Appendix B

## Comprehensive Professional Counseling Portfolio

The primary purpose of the portfolio is to allow a counseling student/graduate to demonstrate that he or she possesses knowledge, skills and competencies in various areas of responsibilities. It is also a vehicle through which students reflect upon crucial components of their training as a counselor. It will be designed as follows.

Please note: Students will be required to purchase a license at the bookstore for Chalk and Wire in order to login ([https://ep.chalkandwire.com/ep2\\_semo/login.aspx?cus=230](https://ep.chalkandwire.com/ep2_semo/login.aspx?cus=230)) and upload your items digitally to complete the portfolio requirements. Please follow the outline discussed in the previous section as it relates to evaluation of your program requirements (pp 16-22).

# Appendix C

## Requirement 1: Personal Counseling Position Paper

The Personal Counseling Position Paper. This paper should be written in APA style with cover page, running head, pagination, reference page and so forth. This paper should be comprehensive it should represent a significant understanding of the theoretical and didactic knowledge and the skills and practice of the Counseling profession. While the candidate is welcome to present information in any professionally appropriate way the paper should include the following:

### Chapter 1 – Philosophy and Theory

1. Philosophy of humanity and how individuals and/or systems change.
2. Theory of counseling and change and how it relates to the traditional and researched theories used in the profession. (It is expected that multiple professional references be used including the written work of original theorists.)

### Chapter 2 – Counseling Practice

3. The counselors goals of counseling clients.
4. The techniques to facilitate obtaining counseling goals.
5. The justification of techniques from a theoretical perspective.
6. Philosophy for counseling diverse clients and clients that have values different from one's own.

### Chapter 3 – Professional Development

7. Personal and professional qualities that may add to or detract from ones effectiveness as a counselor. Please integrate your personal strengths and weaknesses. Evolution and integration of personal and professional values.
8. Plans for future personal and professional growth.
9. Plans for future personal and professional growth.

# Appendix D

## Oral Exam

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All students will be required to complete an Oral exam. This will be a defense of the student's portfolio.

# Appendix E

## Student Progress Review Form

Student \_\_\_\_\_ Semester/Year

Faculty \_\_\_\_\_

Course or Experience \_\_\_\_\_

### Academic Performance

1. Attendance/on time for classes

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

2. Class preparation and participation

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

3. Writing skills

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

4. Overall academic performance

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

### Personal Growth/Interpersonal Skills

1. Communication skills

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

2. Interactions with other students and professors

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

3. Presents self in a mature, professional manner

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

4. Openness to feedback from peers and faculty

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

**Clinical Skills**

1. Establishes rapport/relationships with clients

\_\_\_\_ Excellent \_\_\_\_ Good \_\_\_\_ Satisfactory \_\_\_\_ Needs improvement \_\_\_\_ Requires remediation\*

2. Applies basic level counseling skills

\_\_\_\_\_Excellent\_\_\_\_\_ Good \_\_\_\_\_Satisfactory\_\_\_\_\_ Needs improvement \_\_\_\_\_Requires remediation\*

3. Applies advanced level counseling skills as well as basic skills

\_\_\_\_\_Excellent\_\_\_\_\_ Good \_\_\_\_\_Satisfactory\_\_\_\_\_ Needs improvement \_\_\_\_\_Requires remediation\*

4. Is empathic, nonjudgmental, and sensitive to diversity in client interactions

\_\_\_\_\_Excellent\_\_\_\_\_ Good \_\_\_\_\_Satisfactory\_\_\_\_\_ Needs improvement \_\_\_\_\_Requires remediation\*

5. Problem conceptualization

\_\_\_\_\_Excellent\_\_\_\_\_ Good \_\_\_\_\_Satisfactory\_\_\_\_\_ Needs improvement \_\_\_\_\_Requires remediation\*

Comments:

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\*Attach Remediation Plan (This should be an individually tailored plan to remove deficiencies.)

I understand that by signing this form I agree that I have read and understand the contents of the form without necessarily agreeing with what it states. I understand that I can make a written response.

Students Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Notes:

**Professional Characteristics Review Form**

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_

**Evaluation Criteria:** N - No opportunity to observe; 0 - Does not meet criteria for program level; 1- Meets criteria only minimally or inconsistently for program level; 2 - Meets criteria consistently at program level; 3 - Exceeds criteria consistently at program level.

<i>Professional Responsibility</i>	<i>N</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<b>The student relates to peers, professors, and others in an appropriate professional manner.</b>					
<b>The student does not exploit or mislead other people during or after professional relationships.</b>					
<b>The student applies legal and ethical standards during the training program.</b>					
<i>Competence</i>					
<b>The student takes responsibility for compensating for her/his deficiencies.</b>					
<b>The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.</b>					
<b>The student demonstrates basic cognitive skills and appropriate affect in response to clients.</b>					
<i>Comportment</i>					
<b>The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.</b>					
<b>The student demonstrates honesty and fairness both personally and professionally.</b>					

<p><b>The student is aware of her/his own belief systems, values, and limitations and they do not actively affect his/her professional work.</b></p>					
<p><b>The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.</b></p>					



<i>Integrity</i>					
<b>The student does not make statements that are false, misleading, or deceptive.</b>					
<b>The student respects the fundamental rights, dignity, and worth of all people.</b>					
<b>The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.</b>					
<b>The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.</b>					
<b>The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.</b>					

I understand that by signing this form I agree that I have read and understand the contents of the form without necessarily agreeing with what it states. I understand that I can make a written response.

