



Syracuse University

**MASTER'S DEGREE
PROGRAMS IN:**

**COUNSELING
AND
HUMAN SERVICES**

**Student Handbook
2011-2012**

http://soe.syr.edu/academic/counseling_and_human_services

315-443-2266

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MISSION STATEMENT

The Counseling and Human Services Department acknowledges an obligation both to the students who will pursue professional preparation as Clinical Mental Health, School, Student Affairs counselors, or Counselor Educators and to the larger public to be served by our graduates. Our training programs are enriched by their location within an urban setting, with suburban and rural communities in close proximity.

Our master's program students are persons who have exemplified above average interpersonal and intrapersonal skills through the admissions process, as well as openness to learning about and serving diverse populations. Our doctoral students have excelled in their master's programs and have exhibited potential for significant impact on the profession.

We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the lifespan toward a greater sense of self-realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life's challenges; and to the pursuit of the highest standards of excellence in the counseling profession. We are committed to ethical and effective counseling and require our students to adhere to the American Counseling Associations (ACA) code of ethics.

We believe that only through commitment, service and excellence can we make a difference to our students. Similarly, through these same qualities, our students can make a difference to the larger public they will serve. We believe that each individual can make a difference and because of that potential, each of us shares a responsibility to our clientele, our cultures and society at large to work toward the betterment of human life.

We seek to meet the larger goals of Syracuse University and scholarship in action. Our teaching is informed by the research in our field and we strive to instill in our students a scholarly posture as well as a practitioner's skill in attending to the goals of the clients they serve and the systems within which those clients function.

We seek to nurture intellectual curiosity and a desire for personal growth in all our students, as well as a desire for self-education which will extend their learning and development beyond their formal professional education. We expect students to engage in reflective learning activities in order to meet these goals.

As a faculty, we attempt to exemplify the Department mission in all our interactions with students as we meet program objectives. We challenge students to learn within a context that carries these values of respect for diversity, intellectual curiosity, reflection, and the courage required for personal growth. Objectives for each program are included at the end of this Handbook.

THE COUNSELING AND HUMAN SERVICES DEPARTMENT

Syracuse University has been a national leader in preparing counselors since 1931 when we introduced the Student Dean program designed to prepare women to be high school and college counselors and placement officers. Master's degree programs in guidance, established in 1937, and rehabilitation counseling, established in 1963, were among the earliest such programs in the United States. In 1993 these two programs merged into a single administrative unit called Counseling and Human Services. Throughout the years, we have continued to emphasize the preparation of professional counselors who will become leaders in the profession at the local, regional and national levels.

The Counseling and Human Services Department master's (M.S.) degree programs in School Counseling, Clinical Mental Health Counseling, and Student Affairs Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Department also offers a combined master's in Rehabilitation and Community Counseling, a Certificate of Advanced Study (C.A.S.) in School Counseling, and a CACREP-accredited doctoral program in Counselor Education.

The full-time faculty of Counseling and Human Services teach the majority of required courses. Highly qualified clinical faculty assist with instruction.

ADMISSION TO THE DEPARTMENT: CRITERIA AND PROCESS

The Counseling and Human Services faculty seeks to admit only those persons who are personally and academically prepared to be successful in completing the master's degree program in Counseling. Within these parameters, the faculty is committed to admitting students who represent diverse backgrounds and/or who have special abilities (e.g., bilingual competence) to serve a diverse population. Admission is competitive.

Admission to the Department is based on the following criteria:

1. evidence of academic ability and potential for graduate-level study;
2. potential for forming effective interpersonal relationships in individual and small group contexts;
3. appropriateness of career goals and objectives and their relevance to a program of study;
4. openness and maturity required for self-examination and personal and professional self-development;
5. evidence of paid or volunteer experience indicative of an interest in the helping professions.

THE PROCESS OF ADMISSION:

An admissions committee made up of full-time Department faculty reviews all applications for admission into the Department, and makes a recommendation to the Graduate School regarding each applicant. The process of the admissions committee is as follows:

1. All completed applications, including reference forms, the Graduate School application, the Department Application, official transcripts, and GRE or Miller's Analogy Test scores are reviewed by the committee at a pre-determined cut-off date.

2. Applicants are selected for group interviews based on the strength of their application materials.
3. Following all interviews, the admissions committee meets to discuss all candidates based on their potential for success in the Department within the confines of available openings.
4. Recommendations are made to the Graduate School for each applicant.

ORIENTATION MEETING

Orientation for new students is held at the beginning of the academic year. All recently matriculated students will be invited to the orientation and should make **every effort** to attend.

ADVISING SYSTEM

When a student has accepted admission into the Counseling and Human Services Department, he or she is assigned a temporary advisor. This advisor will become the student's permanent advisor at the end of one semester unless the student requests a change of advisor. Although in most cases it is desirable to stay with one's permanent advisor, it is the student's right to change advisors at any time during his or her course of study. It is the student's responsibility to make regular contact (usually once a semester) with his or her advisor regarding courses to be taken and overall progress in the program. Students should contact their advisors during their first semester to complete a Program of Study.

