



**MASTER OF SCIENCE IN CLINICAL MENTAL
HEALTH COUNSELING**

STUDENT HANDBOOK

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

Department of Counseling, Criminal Justice, Human Services &
Rehabilitation (CCJSR)

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Important Websites and Resources

The following websites are referenced throughout this handbook:

- Middle States Commission on Higher Education: <https://www.msche.org/>
- Student Wellness Services: <http://www.clarion.edu/student-life/health-fitness-and-wellness/wellness-assistance/wellness-services.html>
- Library Services: <http://www.clarion.edu/libraries/services/>
- Student Code of Conduct: <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/student-code-of-conduct/index.html>
- PA Department of State Regulations: <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

The following are additional resources useful for students in the program:

- American Counseling Association: <http://www.counseling.org>
- Psychology Today: <https://www.psychologytoday.com/us>
- National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/> 800-273-8255
- Information about CACREP Accreditation: <https://www.cacrep.org/>
- APA Citation Style: <https://clarion.edu/academics/student-success-center/writing-center/apa-documentation-style.pdf>
- Clarion University Writing Center: <http://www.clarion.edu/academics/student-success-center/writing-center/>
- Pennsylvania Counseling Association: http://www.pacounseling.org/aws/PACA/pt/sp/home_page

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Student Handbook Master of Science in Clinical Mental Health Counseling at Clarion University of Pennsylvania

This handbook has been prepared to assist in the delivery of information directly related to graduate work within the College of Education; Health, and Human Services, Department of Counseling, Criminal Justice, Human Services & Rehabilitation (CCJHSR), in the Master of Science in Clinical Mental Health Counseling program. It has been designed to give the current and future graduate students, faculty, and community stakeholders a better understanding of each other's roles and expectations. This handbook works in conjunction with Clarion University's yearly graduate catalog, students are also responsible for the policies and procedures described there.

Note: Departmental faculty reserves the right to change any of the terms of the handbook in any section at any time.

Accreditation

Middle States Commission on Higher Education is the regional accreditor for Clarion University. Accredited programs adhere to strict professional training guidelines that provide consistency among the programs at Clarion University. Policies and procedures for accreditation from Middle States can be found at www.msche.org. Although we are not accredited through the Council for Accreditation of Counseling & Related Educational Programs (CACREP); this handbook is aligned with the requirements and standards following CACREP.

Program Philosophy/Mission

The mission of the Department of Counseling, Criminal Justice, Human Services, & Rehabilitation is to prepare students with appropriate academic instruction and personal growth opportunities to serve as professional Master's degree level counselors in clinical mental health counseling. Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society. Graduates will demonstrate the knowledge and skills set forth by the CACREP core and clinical mental health counseling standards. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of conscientiousness, openness to feedback, advanced interpersonal skills, and self-regulation, as well as the values of professionalism, character, integrity, critical thinking, and appreciation of learning. Faculty are committed to facilitating students' development and modeling appropriate professional behavior.

Purpose Statement

To develop professional counselors who have the ability and willingness to support and enhance the emotional, cognitive, social and spiritual development of others through the creative and caring use of counseling theories and techniques.

CMHC Objectives

Based on the CMHC mission statement and the standards of the counseling profession – as expressed by the faculty, the American Counseling Association (ACA) and related professional organizations, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the licensure requirements of the State of Pennsylvania – Students graduating from Clarion University in the Master of Science Clinical Mental Health Counseling program will demonstrate foundational knowledge and skills in:

- ❖ Professional Counseling Orientation and Ethical Practice
- ❖ Social and Cultural Diversity
- ❖ Human Growth and Development
- ❖ Career Development
- ❖ Group Copounseling and Group Work
- ❖ Counseling and Helping Relationships
- ❖ Assessment and Testing
- ❖ Research and Program Evaluation
- ❖ Clinical Mental Health Counseling: Foundations, Contextual Dimensions, and Practice
- Professional Counselor Conduct and Disposition

Admission Process and Requirements

Application Process

Detailed descriptions of the application process can be found under graduate admissions on the Clarion University website. The deadline for fall semester is August 1st and spring semester is December 1st. For more information, please e-mail the graduate office at gradstudies@clarion.edu or call 814-393-2337.

Step 1: The online application must be completed and can be found under graduate admissions on the Clarion University website. Students must pay the \$40 application fee at the point of applying.

Step 2: Students must obtain a sealed official transcript from all colleges and universities previously attended and be mailed or delivered to the graduate office. Transcripts may also be sent electronically to gradstudies@clarion.edu.

Step 3: Students must also submit the following items along with their online application:

- Official Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT) scores if GPA is below a 3.0 on a 4.0 scale
- Letter stating goals for graduate study and experience in human services
- Two recommendation letters documenting your potential and/or effectiveness in the areas of your academic performance and/or the counseling profession
- Updated resume

Admission Requirements

A bachelor's degree from an accredited college or university is required for graduate admission along with a grade point average of at least 3.0 on a 4.0 scale.

**If GPA is below a 3.0 – students are required to successfully complete the Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT)*

**This 60 credit Master's program is a stand alone program and has no specific prerequisites. However, many students find it helpful to have had undergraduate course work in introduction to psychology, personality or abnormal psychology, statistics, introduction to human services, and writing.*

**Students wishing to appeal their application decision may request an individual meeting with the Director of the Program.*

Policies and Procedures

Professional Memberships

Students are strongly encourage to become a student member of ACA. (American Counseling Association: <http://www.counseling.org>) As a student membership includes professional liability insurance and many professional development opportunities.

Advisors

Students are assigned an advisor when they are admitted to the program. It is your responsibility to set up times to meet with your advisor concerning issues such as preparing a course schedule, finding a practicum or internship site, planning for the comprehensive exam, and completing graduation requirements.

Course Outline/Plan of Study

A course outline is in place for your program. You are responsible for going over the form with your advisor to determine the courses you are required to take and to determine if any courses you have previously taken at another institution of higher learning can be waived or transferred to your program.

Transfer of Credit

Students may transfer a maximum of 12 credits into the program. It is university policy that no more than 30 percent of the total credits for a degree may be transfer credits. The course(s) taken must be recognized in content and quality as similar to Clarion University's approved academic credit. The credits must be capable of counting toward a graduate degree at the sponsoring institution. Course credit will not be transferred until the course has been evaluated and approved by the department and dean. A student enrolled in a degree program at Clarion who wishes to take a course at another institution for transfer to Clarion should obtain prior approval from his/her academic advisor, department chair, and the college dean (see transfer credit form for approval process). The student is required to furnish a complete description of the intended transfer course(s) usually through a catalog description and the syllabus of the course(s) for which he/she is requesting transfer credit.