Students Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Notes:

## Appendix F

(Documents and Links)

Southeast Missouri State University

Department of Psychology and Counseling

*Permission to Videotape Students*

Dear \_\_\_\_\_,

Date: \_\_\_\_\_

(Parent or Guardian)

I am a graduate student at Southeast Missouri State University fulfilling a practicum experience with your child's school, \_\_\_\_\_. The practicum experience is for one semester from \_\_\_\_\_ to \_\_\_\_\_. During this experience I am required to provide direct individual counseling as well as counseling in small groups. One of my requirements is to videotape myself providing this counseling during the semester so that I can evaluate my own effectiveness. My University supervisor \_\_\_\_\_ and fellow practicum students will also view these tapes to comment on my skills.

Your child's name or any other identifying information will not be written on the tape or used in any discussion of the tape. The tape will be erased upon completion of supervision. All tapes will be carefully safeguarded and confidentiality is of the utmost importance.

I would like your permission to include your child in the videotapes for the purposes stated above. If you approve, please sign your name below and send this page to school with your child. If you have any questions, please feel free to contact me at \_\_\_\_\_ (phone).

Thank you,

(SEMO Counseling Graduate Student) \_\_\_\_\_

I give the SEMO graduate student named above permission to videotape my child for the purpose of fulfilling practicum course assignments or developing his/her professional portfolio.

I understand that I may revoke this authorization at any time, except to the extent that authorization has already been taken in reliance on this authorization. If I decide to revoke this authorization, I must do so in writing.

I further understand that my authorization to record sessions is voluntary and I do not need to authorize recording in order for my child to receive counseling services.

\_\_\_\_\_ Date: \_\_\_\_\_

(Parent or Guardian)

**Southeast Missouri State University**  
**Department of Psychology and Counseling**  
*Permission to Videotape Client*

Dear \_\_\_\_\_,  
(Client's Name)

Date: \_\_\_\_\_

I am a graduate student at Southeast Missouri State University fulfilling a practicum experience with \_\_\_\_\_. The practicum experience is for one semester from \_\_\_\_\_ to \_\_\_\_\_. During this experience I am required to provide direct individual counseling as well as counseling in small groups. One of my requirements is to videotape myself providing this counseling during the semester so that I can evaluate my own effectiveness. My University supervisor \_\_\_\_\_ and fellow practicum students will also view these tapes to comment on my skills.

Your name or any other identifying information will not be written on the tape or used in any discussion of the tape. The tape will be erased upon completion of supervision. All tapes will be carefully safeguarded and confidentiality is of the utmost importance.

I would like your permission to videotape our counseling sessions for the purposes stated above. If you approve, please sign your name below and return this form to me. If you have any questions, please feel free to contact me at \_\_\_\_\_ (phone).

Thank you,

(SEMO Counseling Graduate Student) \_\_\_\_\_

I give the SEMO graduate student named above permission to videotape my counseling sessions for the purpose of fulfilling practicum course assignments or developing his/her professional portfolio.

I understand that I may revoke this authorization at any time, except to the extent that authorization has already been taken in reliance on this authorization. If I decide to revoke this authorization, I must do so in writing.

I further understand that my authorization to record sessions is voluntary and I do not need to authorize recording in order to receive counseling services.

\_\_\_\_\_  
Client's Signature

Date: \_\_\_\_\_

**Practicum and Internship Links:**

**Student Links:**

**Practicum and Internship Information Form:**

<https://semo.wufoo.com/forms/r158ovjh1o6ruj8/>

**Student Evaluation of Practicum/Internship Supervisor:**

<https://semo.wufoo.com/forms/rhqmd01y3376z/>

**Student Evaluation of Practicum/Internship Site:**

<https://semo.wufoo.com/forms/r1f9l1h21822ipl/>

**Supervisor Evaluation & Post Graduate Survey:**

<https://semo.wufoo.com/forms/q6oleu20uit9us/>

<https://semo.wufoo.com/forms/qax73n41m5lrv8/>

### **Change History**

*Handbook revised April 30, 2019 Updates made primarily to content reflecting the newly organized department: "Department of Psychology and Counseling"*

*Handbook revised August 25, 2016 Updates made primarily to Initial Program Rotations to include each area (Ed.S., SPE, SC, SC P, MH). In addition, the portfolio was adapted as an integrated CPCP with identified key assessments in each of the core courses. Admissions requirements changed for MHC and form links were updated (Feedback Intervention Form)*

*Handbook Revised September 11, 2015*

*Significant changes were made in each section of the handbook to reflect current links, program changes, accreditation updates, and current course rotation information.*

*Handbook Revised February 27, 2012.*

*11-17-09 Updated Log Form Links*

*1-27-10 Updated Student retention procedure step 7 by taking out the words "Graduate School" and inserting the words "Counseling Program(s) (the student will not be allowed to take counseling courses)." 2-8-10 Changed all CP681 to CP685. Fixed EA653 course title.*

*4-20-10 The following text and link was added to the Practicum and Internship section. "Students will complete a Practicum/Internship Placement Form ([Click Here](#)) and return to the Clinical Coordinator." Form added to Appendix F.*

*4-30-10 Updated and reorganized the Ed.S. information. 1-12-11 Added MMHCA Link*

*1-18-12 Removed pending as related to the Career program. Removed*

*2-27-12 Corrected CP686-7 to reflect the new CP688 requirements. Updated NCATE accreditation date. Replaced Graduate Studies Office with Office of Admissions as the place where students apply. Removed Background Check requirement. Eliminated Preliminary Study Plans. Added CP685 Internship - Career and CP688 Advanced Internship - Mental Health. Removed Candidacy and added DegreeWorks. Removed "3" Career Counseling Sessions. Updated the Exit Requirements to match the Admission Office requirements. Removed "Education" from the Ed.S. name. Updated Ed.S. from Candidacy to Program of Study. Updated Mental Health advisement in Ed.S. program. Updated the DESE Certification section.*