Among the advisor's responsibilities are the following:

1. assist the advisee in a) developing a plan of study for timely completion of the degree requirements, and b) completing the **Program of Study** form which is to be submitted to the Graduate School.
2. advise the student each semester about courses to take in the subsequent semester.
3. communicate any corrective feedback to the student as a result of faculty evaluations of students (see p. 12).
4. review the advisee's records at the time that the student registers to graduate to determine that the student has met all program requirements.
5. serve overall as a liaison between the Department and/or the School of Education and the advisee.

Because faculty are not on contract during the summer, they do not keep regular summer office hours. They will continue to respond to voice mail and email inquiries as promptly as possible. Students should consult with their advisors regarding summer and fall course schedules prior to the end of May.

EXTENDED CAMPUS

As part of its commitment to a strong community orientation, the School of Education endeavors to offer SU courses in community settings. The CHS Department supports this program. As a result, students must be aware that required program courses will, on occasion, be offered **either** on campus or off-campus through Extended Campus. Classes offered through Extended Campus are slightly less expensive than on-campus courses.

COURSE REGISTRATION

Students must obtain an SU ID number in order to register for courses. ID cards are issued at the ID Card Services office in 204 Steele Hall. Once the date of registration has arrived, students may register for on-campus courses on line (<http://myslice.syr.edu>).

RECORDING REQUIREMENTS

Recording counseling sessions and other activities is a vital component of our training model. Consequently the faculty has decided to require students to provide their instructor(s) a **.MP4** format file of your counseling sessions (or other activities) for review and critique. This can be turned into the instructor(s) on either a thumb/flash drive or a DVD.

PROFESSIONAL IDENTITY AND AFFILIATION

Students are strongly encouraged to become members of the professional organizations relevant to their field of study. These organizations are sources of information concerning current research, educational opportunities and issues pertinent to the field. We urge students to join the American Counseling Association (ACA) and one of its many divisions. However, you may join the American School Counselor Association (ASCA), the American College Counseling Association (ACCA) or the American Mental Health Counseling Association (AMHCA) without being a member of ACA.

Information and applications are available in the Counseling and Human Services office or by contacting these organizations directly:

American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304
<http://www.counseling.org>

National Rehabilitation Counseling Assoc.
8807 Sudley Road, Suite 102
Alexandria, VA 22110-4719
<http://nchrtm.okstate.edu> or <http://nrca-net.org>

American School Counselor Association
801 North Fairfax Street, Suite 310
Alexandria, VA 22314
<http://www.schoolcounselor.org>

American Rehabilitation Counseling Assoc.
5999 Stevenson Avenue
Alexandria, VA 22304-3300
<http://www.nchrtm.ok.state.edu/arca>

American Mental Health Counseling Association
801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
<http://www.amhca.org>

Association for Multicultural Counseling &
Development
5999 Stevenson Ave
Alexandria, VA 22304
<http://www.amcdaca.org/amcd/default.cfm>

American College Counseling Association
P.O. Box 791006
Baltimore, MD 21279
www.collegecounseling.org

NY School Counselor Association
PO Box 217
Leicester, NY 14481
www.nyssca.org
1-877-NYSSCA1

NY Mental Health Counselor Association
206 Greenbelt Parkway
Holbrook, NY 11741
www.nymhca.org
1-800-4NYMHCA

New York Counseling, Association, Inc.
48 Howard Street
Albany, NY 12207
518-463-1822 or 1823

CHI SIGMA IOTA

The Department supports Sigma Upsilon, a Chapter of CSI, the honor society for the counseling profession. Students who maintain a GPA of 3.5 and above are invited into the society after their first semester of study. For more information about CSI, refer to the national website <http://www.csi-net.org/index.cfm>. Review the most recent newsletter of Sigma Upsilon on our website: http://soe.syr.edu/academic/counseling_and_human_services/

REQUIRED CURRICULUM

THE CORE

Core courses for all master's degree programs within Counseling and Human Services:

| | |
|---------|--|
| COU 614 | Group Work in Counseling |
| COU 624 | Theories of Counseling and Psychotherapy |
| COU 628 | Life-Span Human Development |
| COU 642 | Career Development |
| COU 644 | Counseling Prepracticum |
| COU 646 | Assessment in Counseling |
| COU 750 | Practicum in Counseling |
| COU 758 | Research Methods in Counseling |
| COU 790 | Internship in Counseling |

Additional core requirements for Clinical Mental Health, Student Affairs, and School Counseling:

| | |
|---------|--|
| COU 612 | Introduction to Professional Counseling |
| COU 626 | Social and Cultural Dimensions of Counseling |

Additional Requirements for Individual Concentrations

Clinical Mental Health Counseling:

| | |
|---------|---|
| COU 645 | Counseling Prepracticum II: Advanced Multicultural Counseling |
| COU 651 | Crisis Counseling |
| COU 675 | Substance Abuse Counseling |
| COU 723 | Psychological, Social, and Cultural Aspects of Disability |
| COU 727 | Foundations of Mental Health Counseling |
| MFT 625 | Family Systems and Therapy |
| SWK 724 | Psychopathology |

Student Affairs Counseling:

| | |
|---------|---|
| HED 621 | Principles & Practices of Student Affairs Admin |
| HED 721 | College Student Development |

In addition, Student Affairs students must take **two** additional HED courses from those listed on the Student Affairs Counseling Advising Sheet (see page 27).