Courses transferred must be certified as graduate level on the official transcript and must have a grade of “B” or better. Transfer credit course grades are not computed in the Clarion GPA and all transfer credits will be calculated in semester hours. The proposed transfer credit must not

be more than six years old at the time of completion of the degree program at Clarion University. Credits earned as part of another graduate degree from Clarion University or other regionally accredited institutions may be transferred into a Clarion graduate degree; no more than 30 percent of the total credits for the new degree may be transferred from credits that are part of a previously earned graduate degree.

The following types of courses are not accepted for transfer credit: correspondence course credit, pass/fail grades, and workshop courses. Graduate Transfer Credit Request forms are available online, please see graduate catalogue for more detailed information.

Course Load Requirements

Students are required to follow the 2 or 3 year course sequence. Students not adhering to the sequence requirements are a risk of delaying their graduation.

Timeliness of Enrollment and Completion of Degree

It is expected that an applicant admitted to graduate study will enroll for course work at once. Students who do not enroll at Clarion for graduate courses in programs to which they are admitted within 12 months following admission will be required to reapply before they can

enroll. Information about eligibility to enroll in classes may be obtained from the Graduate Programs office. A degree must be completed within six years from the date of initial enrollment. Extensions may be allowed only by approval of the department chair and the dean of the college in which the student’s program resides.

Application for Graduation

Students must initiate an Application for Graduation to be considered a candidate for graduation. Applications are available on the Registrar’s Office website. Applications must be approved by the academic advisor, department chair and dean. Deadlines for submitting applications

are available on the Registrar’s Office website. Details regarding the commencement ceremony can be found on the Commencement webpage.

Formal commencement exercises are held in December and May of each year. Participation in the December ceremony is limited to those degree candidates who will complete their degree requirements in fall or winter intersession. Participation in the May ceremony is limited to those degree candidates who will complete their degree requirements in the spring or summer.

Degrees are conferred six times annually – the last day of final exams for the fall semester, winter intersession, spring semester, first summer session, second summer session, and third summer session. Students who have not successfully completed all degree requirements within 30 days after the last day of final exams will not have their degree awarded until the degree conferral date for the term their requirements have been completed.

Students who do not successfully complete their degree requirements for the term are responsible for reactivating their application for graduation by notifying the Registrar's Office of their next anticipated date of graduation.

Registration for Classes

You must register for classes and take the planned courses to stay on track to graduate. Ability to register and instructions are sent to your student email account. Consultation with the course outline/program of study and your advisor regarding which classes to take is highly recommended.

Practicum and Internship

During the practicum and internship courses, students will work in agencies that provide counseling, psychotherapy and other human service activities. Practicum and internship placements should provide students with opportunities to work under the supervision of an experienced practitioner who is responsible for involving the student in professional activities appropriate to the counseling profession.

The student is required to complete all paperwork associated with any case he or she is primarily responsible for in accordance with the field placement site policies and procedures. Malpractice insurance is provided to students enrolled in Practicum and Internship classes by Clarion University. Students are also required to carry their own personal liability insurance, through a provider sponsored by the American Counseling Association or by the American Mental Health Counselors Association.

Directed Studies/Thesis

This option may be taken to meet part of a student's elective requirements. All thesis and directed study requests must be initiated by talking to a faculty member. This elective course allows students to complete a thesis for a total of 6-credits. Thesis requires the student to work with a counseling faculty member and a committee of at least two additional faculty members, at least one from the College of Health and Human Services, to complete and defend an approved research topic from the area of counseling. Thesis may be completed over one or two semesters. This course is offered as needed.

University Counseling Center

Students who wish to receive counseling services may contact Clarion University Counseling Services at 814-393-2255. Services are available Monday through Friday from 8:30 a.m. to 11:45 a.m. and 12:45 p.m. to 4:30 p.m. Drug and alcohol services are also available.

Online students who may not be able to visit the Clarion University campus for services may utilize CUTalk Online. Check out a consultation via email at CUTalk@clarion.edu or by calling 814-393-2031. Using online communication, we will come up with the best resources to meet your needs. CUTalk Online helps students develop an action plan to meet their goals. It is available at your convenience – talk when you can from the convenience of your computer.

Veteran students may also use telehealth to talk to a trained professional counselor. Contact the Butler VA at 800-362-8262 to have them coordinate an appointment with the Student Support Assistant. Telehealth is on campus for your convenience utilizing a web-based counseling platform, completely confidential, and free of charge for Clarion students.

Additional community-based resources are listed on the Clarion University website under wellness services.

Online Writing Center

Clarion University offers support for writing for online students. You are able to submit your work to the Online Writing Center. Work is reviewed during regularly scheduled Writing Center hours. The Writing Center currently is open only during week days of the Fall and Spring semesters of each academic year and the Writing Center is open for online submissions during Summer Sessions 2 and 3.

Submitting Your Work Online:

Complete the online consultation form. Use the drop-down boxes to indicate what kind of help you need as specifically. Be sure to fill out all the required fields (marked with a red asterisk). Submit the form.

Send an email to the writing center in which you attach your paper and your writing assignment. Including the assignment helps us help you better.

They will read and respond to your paper as quickly as they can. Please be aware that online consultations take longer than face-to-face ones. Allow up to 48 hours to receive an response, especially during their busiest times, mid -semester, and end-of-semester.

Library Services

Attending Clarion Online may be the most convenient - and sometimes, the only - option available to further your education. The Libraries' faculty and staff are committed to helping all Clarion University students attain their academic goals. Distance Education students are no exception!

The Library staff is committed to responding to your requests in a timely manner. While online technology makes many resources available in a very short time, Library staff sometimes need to send materials by mail or contact other libraries for the materials you need. To ensure that materials reach you in time to support your projects, please request resources as soon as possible.

Our website is your gateway to journal and reference databases, online reference services, Internet search engines, and online InterLibrary Loan (ILL) request forms. With only a few exceptions, resources are accessible from any location with Internet access. The Libraries' catalog, which is called Primo, is the best way to check for the availability of books, journals, and other materials in the Clarion collection. The catalog also provides links to many Internet resources and detailed holdings information for journal titles.

For additional information about Clarion University Library Services, please call 866-272-5612, Then Press # 5 for Library. You may also access more information on the Clarion University website under library services.

Grading Scale

A 90-100

B 80-89

C 70-79

F 69 and below

Or as detailed in the course syllabus

Admission to Candidacy

At the completion of your third academic semester, students will apply for candidacy. Candidacy means that the program now supports you working with actual clients under appropriate supervision. At the completion of their third semester students must successfully complete the following:

- 1) Application for Candidacy Submitted to the department secretary and your academic advisor.
- 2) A Faculty Academic Review of Course Work
 - a. Student may not have received more than two C's or lower.
- 3) A Faculty Review of Professional Dispositions
- 4) Completion of any remediation requirements
 - a. as applicable, on an individual student basis

You will receive a letter accepting you into candidacy or recommending a remediation plan by the fifth week of your fourth semester. Please keep this for your records.

Comprehensive Examination

The completion of your master's degree is contingent upon successfully passing a written comprehensive examination. This exam is given in your during your second section of internship and includes a set of short essay response questions from each of your foundational courses. The exam is open book and note. High quality scholarly writing is required. It is recommended that students keep all textbooks and instructional materials through out their program in order to successfully complete the exam. There is no cost for the exam. Students must pass every question on the exam. Students that do not meet graduate level expectations will be given an extended assignment for each unsatisfactory question. Not successfully completing the extended assignment will result in a remediation plan and potential dismissal from the program.

Clarion University Comprehensive Examination Policy

Students enrolled in graduate programs that include a comprehensive exam will be granted no more than three attempts to pass the exam. Students who do not pass their comprehensive examination after three attempts will not graduate from their graduate degree program.

Primary Reasons for Program Termination

1. You have 6 years to complete the M.S. program from the date of admission. Any student that exceeds this time limit may be terminated.
2. Programs may be terminated by request of the program faculty when evidence of unethical or unprofessional behavior on the part of a student has been established. You may refer to the policies and procedures regarding remediation and dismissal.
3. A student's program may be terminated if, in the professional judgement of the faculty in with consultation of the ACA ethical standards, the student is incapable of providing high quality therapeutic services to clients.
4. A student's program may be terminated if they receive two C's or lower in the course of their academic work or fail to meet designated remediation requirements.

Title IX Policy

Clarion University is committed to cultivating a learning, teaching and working environment that is free of discrimination on any basis, which includes discrimination on the basis of sex. The University offers many resources for addressing complaints of sex discrimination. Susanne Fenske, Ph.D., Vice President of Student Affairs for Clarion University, serves as the University's Title IX Coordinator.

Inquiries, concerns or complaints of faculty, staff and students regarding sex discrimination or sexual misconduct should be directed to Dr. Fenske's attention at sfenske@clarion.edu or by phone 814-393-2351. A complaint form is available online. The Office of Social Equity works closely with the Offices of Public Safety (campus police) and the Judicial and Mediation Services in addressing complaints regarding sexual assault, and sexual violence.

Disability Services

The office of Disability Support Services is available to any enrolled Clarion University student having a documented disability. The office of Disability Support Services provides students with reasonable accommodations as documented through evaluations. Appropriate accommodations are individually based upon identified need. The coordinator meets with these students each semester to determine the effectiveness of the accommodation and to evaluate the need for any further services. Students may call 814-393-2095 to inquire about services.

Steps to access disability services include:

1. Students are solely responsible for contacting the DSS Office to request any accommodations or services.
2. After a request is made, student must provide documentation that is completed by a licensed/certified professional containing the evaluator's name, title, testing date, and student's age and grade level. It must also include any relevant test scores and other relevant data and interpretations. It must be based on a battery of instruments which

addresses aptitude, academic achievement and information processing. It must identify the disability or medical condition and describe limits it imposes. This information must be no more than three years old.

3. The student and coordinator will meet to determine if the request is supported by the documentation. Services are provided dependent upon sufficient documentation. Students need to meet at the beginning of each semester to determine appropriate services for the current semester.

Student Code of Conduct

The Clarion University community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. All students at Clarion University, whether they are taking classes on campus, online, or at a satellite site in Pittsburgh or Venango, are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct.

These standards are embodied within a set of core values that include integrity, social justice, respect, community and responsibility. Each member of the University community bears responsibility for their conduct and to assume responsibility for the behavior of others. When members of the community fail to exemplify these five values by engaging in a violation of university policy, campus conduct proceedings are used to assert and uphold the Student Code of Conduct. Students are encouraged to review the Student Code of Conduct which can be found on the Clarion University website. <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/student-code-of-conduct/index.html>

Student Evaluation

Introduction

As a student in the Clinical Mental Health Counseling Program, the faculty want you to understand the evaluation processes that are in place throughout the program to assess adequate progress in the program across multiple domains.

Description

The evaluation process includes an evaluation of your counseling skills, academic ability, and professional dispositions for the counseling profession.

Our evaluation of your learning is both comprehensive and all-encompassing, in that we assess knowledge of counseling content and the application of counseling skills over the entirety of your program.

Student Programmatic Assessment

Once you begin taking courses throughout the program, you will be assessed with the following criteria:

Grades:

High quality academic work is expected throughout your program. Any student that received a C or below in a course should seek out the support of their academic advisor.

Course Key Performance Indicators (KPI):

KPI Assessments

COUN 510 Group Counseling

(CACREP Std 2.F.6.b) Students will learn and practice skills related to the *dynamics associated with group process and development*, through Participation in Groups Roleplay Experience (*Knowledge Assessment Point 1*), and Development of a Group final project (*Skill Assessment Point 1*)

COUN 519 Statistical Applications & Research

(CACREP Standard 2.F.8.a) Students will recognize the importance of research in advancing the counseling profession including how to critique research to inform counseling practice through individual participation on the 10 article annotated literature review (*Knowledge Assessment Point 1*), and by the development of a Co-created Presentation Project (*Skill Assessment Point 1*).

COUN 525 Clinical Tests and Measures

(CACREP STD 2.F.7.i). Students will show knowledge of and *use assessments relevant to academic/educational, career, personal, and social development* through Summative Research Paper (*Knowledge Assessment Point 2*), Mock Client Video Assignment (*Skill Assessment Point 2*).

COUN 530 Human Growth Across the Lifespan

(CACREP Standard 2.F.3.a) Students demonstrate knowledge of theories *of individual and family development across the lifespan*, through Discussion Board of current article covering a classical theory of human development (*Knowledge Assessment Point 1*, and by Developmental Interview Project (*Skill Assessment Point 1*).

COUN 532 Professional Orientation and Ethical Practice in Counseling

(CACREP Standard 2.F.1.b) Students will become familiar with *the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter organizational collaboration* through Chapter 2 Student Summary: Professional Roles and Identity (*Knowledge Assessment Point 1*), and by class discussion: What professional counselor would you like to be in 5 years? (*Skill Assessment Point 1*).

COUN 537 Career Theory and Career Counseling

(CACREP Standard 2. F.4 g) Students will identify and apply strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy through the development of an individual career development paper (*Knowledge Assessment Point 1*), and by the development of a resume (*Skill Assessment Point 1*).

(CACREP Standard 2. F.7.i) Students will identify and use assessments relevant to academic/educational, career, personal, and social development through (1) the development of an individual career development paper using the assessment data from career inventories (*Knowledge Assessment Point 1*), and by the development of a resume, including information from the evaluation of the assessment inventories. (*Skill Assessment Point 1*).

COUN 538 Crisis Intervention in Counseling*

(CACREP Standard 2.F.5.m) Students will demonstrate knowledge and skill development in *crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid*, through the Crisis and Disaster Mental Health Services vs Traditional Mental Health Services assignment (*Knowledge Assessment Point 2*), and Direct observation in experiential practice and discussion during face-to-face sessions (*Skill Assessment Point 1*).