School Counseling

| | |
|---------|---|
| COU 729 | The Counselor in the Schools |
| COU 749 | Leadership and School Counseling Program Implementation |

COURSE DESCRIPTIONS

COU 611 Foundations of Rehabilitation Counseling

Basic principles and practices of rehabilitation counseling for adolescents and adults with disabilities. Historical development of professional rehabilitation counseling, including philosophical, and psychological aspects of rehabilitation. Current legislative initiatives affecting rehabilitation.

COU 600 Introduction to Play Therapy

Philosophy and practice of child-centered play therapy; individual, dyadic, group, and filial models. Play therapy skills: reflective listening, tracking, limit setting, selection of props, structuring of sessions, identifying themes, use of consultation. Developing a cross-cultural relationship with children to facilitate therapeutic mechanisms of change.

COU 612 Introduction to Professional Counseling

The historical development of professional counseling, legal and ethical issues, professional identity, and professional counseling practices in various settings.

COU 614 Group Work in Counseling

Principles of group dynamics, group developmental stage theory, leadership styles, and group leadership methods, with a focus on the integration of practice and theory in multiple group contexts. Course includes student participation in a within-class group experience.

COU 624 Theories of Counseling and Psychotherapy

Theories used in the counseling and consultation process: their psychological assumptions, the therapeutic process inherent in each, and the expected outcomes of successful counseling and consultation.

COU 626 Social and Cultural Dimensions of Counseling

Theory and research related to counseling persons of different cultural identities. A broad definition of culture as premise for increasing student awareness, knowledge, and skill for approaching the counseling process.

COU 628 Life-Span Human Development

Individual and family developmental theory and research pertaining to change and consistency across the lifespan. Focus on the facilitation of human development for persons of varying backgrounds and experience. Application of developmental principles to counseling practice.

COU 642 Career Development

The meaning of work for individuals and within cultural contexts: theories of career development; using computers in career counseling; vocational decision making; and career counseling strategies for working with diverse populations, including persons with disabilities.

COU 644 Counseling Prepracticum

Introduction to counseling skills and therapeutic interventions through practical experiences in various aspects of counseling behavior. Extensive use of video and audio taping of role-played counseling interactions.

COU 645 Counseling Prepracticum II: Advanced Multicultural Skills

Designed to build upon the counseling skills that were taught in part one of this sequence. Further examine the social and cultural bases of the human experience, including race, ethnicity, culture, gender, sexual orientation, ability, and religion, with a primary focus on the applicability for the professional practice of counseling.

COU 646 Assessment in Counseling

Analysis and interpretation of selected interest and personality tests, as well as assessment environments. Synthesis of comprehensive case data and report writing in educational, vocational, and general counseling. Assessment of individuals and families.

COU 651 Crisis Counseling

Review of the theory, history, and practice of crisis counseling. Emphasis is placed on the study of techniques and interventions appropriate for use in a variety of crisis situations.

COU 652 Counseling Students with High Incidence Disabilities

The counseling skills relevant to working with individuals with high incidence disabilities.

Appropriate for counselors practicing in a variety of professional settings. Emphasis on working with school-aged children and adolescents.

COU 654 Rape, Sexual Abuse, Incest: Counseling Issues

Definitions of, regulations about, and interventions for incidents of incest, sexual abuse, and rape. Includes a social and theoretical framework to understand sexual coercion and violence. Explores victim impact and response.

COU 675 Substance Abuse Counseling

Biological, psychological, and social factors contributing to chemical dependency. Overview of different theoretical approaches to substance abuse counseling. Discussion, demonstration, and practice of counseling strategies for prevention and intervention.

COU 721 Medical Aspects of Disability

Introduces students to medical procedures and terminology, bodily functions, disease processes, therapeutic techniques, medical evaluation, and prognosis, as these are related to rehabilitation counseling responsibilities. Appraisal of physical capabilities and physical demands of jobs also included.

COU 723 Psychological, Social, and Cultural Aspects of Disability

Survey of psychological, social, and cultural aspects of disability with a focus on implications of social construction of disability for the adjustment of persons with disability in education, rehabilitation, and community settings.

COU 725 Vocational Placement: Philosophies & Methods

Study of employer attitudes, client preparation for placement, and the counselor's role in the placement process. Emphasis on placement techniques, traditional and innovative. Group techniques, importance of follow-up. Job classifications and job analysis.

COU 727 Foundations of Mental Health Counseling

Roles, functions, and contexts for mental health counselors working in community agencies. A comprehensive review of dimensions, interventions, and characteristics of agencies serving diverse populations. Foundations of mental health consultation, prevention, and program evaluation.

COU 729 The Counselor in the Schools

Roles and functions of school counselors. Analysis of the history, development, implementation and evaluation of school counseling programs.

COU 749 Leadership and School Counseling Program Implementation

An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels.

COU 750 Practicum in Counseling

A one-semester, 100 hour clinical placement to advance the student's counseling skills. Video or audio taping at the practicum site is required for supervision. Students receive weekly individual and group supervision on campus.

COU 758 Research Methods

Methods, strategies, and issues related to research. Includes evaluating knowledge claims, quantitative and qualitative research designs, statistical analyses, and research ethics. Critical review of the professional literature for application to professional practice.

COU 790 Internship in Counseling

A supervised field placement in a school, agency, college, or rehabilitation setting during which students assume the varied role of counselor. Weekly individual supervision and group supervision are required. Internships must meet all accreditation guidelines.

NOTE: For courses offered in other Departments, students are referred to the S.U. Graduate Course Catalog.

LIABILITY INSURANCE

All students **must** purchase professional liability insurance prior to enrolling in COU 750, Practicum in Counseling and COU 790 Internship in Counseling. There are two insurance options. Students who are members of the American Counseling Association (ACA) can obtain insurance through that organization. Insurance applications and information are available in the Counseling and Human Services office. The second option is through the School of Education which has contracted for liability insurance with a private company. The cost for \$1M/\$3M coverage is \$15.00 per academic year. If purchased in the Fall it is good for the full year, if purchased in the Spring, you will need to purchase again in the Fall, as the policy period is from September to September. Detailed information will be provided during the orientation sessions for practicum.

GRADUATE ASSISTANTSHIPS, SCHOLARSHIPS, AND FINANCIAL AID

Graduate Assistantships

Except in rare circumstances, graduate assistantships within the Counseling and Human Services Department are awarded to doctoral students only. Syracuse University does not place those students seeking assistantships or university scholarships into a general pool as the boxes on the Graduate School application form may suggest. Each department or service unit at the University is responsible for awarding their own assistantships. You are encouraged to apply to each unit individually.

The decision process begins early in the calendar year for the following academic year with some awards made as early as March. If you are interested in Syracuse University, it is to your advantage to submit your application as early as possible so that you can apply for these awards.

Students interested in assistantships or looking for jobs will find information at:

<http://seo.syr.edu/sujobopps.html>

The following is a list of some of the departments in which Counseling and Human Services students have found assistantships in the past, the people to contact and their telephone numbers:

The Career Services Center

235 Schine Student Center &
303 University Place
443-3616

College of Arts and Sciences

Academic Advising & Consulting Services
329 Hall of Languages
Student Services – 443-2207

Academic Athletic Advising

Manley Field House
443-2702

Residential Advisors

Office of Residence Life
443-3637

School of Education

Office of Academic and Student Services
270 Huntington Hall
Barbara Maphey – 443-2506

Student Success Initiative (SSUI)

700 University Ave., Suite 403
443-1095

Office of Multicultural Affairs

105 Schine Student Center &
303 University Place
443-9676

Division of Student Support and Retention

111 Waverly Ave., Suite 230
443-4181

Office of Prevention Services

111 Waverly Ave., Suite 006
443-4234

Financial Aid

The Financial Aid office, located at 200 Archbold Gym, administers scholarships, grants, loans, work-study and other types of financial assistance. Students should file a Financial Aid Form (FAF) with the College Scholarship Service (forms available in rack outside the Financial Aid office) to be considered for any financial assistance. Deadline for filing FAF forms is June 1. However,

you should file as early as possible in the calendar year to ensure your eligibility for loans. For further information on need-based financial aid, contact the **Financial Aid Office**, 200 Archbold North, (315) 443-1513.

Scholarships

Our department has a number of scholarships available for strong students. Every Clinical Mental Health counseling and School counseling applicant is automatically considered for a departmental scholarship which range from 6 to 12 credits per year for fulltime students (that is up to 50%).

COMMUNICATION

Communication is a constant challenge with a student body that is a mixture of part-time and full-time students. The Department has created a **listserv** as the chief and most efficient vehicle for communicating with students. **It is imperative that all matriculated students are on the listserv.** The listserv is used to announce schedule changes, opportunities for graduates' assistantship on campus, deadlines, etc. Students must log on to the listserv from their most frequently used email account. The instructions for adding oneself to the listserv are as follows:

Send an email message to: listserv@listserv.syr.edu

Leave the "subject" line blank. In the body of the message write: Sub chslist Your name

NOTE: If you have an automatic signature block, you need to remove it before sending this message. You will receive confirmation that you are now on the CHS listserv. If you change email addresses, you will need to repeat the above from your new email address.

COUNSELING SERVICES

Training to become a counselor often stimulates personal, unresolved issues in students. It is the recommendation of the faculty that students seek out counseling when such issues emerge. In addition to counselors in the private sector, the following are services available on campus:

- * *The Counseling Center* (200 Walnut Place) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health Fee. 443-4715
- * *The Goldberg Couple and Family Therapy Center* (426 Ostrum Ave.) provides individual, couple, and family therapy year round. Fees are \$15 per session for Syracuse University students and their families. 443-3023
- * *The University R.A.P.E. Center* (111 Waverly, Room 006) provides crisis intervention and prevention programs for the SU community. The R.A.P.E. Center has an advocate on call 24 hours a day and provides literature, counseling, and support group information for sexual assault survivors. 443-7273
- * *Psychological Services Center* (804 University Ave, Rm 205) provides individual counseling for students and community members. 443-3595.