(CACREP Standard 5.C.2.f) Students will demonstrate knowledge and skill development in understanding and applying counseling strategies related to *impact of crisis and trauma on individuals with mental health diagnoses*, through the Crisis and Trauma Impact on Individuals with Prior Mental Health Diagnosis assignment (*Knowledge Assessment Point 2*), and the Personal Assessment Paper (*Skill Assessment Point 1*).

COUN 542 Theories in Helping Relationships

(CACREP Standard 2.F.5.m) Students will demonstrate knowledge in *crisis intervention, trauma-informed, and community based strategies such as Psychological First Aid* through a Trauma Informed Practice Paper, Part 1 (*Knowledge Assessment Point 1*).

(CACREP STD 5.C.1.b). Students will demonstrate understanding of *theories and models related to clinical mental health counseling* by being able to consider and discuss concepts in the weekly discussion forum (*Knowledge Assessment Point 1*), and will demonstrate the ability to use their understanding to practice identifying their personal characteristics in relation to those needed to be an effective counselor, both positive characteristics they already possess and characteristics that need improvement, and to identify a self-improvement strategy in the Personal Theoretical Model Paper (*Skill Assessment Point 1*).

(CACREP STD 5.C.2.f). Students will demonstrate understanding of the *impact of crisis and trauma on individuals with mental health diagnoses* through Trauma Informed Practice Paper, Part 2. (*Knowledge Assessment Point 1*).

COUN 552 Identity and Culture

(CACREP Standard 2.F.2.b) Students will identify *theories and models of multicultural counseling, cultural identity development, and social justice and advocacy* through Weekly discussion threads (*Knowledge Assessment Point 1*), and by Cultural Competency Group Project/Power Point Presentation (*Skill Assessment Point 1*).

COUN 580 Intervention Strategies: Counseling Skills and Techniques

(CACREP Std 5.C.3 b) Students will identify and apply techniques and interventions for *prevention and treatment of a broad range of mental health issues*, through individual participation in the weekly discussion papers (*Knowledge Assessment Point 1*), and development of a group project/participation in a presentation (*Skill Assessment Point 1*)

COUN 591 Diagnosis and Treatment

(CACREP Std 2.F.1.b) Students will identify and apply knowledge of *the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter organizational collaboration and consultation*, through the Final Exam (*Knowledge Assessment Point 2*), and student performance in treatment team class project. (*Skill Assessment Point 2*)

COUN 593 Integration, Consultation, & Collaboration

(CACREP Standard 2.F.2.b). Students will develop their understanding theories and models of multicultural counseling, cultural identity development, and social justice and advocacy and will demonstrate their proficiency through weekly assignments (*Knowledge Assessment Point 2*), and the Collaboration Experience Writeup. (*Skill Assessment Point 2*)

(CACREP Standard 2.F.8.a). Student will apply understanding of the *importance of research in advancing the counseling profession, including how to critique research to inform counseling practice* through the Research Paper Assignment. (Skill Assessment Point 2)

COUN 594 (Practicum)

(CACREP Standard 2.F.6.b). Students will practice skills related to the *dynamics associated with group process and development* through participation in weekly group supervision experience where they demonstrate their ability to practice disclosure, giving and receiving feedback, validation, and other techniques. (Skill Assessment Point 2)

COUN 595 Internship 1

(CACREP Std. 2.F.4.g). Students will demonstrate skill in understanding and *identifying strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy*, through their Reflection Paper (Skill Assessment Point 2)

(CACREP Std. 5.C.1.b). Students will demonstrate skill in utilizing foundations *theories and models related to clinical mental health counseling*, through Taped Presentations & Direct Observation in real time supervision (Skill Assessment Point 2).

(CACREP Std. 5.C.3.b). Students will show proficiency in utilizing *techniques and interventions for prevention and treatment of a broad range of mental health issues*, Taped Presentations & Direct Observation in real time supervision (Skill Assessment Point 2).

COUN 595 (Internship 2)

(CACREP Std. 2.F.5.m). Students will demonstrate proficiency in the use of *crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid*. Skill Assessment Point 2: Reflection Paper, Taped Presentations & Direct observation in real time supervision

(CACREP Std. 5.C.2.f). Students will demonstrate the ability to identify the *impact of crisis and trauma on individuals with mental health diagnoses*.

Skill Assessment Point 2: Reflection Paper, Taped Presentations & Direct observation in real time supervision

COMPREHENSIVE EXAM

(CACREP Std 2.F.6.b) dynamics associated with group process and development

Knowledge Assessment Point 2: COUN 510 Comprehensive Exam Response

(CACREP Std 2.F.8.a) the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

Knowledge Assessment Point 2: COUN 519 Comprehensive Exam Response

(CACREP Std 5.C.1.b) theories and models related to clinical mental health counseling

Knowledge Assessment Point 2: COUN 542 Comprehensive Exam Response

(CACREP Std 5.C.3.b) techniques and interventions for prevention and treatment of a broad range of mental health issues

Knowledge Assessment Point 2: COUN 580 Comprehensive Exam Response

(CACREP Std 2.F.4.g) strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy. Knowledge Assessment Point 2: COUN 537 Comprehensive Exam Response

Professional Counselor Conduct and Dispositions

Student Self Eval & Faculty Eval Compare CCS-R YR 1

Candidacy Application (SUMMER Y2)

Faculty CCS-R YR 1, CCS-R YR 2

Faculty CCS-R YR 3, COUN 595(2) Site Supervisor Final Evaluation YR 3

Counselor Competencies Scale – Revised

Scales Evaluation Guidelines

(Lambie, Mullen, Swank, & Blount, 2016)

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselors or trainees counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the score column on the left.

CACREP (2016) Standards relating to the Counselor Competencies Scale-Revised (CCS-R)

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard 1.k.).
- Self-care strategies appropriate to the counselor role (Section II, Standard 1.l.).
- Multicultural counseling competencies (Section II, Standard 2.c.).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, Standard 3.h.).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standard 5.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, Standard 5.f.).

- Essential interviewing, counseling, and case conceptualization skills (Section II, Standard 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, Standard 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, Standard 5.n.). The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, Standard H.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, Professional Practice).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).

a) Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.

b) Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students interactions with clients.

c) Formative and summative evaluations of the students counseling performance and ability to integrate and apply knowledge are conducted as part of the students practicum.

d) Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

e) Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

f) Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement

g) Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, Standard b.).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, Standard c.).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, Standard f.).

Part I: Counseling Skills & Therapeutic Conditions

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
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<p>1.A Nonverbal skills</p> <p>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)</p>	<p>Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).</p>	<p>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</p>	<p>Demonstrates inconsistency in his or her nonverbal communication skills.</p>	<p>Demonstrates limited nonverbal communication skills.</p>	<p>Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>
<p>1.B Encouragers</p> <p>Includes Minimal Encouragers & Door Openers such as 'Tell me more about...', 'Hmm'</p>	<p>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</p>	<p>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).</p>	<p>Demonstrates inconsistency in his or her use of appropriate encouragers.</p>	<p>Demonstrates limited ability to use appropriate encouragers.</p>	<p>Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>1.C Questions</p> <p>Use of Appropriate Open & Closed Questioning (<i>e.g. avoidance of double questions</i>)</p>	<p>Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).</p>	<p>Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).</p>	<p>Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.</p>	<p>Demonstrates limited ability to use open-ended questions with restricted effectiveness.</p>	<p>Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.</p>
<p><input type="radio"/> Not Observed</p>	<p><input type="radio"/> 5</p>	<p><input type="radio"/> 4</p>	<p><input type="radio"/> 3</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 1</p>
<p>1.D Reflecting/paraphrasing</p> <p>Basic Reflection of Content - Paraphrasing (With couples and families, paraphrasing multiple perspectives)</p>	<p>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</p>	<p>Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%).</p>	<p>Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.</p>	<p>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</p>	<p>Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.</p>
<p><input type="radio"/> Not Observed</p>	<p><input type="radio"/> 5</p>	<p><input type="radio"/> 4</p>	<p><input type="radio"/> 3</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 1</p>
<p>1.E Reflecting (b) Reflection of Feelings</p> <p>Reflection of Feelings (<i>With couples and families, reflection of each clients' feelings</i>)</p>	<p>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</p>	<p>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</p>	<p>Demonstrates reflection of feelings inconsistently & is not matching the client.</p>	<p>Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.</p>	<p>Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.</p>
<p><input type="radio"/> Not Observed</p>	<p><input type="radio"/> 5</p>	<p><input type="radio"/> 4</p>	<p><input type="radio"/> 3</p>	<p><input type="radio"/> 2</p>	<p><input type="radio"/> 1</p>

<p>1.F Reflecting (c) Summarizing</p> <p>Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)</p>	<p>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</p>	<p>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent & inaccurate ability to use summarization.</p>	<p>Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).</p>	<p>Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>1.G Advanced Reflection (Meaning)</p> <p>Advanced Reflection of Meaning, including Values and Core Beliefs (<i>taking counseling to a deeper level</i>)</p>	<p>Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).</p>	<p>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</p>	<p>Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.</p>	<p>Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>1.H Confrontation</p> <p>Counselor challenges clients to recognize & evaluate inconsistencies.</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).</p>	<p>Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.</p>	<p>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.</p>	<p>Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.</p>
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<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>
<p>1.I Goal Setting</p> <p>Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (<i>With couples and families, goal setting supports clients in establishing common therapeutic goals</i>)</p>	<p>Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).</p>	<p>Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.</p>	<p>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.</p>	<p>Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>1.J Focus of Counseling</p> <p>Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)</p>	<p>Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).</p>	<p>Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).</p>	<p>Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.</p>	<p>Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.</p>	<p>Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals</p>
<p>○</p> <p>Not Observed</p>	<p>○</p> <p>5</p>	<p>○</p> <p>4</p>	<p>○</p> <p>3</p>	<p>○</p> <p>2</p>	<p>○</p> <p>1</p>

<p>1.K Facilitate Therapeutic Environment(a): Empathy & Caring</p> <p>Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)</p>	<p>Demonstrates consistent ability to be empathic & uses appropriate responses (85%).</p>	<p>Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).</p>	<p>Demonstrates inconsistent ability to be empathic &/or use appropriate responses.</p>	<p>Demonstrates limited ability to be empathic &/or uses appropriate responses.</p>	<p>Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.</p>
<p>○</p> <p>Not Observed</p>	<p>○</p> <p>5</p>	<p>○</p> <p>4</p>	<p>○</p> <p>3</p>	<p>○</p> <p>2</p>	<p>○</p> <p>1</p>

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
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1.L Facilitate Therapeutic Environment(b): <i>Respect & Compassion</i> Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Total Score *(out of a possible 60 points)*

Part 2 Counseling Dispositions & Behaviors

2.A Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

<p>2.B Professional Behavior</p> <p>Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.</p>	<p>Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions</p>	<p>Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.</p>	<p>Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.</p>	<p>Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.</p>	<p>Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>
<p>2.C Professional & Personal Boundaries</p> <p>Maintains appropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.</p>	<p>Demonstrates consistent appropriate boundaries with supervisors, peers, & clients</p>	<p>Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.</p>	<p>Demonstrates inappropriate boundaries with supervisors, peers, & clients</p>	<p>Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>2.D Knowledge & Adherence to Site and Course Policies</p> <p>Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.</p>	<p>Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.</p>	<p>Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.</p>	<p>Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.</p>	<p>Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement</p>	<p>Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>2.E Record Keeping & Task Completion</p> <p>Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</p>	<p>Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.</p>	<p>Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.</p>	<p>Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.</p>	<p>Failure to complete paperwork &/or tasks by specified deadline</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
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<p>2.F Multicultural Competence in Counseling Relationship</p> <p>Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.</p>	<p>Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<p>Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>

<p>2.G Emotional Stability & Self-control Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.\</p>	<p>Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients</p>	<p>Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.</p>	<p>Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.</p>
<p>○ Not Observed</p>	<p>○ 5</p>	<p>○ 4</p>	<p>○ 3</p>	<p>○ 2</p>	<p>○ 1</p>
<p>2.H Motivated to Learn & Grow / Initiative Demonstrates engagement in learning & development of his or her counseling competencies.</p>	<p>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates consistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.</p>	<p>Demonstrates limited engagement in promoting his or her professional and personal growth & development</p>	<p>Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.</p>

<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrate d an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients
<input type="radio"/> Not Observed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2.K Congruence & Genuineness	Demonstrates consistent and strong ability	Demonstrates consistent ability to be	Demonstrates inconsistent ability to be	Demonstrates a limited ability to be genuine &	Demonstrates a poor ability to be genuine &

Demonstrates ability to be present and 'be true to oneself'	to be genuine & accepting of self & others	genuine & accepting of self & others	genuine & accepting of self & others	accepting of self & others (incongruent).	accepting of self & others, such as being disingenuous
○ Not Observed	○ 5	○ 4	○ 3	○ 2	○ 1

Total Score *(out of a possible 55 points)*

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Signatures

Who is the Evaluator?

Student Self Evaluation

Faculty - Practicum Instructor Evaluation

Faculty - Clinical Interviewing Instructor Evaluation

Faculty - Clinical Advancement Project Instructor Evaluation

Faculty - Capstone Project Instructor Evaluation

Faculty - Advisor Evaluation

Site Supervisor Evaluation

Phase:

Pre-Practicum

Practicum A (CACREP Practicum)

Practicum B (CACREP Internship)

Post-Practicum

Other:

Date CCS-R was reviewed with Counselor or Trainee:

Counselor's or Trainee's Name (print):

Counselor's or Trainee's Signature:

Supervisor's Name (print):

Supervisor's Signature:

* *Note.* If the supervising instructor / clinical supervisor is **concerned** about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.