EVALUATION OF STUDENTS

Criteria

As is stated in our Admissions Criteria, both academic and what might be referred to as “non-academic” criteria (referred to as “dispositions” by NCATE) are used to evaluate the progress of students. Students are accustomed to being evaluated on traditional academic criteria (e.g., clarity of thinking, understanding, analyzing, synthesizing and using information and important material, writing ability, etc.) What we are referring to as the “non-academic” criteria or dispositions are the unique set of skills and behaviors relevant to the profession of counseling. Included in these “non-academic” criteria is the need for students to always act professionally in the classroom, at their fieldwork sites, and in any public space in which they may be observed by their clients, students, student’s parents, or other professionals or stake holders. The School of Education has a set of **Professional Conduct Standards** that can provide you guidance on our expectations. While we are calling them non-academic, we are not saying that they exist outside of your coursework. In fact, these skills and behaviors are essential for you to be successful in courses and your career as a professional counselor.

All professions require above average skills in some area. For entrance into the counseling profession, students must be able to demonstrate above average interpersonal and intrapersonal skill. (Daniel Goleman refers to Emotional Intelligence; William Menninger used the term Emotional Maturity.) Whatever global term you prefer, the following are some of the skills that will be assessed by the faculty on a regular basis:

- Ability to be both positive and cooperative
- Ability to empathize with others
- Ability to be aware of one’s impact on others
- Ability to be flexible
- Ability to accept and use feedback
- Ability to motivate oneself
- Ability to learn from experience
- Ability to deal with frustration
- Ability to deal with conflict
- Ability to express feelings effectively and appropriately
- Ability to take responsibility for oneself
- Ability to demonstrate self-knowledge, self-acceptance, and emotional stability
- Ability to be culturally sensitive
- Ability to demonstrate professional ethical behavior at all times

In addition to the above, incoming students must realize that they will be challenged to grow personally as they move through the counseling training program. Ours is a profession that utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Though we plan that personal growth will occur throughout the program, courses such as Introduction to Group Work, Social and Cultural Dimensions of Counseling, Prepracticum, and both Practicum and Internship are especially likely to stimulate personal reflection. Because of this, these are often referenced as particularly rewarding curricular experiences by students.

NCATE Dispositions:

NCATE requires that all persons seeking teacher certification (including those seeking certification in school counseling) demonstrate certain “dispositions.” There are five such dispositions. Note: While NCATE dispositions were developed with K-12 settings in mind, our

Department views them as appropriate in spirit for all counseling master's programs. Therefore, these are added as areas for assessment by the faculty.

Disposition 1: Understanding diversity in order to address social injustices and inequities related to race, class, gender, ethnicity, sexual orientation, language, religion, family, disability, and so on.

Disposition 2: Enacting the belief that all children can learn and commitment to ensuring their success. (Our program interprets this disposition within the counseling context, that is, the student's posture toward children/clients that they are capable of development toward agreed upon goals that ensure their success.)

Disposition 3: Engaging in personal and professional behaviors that promote self-growth and student learning, including intellectual curiosity, enthusiasm, reflection, and responsible behavior.

Disposition 4: Developing interpersonal behaviors that promote and foster collaborations with students, peers, university and school staff, parents, and community members.

Disposition 5: Demonstrating ethical behavior suitable to the profession, including the university, schools, and the community.

Department Student Evaluation Process¹

The Counseling and Human Services faculty meets after every semester (or as necessary) to evaluate the program progress of each matriculated student. Input is obtained from faculty (including clinical and adjunct faculty, as well as doctoral students who have worked with master's students) concerning each student's academic and clinical performance, along with the student's demonstration of professionalism and ethical conduct. Each student's progress is rated on a scale from 1 to 5:

1. No Concerns. Student is progressing in her/his program.
2. Minor Concerns. Potential issues will be monitored by faculty over the subsequent semester. The advisor may meet with the student to discuss faculty concerns, and the student's progress will be reviewed during the next end of semester meeting.
3. Moderate Concerns. A Student Evaluation form will be completed and the student's advisor, and other faculty as appropriate, will schedule an appointment with the student to discuss faculty concerns. Subsequent to meeting with their advisor, students will be asked to send an email to their advisor indicating their understanding of the concerns. The advisor will respond to the student's email confirming and/or clarifying the student's response to ensure that the student clearly understood the faculty's concerns. The student's improvement (or lack of such) will be evaluated during the next end of semester meeting.
4. Major Concerns. Faculty will clearly identify problematic areas that need to be addressed by the student. The student will work with their advisor, and as appropriate other faculty members, to develop a remediation² plan. The written remediation plan needs to be approved by the entire fulltime faculty and signed by the student. The remediation plan will include specific target behaviors that the student needs to address, specific activities in which the student will engage to address those behaviors, an evaluation plan,

¹ Unanimously approved by the faculty on November 4, 2010

² A remediation plan is an academic intervention designed to assist the student to improve his/her performance in the program, it is not a disciplinary action.

consequences for not completing the plan, and a timeline. The remediation plan will also indicate any course restrictions that the student may have during the remediation period. (For example the remediation plan may restrict the student from enrolling in specific classes such as practicum or internship.)

5. Program Suspension or Termination. If the faculty determines that the student has committed a serious ethical or professional violation, or the student is impaired, the student may be immediately suspended or terminated from the program. Faculty representatives will meet with the student to outline the issues. Faculty concerns along with the decision to suspend or terminate the student will be provided to the student in writing. In this situation the student retains their right to appeal the faculty decision using the standard procedures within the School of Education and University. The appeal process would be initiated by the student sending a letter to the SOE Assistant Dean of Academic and Student Services (in Huntington Hall 270) outlining her/his reasons for disagreeing with the faculty decision and requesting to be reinstated.