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Student End of Program Assessments

Comprehensive Examination

The completion of your master's degree is contingent upon successfully passing a written comprehensive examination. This exam is given in your during your second section of internship and includes a set of short essay response questions from each of your foundational courses. The exam is open book and note. High quality scholarly writing is required. It is recommended that students keep all textbooks and instructional materials through out their program in order to successfully complete the exam. There is no cost for the exam. Students must pass every question on the exam. Students that do not meet graduate level expectations will be given an extended assignment for each unsatisfactory question. Not successfully completing the extended assignment will result in a remediation plan and potential dismissal from the program.

Practicum/Internship

The successful completion of the program is contingent upon fulfilling all practicum and internship requirements. This is evaluated by your instructor and agency supervisor. Please see the practicum and internship manual for detailed information and required paperwork.

General Program Information

Review of Students

The progress of students is systematically reviewed by faculty members to determine each student's ability to be an effective counselor. Issues discussed include academic performance, professional maturity, judgement, emotional stability, sensitivity to others, and self-awareness.

Ethical Behavior

Students must demonstrate the highest level of ethical behaviors set by the American Counseling Association (ACA) and for writing (APA). Unethical behavior by students can result in dismissal from the program at any time.

Pennsylvania Social Workers, Marriage and Family Therapists, and Professional Counselors Regulations

These regulations according to the Pennsylvania Department of State are as follows:

“The State Board of Social Workers, Marriage and Family Therapists and Professional Counselors protects the public from unprofessional, improper, unauthorized and unqualified practice of social work, licensed marriage and family therapy and licensed professional counseling. The Board regulates and controls individuals who call themselves a social worker and individuals who hold themselves out as being licensed clinical social workers, licensed marriage and family therapists and licensed professional counselors.

The Board's functions include promulgating rules and regulations, requiring applicants to pass examinations relating to their qualifications as a prerequisite to the issuance of a license and examining for, denying, approving, issuing, revoking, suspending or renewing such licenses. In addition, the Board conducts hearings upon complaints concerning violations of Act 136 of 1998 and promulgates standards of professional practice and conduct for licensed social workers, clinical social workers, marriage and family therapists and professional counselors.”

Graduate Student Activities

Students are encouraged to get involved in Clarion University’s activities. There are many opportunities to volunteer or work on research with faculty. It is your responsibility to seek out additional educational, research, and philanthropic activities. You are strongly encouraged to meet with your advisor to discuss opportunities and build a professional relationship with faculty.

Letters of Recommendation or Endorsement

Faculty members encourage and welcome students who reach out and ask questions about professional development opportunities and academic advancement. However, faculty members are under no obligation to write a letter and could not ethically recommend a student for a position that he or she is not qualified for. Faculty will follow the American Counseling Association Code of Ethics regarding the endorsement of supervisees.

Placement, Certification, and Licensure

Upon completion of the program, students may request endorsement for professional placement, certification, and/or licensure. Faculty are not obligated to provide recommendation letters, and faculty will make professional judgement to determine if the student is qualified for certain positions, certifications, or licensure.

Record Keeping

Keep a copy of all forms concerning your degree program including your plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, practicum/internship records, application for written comprehensive examination, application for graduation, and any other important records or documents.

Financial Aid

Financial aid is awarded to students and parents to assist students with meeting program costs such as tuition, fees, books, food, housing, and transportation. The Student Financial Services Office administers

state and federal financial aid including grants, loans, scholarships, and Veteran's benefits. The Student Financial Services Office is located on the first floor of Becht Hall. Contact the office for more information at 814-393-2315.

Refunds from excess financial aid are not available to students each semester until after the drop/add period is over. The quickest way to gain access to any financial aid refunds you may receive from excess financial aid disbursements is to sign up for direct deposit on the MyClarion portal. You can get step-by-step directions on how to sign up for direct deposit [here](#).

Students denied financial aid for any reason may appeal the denial as follows:

1. Write to the Student Financial Services Office (SFS), Clarion University, 840 Wood Street, Clarion, PA 16214, noting the denial and stating the reasons why financial aid should not be denied. Note: If the student is appealing a lack of satisfactory academic progress (SAP) determination, specific directions on the appeal process are available [here](#).
2. SFS Office staff will review the denial in terms of information provided by the student.
3. Following the review, the SFS Office staff will inform the student of the status of the appeal (granted/declined).

Remediation Policy

The Clinical Mental Health Counseling program at Clarion University of Pennsylvania seeks to provide students growth-oriented training of the entire person. This means providing information about the profession and practice of counseling, but also an awareness of the personal journey that growth entails. The program emphasizes the importance of each individual student's development as a counselor in training.

Toward this end, students are provided with a safe atmosphere of personal expression, open feedback, and support as they expand their boundaries to become more inclusive and accepting of their fellow person. Just as the philosophy of the profession is to be tolerant and accept people as they are, so the student in training needs to engage in self-exploration and self-disclosure to incorporate the identity of a counselor into their own core values. This process is critical to setting students on a path of lifelong growth, personal reflection and development as professionals.

The program recognizes that a path of self-reflection can be challenging for some students, especially early in the process. It is critical that each student feels valued and supported by their peers and by the faculty in order to open-up, take risks and safely move forward with the process of becoming a reflective practitioner.

There are numerous ways that students can run into problems with the process described above. They may have difficulty accepting criticism from their peers and faculty. They may engage in entrenched dogmatic beliefs and be unwilling to consider other points of view. They may show evidence of personal

battles with mental and emotional health that distract them from the demands of a graduate training program.

The graduate program in clinical mental health counseling monitors and evaluates student progress throughout their training. In addition to their academic progress, personal reflection, openness to criticism, and openness to new ideas are evaluated. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of conscientiousness, openness to feedback, advanced interpersonal skills, and self-regulation, as well as the values of professionalism, character, integrity, critical thinking, and appreciation of learning. Faculty monitors student progress in classes, in discussions, in journals, and in assignments and presentations. When it is noted that students are having trouble performing to acceptable standards a range of interventions may take place, beginning with the least intrusive and ending with dismissal from the program.

- I) The first intervention is for the class or field placement instructor to provide clear feedback regarding the specific behavior(s) that appear to be problematic for the student's success. It is important that students be made aware of potential problems early in their training, to understand where problems exist, recognize exactly what is expected of them and to achieve insights and make adjustments. It is expected that such low-level interventions made in real-time will have a corrective effect for most students in need of such feedback.
- II) When students show a pattern of problematic performance across several classes and/or over time, despite clear feedback, the faculty must become more involved in remediation efforts. At a meeting with the Clinical Mental Health Counseling faculty, depending on the cause of concern, students may be advised of how their classroom or clinical performance is disruptive to the learning process. If the student is suffering from problems external to the learning process, e.g., addiction, they may be advised to take time off to address their own health before they can resume. If the student is showing significant and ongoing difficulty understanding or participating in the goals of the training program, they may be given a clear list of problematic behaviors to be avoided or deficient behaviors that need to be strengthened and employed in class. Such meetings with faculty will be documented as to the reason for the intervention, the critical points made to ensure student remediation, and the expectations of the student moving forward in the program.
- III) When, progressive efforts at remediation have failed and it becomes evident from the student's performance that they will not be able to meet the standards of a professional counselor, dismissal from the program will be recommended by the faculty to the Dean of the College of Health Sciences and Human Services. Students recommended for dismissal will retain all their rights to appeal as specified by the Graduate School and by the Student Code of Conduct.