DEPARTMENT/SCHOOL POLICIES

The following are a combination of Department and School of Education/University policies that are particularly important to be aware of as you begin your program:

Course Waivers

The Counseling and Human Services Department requires that only graduate level courses be used to meet program curriculum requirements. No course may be waived based solely on having taken a similar course *as an undergraduate*. If the student wishes to waive a course based on a similar course taken as an undergraduate, the student must (a) have received a grade of no less than B+ in the undergraduate course; and (b) must submit the course syllabus to his/her advisor so the appropriate faculty can determine if the content is sufficiently similar to the course being waived. Once these conditions have been met, the student must make arrangements with the Department Chair to take an examination of the content of the course to be waived. The student may take the graduate course examination only once. If he/she fails, the required course must be taken.

Students wishing to waive a required course based on a graduate course taken elsewhere must (a) have received a grade of no less than a B+ in the course and (2) must submit a syllabus so the appropriate faculty can determine if the content is sufficiently similar to the course being waived.

Waiving a required course does not carry course credit. The student who successfully waives a course will need to be advised into another course to replace the waived course.

Academic Accommodations

Students with disabilities must contact the Office of Disability Services, Room 309, 804 University Avenue (315-443-4498) to develop an accommodation plan. Students with special needs due to a documented disability should inform the course instructor no later than--or if possible, before--the first week of classes in order to request necessary accommodations.

Transfer of Credit

Students entering a master's degree program may transfer up to 12 credit hours of course work from an accredited university into their MS program of study. Only courses taken within the last seven years in which grades of "B" or better were earned can be transferred. **Once**

matriculated, decisions about transfer of specific courses, as well as decisions about whether any course may be used to waive a required course, are made by the student's academic advisor in consultation with appropriate faculty.

Full-time or Part-Time Status

It is University policy that a load of 9-credit-hours of coursework is equal to full-time status. After consultation with one's advisor, a student may register to take 12 credit hours as a full-time student. Students with an assistantship may not register for more than 9 credit hours.

Part-time study is defined by the University as less than 9 credit hours. Students who are employed full-time may not take more than 6-credit-hours of coursework per semester by University policy.

Leaves of Absence

Students wishing to take a leave of absence of up to one calendar year must complete a Leave of Absence Form that can be obtained in Room 270 Huntington Hall. Upon returning from your leave of absence you must reapply for admission by filing a Readmission Form, also obtained in 270 Huntington Hall, prior to registering for classes. Since your request for readmission must be acted on by the faculty, your request for readmission should be filed well in advance of registration. Students who take an unauthorized leave of absence are not covered by this policy. Additionally, students who exceed a leave of one calendar year must reapply for admission to the Department.

Taking a Semester Off

If a student is not able to take courses during any academic semester (not including summer session), she or he must register for zero credit (GRD 998) in order to remain matriculated in a graduate program. You are allowed only four GRD 998 registrations at no cost, after that you have to pay \$500 for the fifth and subsequent GRD 998 registrations.

Grade of "INCOMPLETE"

Only for unusual circumstances will a grade of Incomplete be given for any course. When it has been determined by the instructor that such a grade is appropriate, the student must fill out a "Request for Incomplete" form. This form describes what the student is required to do to complete the course and the date by which the outstanding work is due. It is Department policy that a student carrying **two** grades of incomplete **may not register for additional coursework until the incomplete courses have been completed.**

Grievance Procedure

If a student believes that she or he has been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter can not be resolved within the Department, it is referred to the office of the Assistant Dean of Student Services in the School of Education.

COMPREHENSIVE EXAMINATIONS

Near the end of one's program of study, the student must pass a comprehensive examination. Comprehensives are offered during both the fall and spring semesters. Students must register to take the examination by filling out a **Request for Master Exam** form. This form must be filed with the School of Education's Graduate Recorder by the *second week of classes in the semester in which you intend to take the exam*. Forms are available in the Department and in the Recorder's office (270 Huntington Hall). Presently, the exam format differs depending on one's program of study.

Students pursuing a master's in rehabilitation counseling or rehabilitation and community counseling take the CRC certification exam as their comprehensive examination.

Students pursuing a master's degree in one of the Counselor Education concentrations (community, school, or college counseling) will take the Counselor Preparation Comprehensive Examination (CPCE). This multiple-choice, 160 item exam covers the eight CACREP core areas: Professional Orientation; Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career and Lifestyle Development; Appraisal; and Research and Program Evaluation.

Information is given each semester to students planning to take comprehensive exams regarding instructions.

PLACEMENT SERVICE

Information about job opportunities, career counseling and employment can be found in a number of locations. The Department listserv will be used to announce any employment opportunities that come to the Department on-line. In addition, the Counseling and Human Services office maintains a file of current job openings.

The School of Education's Educational Placement Office, 270 Huntington Hall, assists with resumes and interviewing, provides a credentials service, and publishes a weekly job bulletin. Its services are most useful for individuals seeking employment in school (K-12) settings.

The Center for Career Services, Room 325, Schine Student Center, also provides a credential service. The Center staff can assist students with their resumes and cover letters and provides interview videotaping and mock interviews.

ENDORSEMENT

Students who successfully complete all requirements for the Master of Arts degree in the Counseling and Human Services Department will receive formal endorsement in their area of specialization by the faculty of the training program. Formal endorsement includes recommendation for provisional state certification and employment for those students successfully completing the program in school counseling program; or a recommendation for a limited permit to practice mental health counseling and employment for students successfully completing the clinical mental health counseling or rehabilitation and community counseling programs; or recommendation for employment for students successfully completing the rehabilitation counseling or student affairs counseling programs. Students will receive formal program endorsement only in that program for which they have met training requirements. Successful completion of a program means the completion of all didactic and experiential course work--including practicum and internship, passing program comprehensives, and is

marked by performance sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made.

CERTIFICATIONS AND LICENSURE

STATE OF NY CERTIFICATION FOR SCHOOL COUNSELING

Provisional Certification

Students graduating from Syracuse University's master's program in School Counseling are eligible for New York State Provisional School Counselor Certification.

As part of the requirements for the M.S. in School Counseling, the student is required to complete the Child, Health, and Life Safety Seminar. The Seminar consists of 6 modules, encompassing these areas: 1) child abuse prevention, 2) child abduction prevention, 3) violence prevention and intervention, 4) fire and arson prevention, 5) prevention of alcohol, tobacco, and drug abuse, and 6) highway safety, traffic regulations and school safety patrols. The modules are offered on-line, and students will be expected to pass an exam upon completion of the modules. Students are informed of these seminars through the Department listserv.

Only upon completion of your approved program of study in School Counseling can you receive program recommendation for provisional New York school counselor certification. Certification request forms are available in 270 Huntington Hall. You are responsible for completing and submitting your application for certification. **Your application for certification cannot be processed until you have officially graduated.**

Permanent Certification

Presently, the State of NY requires that school counselors holding Provisional Certification must work two years as a full-time school counselor AND complete a total of 60-credit hours of relevant coursework to be eligible for **Permanent Certification**. Counselors wishing to complete their additional coursework for Permanent Certification at SU may apply for the C.A.S. program. Because students are building on a 48-hour CACREP-accredited master's, the C.A.S. may be obtained after the completion of twelve additional credit hours. (Students who apply for the C.A.S. with master's degrees from other institutions must complete more than half of the credits for the C.A.S. [i.e., more than 30 credits] at Syracuse in order to apply for the degree.) The C.A.S. also requires the completion of a field project, which is typically done as part of COU 749.

STATE OF NY LICENSURE AS A MENTAL HEALTH COUNSELOR (LMHC)

Students graduating from Syracuse University's master programs in Clinical Mental Health Counseling or Rehabilitation and Community Counseling are eligible for a Limited Permit in New York State to practice mental health counseling.

As part of the requirements for the M.S. in these programs, the student is required to complete the child abuse mandatory reporting workshop. This workshop is offered with COU 628 Life-Span Human Development.

Only upon completion of your approved program of study, you can apply for the Limited Permit once you secure a mental health counseling position. At that time the Certification Office can verify your graduation from a State registered program. Certification request forms are available in 270 Huntington Hall. You are responsible for completing and submitting verification that you have graduated from a registered program. **Your application for this verification cannot be processed until you have officially graduated.**

Once counselors are granted a Limited Permit, they have three years to accrue 3,000 hours of experience as a mental health counselor. (3,000 hours is defined as two years of full-time employment.) This experience must be done in a setting approved by the State (by virtue of their acceptance of the conditions of the Limited Permit) and under the supervision of a NY licensed mental health professional. Once the appropriate experience has been accrued, the counselor passes a State exam to become a permanent LMHC in New York.

THE NATIONAL BOARD FOR CERTIFIED COUNSELORS

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor.

Syracuse University is an NBCC testing site for recent graduates and for students in their last semester of graduate work. The exam is given yearly during the spring semester. Students eligible to take the exam on campus are those who will graduate at the end of that semester, those who will graduate during the summer following, OR students who graduated the previous December.

The Counseling and Human Services faculty strongly urges all students to take the CRCC or NBCC exam either during their last semester at Syracuse or immediately after graduation. Announcements of deadlines for registering to take the NBCC exam through the Department will be announced in the internship classes and on the Department listserv.

STUDENT TIMELINE

As a new student in the Counseling and Human Services Department, you should be aware of, and responsible for, the meeting of these deadlines in order to move through the program successfully. While program faculty will assist you in the completion of these tasks, you are responsible for seeking out their input and assistance.

1. YOUR PLAN OF STUDY: As a guide for your program, you and your assigned advisor need to agree on a plan of study for the completion of your program. This prospectus incorporates course transfers and defines a time frame for your program completion. You must complete a formal Program of Study by your **second semester of coursework at S.U.**

2. REGISTRATION FOR COMPREHENSIVE EXAMINATIONS: Comprehensive Examinations serve as the culminating academic exercise of your program. Plan to take the exam either in the **second to last semester of your program or the last semester.** Students must register

to take the exam; when the requisite registration form, available in the CHS Department office in 259 Huntington Hall, is completed, it is then submitted to the Office of Academic Services (270 Huntington.) **It is your responsibility to anticipate when you intend to take the Comprehensive Exam and to register at the appropriate time.**

3. APPLICATION FOR GRADUATION: Students must file a **diploma request card** in 270 Huntington Hall early in their last semester of their program of study. (Students who will graduate in August must file their diploma request in January.) Failure to submit a diploma request card may cause a delay in the student's graduation.