Right of Appeal

Students can appeal remediation decisions in the following order: to the department chair, the academic dean, the provost, and the university president. Student who are dismissed for ethical violations should follow the Student Dode of Conduct appeal procedure. “Students have the right to appeal instructor decisions (Student Code of Conduct, Academic Code, and Community Standards) either through the grade-appeal process (see section on “Student Rights in the Classroom”) or directly to the Conduct Board (see section on “Adjudication Appeals”) depending on the nature of the dispute. Sanctions extending beyond a particular course, such as suspension or dismissal from an academic program or from the university, can only be imposed as the result of complaints filed under the Disciplinary Procedures Code and after Formal Hearings under this code.”

Licensed Professional Counselor (LPC) Licensure Information

The following outline covers the most current recommended courses for completing the educational equivalency for the LPC licensure. The Clarion University program is working towards accreditation by CACREP, therefore all applicants are required to complete the following courses for licensure.

Counselors and therapists can become credentialed as licensed professional counselors (LPCs) by the Pennsylvania State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors.

Licensed counselors can pursue a variety of rewarding careers, obtaining work as school counselors, substance abuse counselors, and mental health counselors. Licensed counselors help people overcome challenges caused by illness or other difficult circumstances, helping individuals lead healthier, happier, and more productive lives. The need for mental health providers in Pennsylvania is currently high.

[To become an LPC](#), you need to earn a [qualifying master's degree in professional counseling](#) or another closely related field. Your degree should be granted by a regionally accredited school and include at least 60 semester hours of coursework.

<https://counselor-license.com/states/pennsylvania-counselor-license/>

<https://www.pacode.com/secure/data/049/chapter49/chap49toc.html>

Average Salary in Pennsylvania for Licensed Counselors:

[Educational, Guidance, School, and Vocational Counselors](#) \$60,810

[Marriage and Family Therapists](#) \$54,690

[Rehabilitation Counselors](#) \$37,960

[Substance Abuse, Behavioral Disorder, and Mental Health Counselors](#) \$44,270

[Counselors, All Other](#) \$51,830

Pennsylvania accepts a number of examinations for licensing purposes, including:

- The National Counselor Examination (NCE) or Examination for Master Addictions Counselors (EMAC) -- administered by the National Board for Certified Counselors (NBCC)
- The Certified Rehabilitation Counselor Examination -- administered by the Commission on Rehabilitation Counselor Certification
- The Art Therapy Credentials Board Certification Examination -- administered by the Art Therapy Credentials Board
- The Board Certification Examination -- administered by the Certification Board for Music Therapists
- The Practice Examination of Psychological Knowledge -- administered by the Northamerican Association of Master's in Psychology
- The Advanced Alcohol & Other Drug Abuse Counselor Examination -- administered by the International Certification and Reciprocity Consortium

Whichever examination you take, you need to apply directly to the testing agency to sit for an exam. You should also make arrangements to have your testing results sent to the state board.

Most of the above exams represent specialty examinations, designed for professionals with training in a particular branch of counseling or in a related helping profession. However, the NCE is a general professional counseling exam that is used in many states for licensing purposes. It is also a viable option for dance/movement therapists.

If you opt to sit for the NCE, you'll take a computerized test. The NBCC offers test sessions two weeks out of each month. As a candidate for Pennsylvania licensure, you should send a registration form to the NBCC along with an official transcript showing that you hold a master's degree in counseling or a related field. You also need to pay a \$185 fee.

Pennsylvania contains 12 sites where students can take this exam
<https://www.nbcc.org/Search/StateBoardDirectory/Pennsylvania>

If your highest degree is a master's degree, you become eligible for licensure after accruing at least 3,000 hours of qualifying experience. You may only count hours that were earned after completing at least 48 semester hours of graduate coursework.

If you hold a doctoral degree, you only need to work under supervision for a total of 2,400 hours to become eligible for licensing. You can count hours completed prior to earning your doctorate; however, at least 1,200 hours of these hours must be earned after receiving your doctoral degree. As noted in the LPC application instructions, you may not count practicum or internship hours as part of your supervised experience.

APPENDIX: DOCUMENTS & FORMS

The following pages include:

- **M.S Clinical Mental Health Counseling Course Check-sheet,**
that includes both required courses & electives

- **M.S Clinical Mental Health Counseling Course Sequence:**
 - ◆ 3 Year Fall Start
 - ◆ 3 Year Spring Start
 - ◆ 2 Year (Fall Start Only) Accelerated Track
 - ◆ Elective Information

- **Application for Candidacy**

- **Acknowledgement of Policies & Procedures**

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING COURSE CHECK-SHEET

STUDENT: _____ ID# _____

Required: (51 Credits)

_____	COUN 510	Group Counseling *	3
_____	COUN 519	Statistical App. and Research Methodsfor Counselors	3
_____	COUN 525	Clinical Tests and Measures	3
_____	COUN 530	Human Growth Across the Lifespan	3
_____	COUN 532	Professional Orientation and Ethical Practice in Counseling	3
_____	COUN 537	Career Theory and Career Counseling	3
_____	COUN 538	Crisis Intervention in Counseling *	3
_____	COUN 542	Theories in Helping Relationships	3
_____	COUN 552	Identity and Culture	3
_____	COUN 580	Intervention Strategies:Counseling Skills and Techniques*	3
_____	COUN 586	Addiction and Dual Diagnosis	3
_____	COUN 591	Diagnosis and Treatment *	3
_____	COUN 592	Family Systems	3
_____	COUN 593	Integration, Consultation & Collaboration	3
_____	COUN 594	Clinical Field Education: Practicum *	3
_____	COUN 595	Clinical Field Education: Internship *	3,3

Electives: (9 Credits)

_____	COUN 500	Seminar in Adv. Diversity Issues/Cultural Immersion*	3
_____	COUN 522	Correctional Counseling and Assessment	3
_____	COUN 531	Impact of Disabling Conditions	3
_____	COUN 535	Counseling Children and Adolescents	3
_____	COUN 540	Principles of Psychiatric Rehabilitation and Recovery	3
_____	COUN 550	Issues in Rural Counseling	3
_____	COUN 555	Creative and Expressive Arts Counseling	3
_____	COUN 565	Seminar in Clinical Service Delivery Systems	3
_____	COUN 577	Grief and Loss Counseling	3
_____	COUN 579	Mind-Body Techniques in Counseling	3
_____	COUN 581	Counseling of Persons Living with HIV/AIDS	3
_____	COUN 585	Special Topics in Rehabilitative Sciences	3
_____	COUN 587	Addiction Counseling and Interventions	3
_____	COUN 590	Special Projects	3
_____	COUN 600	Thesis	3,6

No Changes since Fall 2021

*Hybrid Courses

Master Degree Clinical Mental Health Counseling Course Sequence

The department recommends a 3-year sequence beginning in the fall semester. Other sequence options are available for those that need or desire an alternate time frame. Three sequences will be listed below to include:

- 3-year (fall start)
- 3-year (spring start)
- 2-year accelerated track (fall start only).

3-Year (Fall Start) Course Sequence

Year 1	Fall Semester	Spring Semester	Summer Session
	COUN 530 COUN 552	COUN 586 COUN 592	COUN 510 COUN 580
Year 2	Fall Semester	Spring Semester	Summer Session
	COUN 532 COUN 542	COUN 519 COUN 537	COUN 538 COUN 591
Year 3	Fall Semester	Spring Semester	Summer Session
	COUN 525 COUN 594 (Practicum)	COUN 593 COUN 595 (Internship)	COUN 595 (Internship)

Elective Information:

In addition to the required core courses listed above, ***9 credits of electives must be taken*** throughout the 3-year sequence. ***The Department recommends that they be taken prior to the internship experience.***

Electives are offered ONLY during non-typical semester sessions (i.e. winter/summer sessions). Therefore, students have 5 options of taking electives prior to their internship experience:

- Year-1 winter
- Year-1 summer
- Year-2 winter
- Year-2 summer
- Year 3-winter

3-Year (Spring Start) Course Sequence

Year 1	Spring Semester	Summer Session	Fall Semester
	COUN 586 COUN 592	COUN 510 COUN 580 <i>Elective course available</i>	COUN 530 COUN 552 COUN 542
	<u>Winter Intersession</u> <i>Elective course available</i>		
Year 2	Spring Semester	Summer Session	Fall Semester
	COUN 519 COUN 537	COUN 538 COUN 591 <i>Elective course available</i>	COUN 532 COUN 525 COUN 594 (Practicum)
	<u>Winter Intersession</u> <i>Elective course available</i>		
Year 3	Spring Semester	Summer Session	Fall Semester
	COUN 595 (Internship 1) COUN 593	COUN 595 (Internship 2) <i>Elective course available</i>	

Elective Information:

In addition to the required core courses listed above, **9 credits of electives must be taken** throughout the 3-year sequence. ***The Department recommends that they be taken prior to the internship experience.***

Electives are offered ONLY during non-typical semester sessions (i.e. winter/summer sessions). Therefore, students have 5 options of taking electives prior to their internship experience:

- Year-1 summer
- Year-1 winter
- Year-2 summer
- Year-2 winter
- Year 3-summer

2-Year (Fall Start Only)

Year 1	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Session</u>
	COUN 530	COUN 586	COUN 510
	COUN 552	COUN 592	COUN 580
	COUN 532	COUN 519	COUN 538
	COUN 542	COUN 537	COUN 591
Year 2	<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Session</u>
	COUN 525	COUN 593	COUN 595 (Internship 2)
	COUN 594 (Practicum)	COUN 595 (Internship 1)	

Elective Information:

In addition to the required core courses listed above, ***9 credits of electives must be taken*** throughout the 3-year sequence. ***The Department recommends that they be taken prior to the internship experience.***

Due to the accelerated track, options will be limited in terms of when electives can be taken. Electives will need to be taken during the following terms:

- Year-1 winter session
- Year-1 summer session
- Year-2 winter session
- Year-2 summer session (not recommended with internship but may be used if necessary)

Application for Candidacy

Name: _____

Date: _____

Student ID: _____

Admission Year/Semester: _____

Program Track: 2-year Fall Admit

2-year Spring Admit

3-year Fall Admit

Other

Program Advisor: _____

Current QPA: _____

List any Course (and Semester taken) that you earned a C or less:

Essay Question: *(This response should be well written, typed, double-spaced, APA style, reflect your ability to accept and integrate feedback, and be between 500-800 words)*

Since admission to the Clarion's program –

- 1) Explain, with examples, how have you grown in your ability to be self-reflective since you started the program?
- 2) In what areas of the counseling profession do you feel you are strong and why? In what areas of the counseling profession do you feel you need to grow and why?
- 3) What are your professional goals? What do you need to do before graduation to meet these goals? What do you need to do after graduation to meet these goals?

Acknowledgement of Policies and Procedures for Students Enrolled in the Clarion University's Master's Programs in Clinical Mental Health Counseling

As a student accepted into Clarion University, I understand and agree to abide by the policies and procedures outlined in this document.

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for counselors-in-training. Failure to attain and demonstrate these competencies may result in the issuance of a letter of warning, requirement to repeat courses, requests to participate in individual counseling, additional supervision, additional requirements, a leave of absence, or dismissal from the program.
2. As a counselor-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (American Counseling Association) and appropriate specialties. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. I understand that Faculty will evaluate my academic and interpersonal performances.
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning ; will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others I understand the faculty will use this as part of the review of my overall academic and clinical growth. The faculty may recommend remediation actions, leaves of absence, or dismissal from the program.
4. I understand the Professional Counseling Program Faculty will review me once per semester, at a minimum. If I demonstrate academic, interpersonal, intrapersonal, or professional deficiencies I will be notified of these concerns and an individual plan of action will be taken in accordance with the policies outlined in the Retention section of the handbook.
5. I understand that I must follow the procedures in order to be accepted into candidacy.
6. I understand that I may be required to attend additional meetings about practicum/internship.
7. I understand that internships are completed in community agencies, and that the internship will require more than one semester to complete. It will be my responsibility to progress through the interview process and be accepted by a site.
8. I understand that practicum and internship require a constellation of knowledge, skills, and attitudes that may not be assessed in academic courses. I further understand that success in academic courses does not guarantee success in practicum or internship.
9. I understand that I will not be licensed upon completion of this program, and that my obtaining licensure will be through the State of Pennsylvania. The program faculty will attempt to make changes to remain in compliance with licensing requirements as they relate to academic course requirements. I will have to successfully pass licensure examinations and meet requirements as set forth by state law.
10. I understand the Student Handbook and Internship Handbooks with which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that I should follow the revised editions of the Handbooks and that it is my responsibility to determine if there have been revisions.
11. I understand that the Clarion University uses student emails to keep students informed about class schedules and registration, general program and school information, and to distribute course syllabi. I agree that it is my responsibility to maintain an active subscription to my student email.

With my signature, I verify that I have received a copy of the Student Handbook, the policies and procedures of the program have been reviewed, and that I have received additional information during the New Student Orientation. I understand the guidelines set forth in this document and I agree to abide by the guidelines outlined, the Clarion University catalog, and the policies and procedures of the Clinical Mental Health Counseling Program.

Student Signature _____

Date _____

Student Printed Name _____

Admit Semester/Year _____