4. APPLICATION FOR NATIONAL CERTIFICATION EXAMINATIONS: You are eligible to take the CRC or the NCC examination prior to completion of your program. The NCC exam is given at Syracuse University in April. Notice will be given in the internship class and on the listserv alerting students as to how and when to register for the exam. Deadlines for the CRC exam will be given to rehabilitation counseling internship students and posted on the listserv.

FACULTY/STAFF OF THE COUNSELING AND HUMAN SERVICES DEPARTMENT

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SCHOOL COUNSELING Program Objectives

The overall goal for the **school counseling program** is to produce counselors for K-12 settings who will have the knowledge and skills to enhance the healthy academic, career, and personal/social development of all students. To accomplish this goal, a set of specific objectives for the program have been established. These objectives reflect CACREP Standards, our NCATE proficiencies, and input from key constituents.

Graduates of the school counseling program:

1. possess the knowledge, skills and awareness that provide an understanding of the nature and needs of individuals at all developmental levels (Proficiency 3);
2. possess the knowledge, skills, and awareness requisite for working with persons (i.e., students, educational staff, parents, etc.) from different cultural contexts (race, ethnicity, cultural heritage, SES, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupations, physical and mental status, dis/ability) (Proficiency 2);
3. possess the knowledge and skills of career development and related life factors (Proficiency 4); possess tools for assisting students in expanding their awareness of the world of work; have demonstrated developmentally appropriate career counseling interventions, including those that rely on technology;
4. possess the knowledge and skills of counseling and consultation processes (Proficiency 5); have demonstrated the ability to form interpersonal relationships with students, case conceptualization skills, and a range of counseling and consultation interventions that are theoretically sound and contribute to the ability of students to respond effectively to their developmental tasks and developmental crises;
5. possess the understanding of individual and group approaches to appraisal, assessment, and evaluation (Proficiency 7);
6. possess the theoretical and experiential understanding of group purpose, development, dynamics, group counseling theories, methods and skills, and other group approaches (Proficiency 6);
7. possess knowledge, skills, and propensity to develop one's own understanding of school counseling program content: that are accurate, meaningful, important, complex, and culturally relevant; that reflect appropriate attention to national and state standards, and school and district needs and regulations; and that reflect an in-depth understanding of current interventions to be designed and implemented to assist all students develop appropriate competencies (Proficiency 1);
8. possess knowledge and skills for the design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs including an awareness of various systems that affect students, school, and home (Proficiency 8);
9. possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of school counseling; have knowledge of present certification, accreditation, and licensing standards; possess the requisite skills for advocacy for students and on behalf of the counseling profession;
10. possess knowledge of ethical codes that direct the practice of school counseling; have demonstrated the ethical practice of school counseling;
11. have demonstrated an ability to draw upon counseling research, assess its contribution to the profession's knowledge base, and apply/integrate its contribution to specific areas of knowledge.

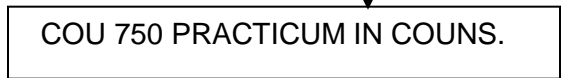
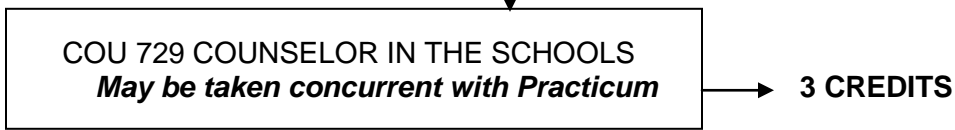
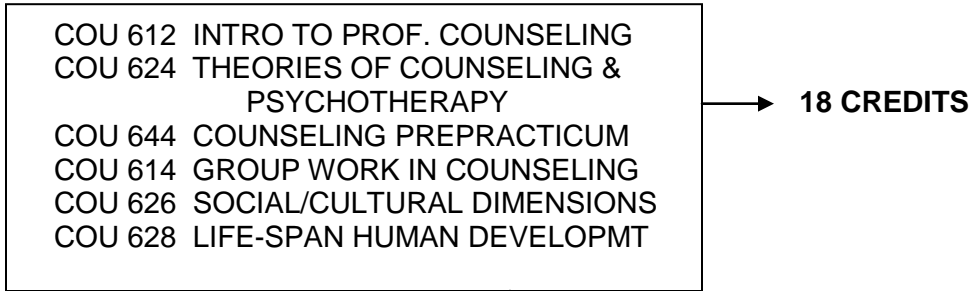
COUNSELING AND HUMAN SERVICES
Student Planning Sheet
School Counseling

| Required Courses: | Semester | Credits |
|--|-----------------|----------------|
| Please note: *Prerequisite to Practicum; **Prerequisite to Internship | | |
| *COU 612 Intro to Professional Counseling | _____ | 3 |
| *COU 624 Theories of Counseling and Psychotherapy | _____ | 3 |
| *COU 644 Counseling PrePracticum | _____ | 3 |
| *COU 729 The Counselor in the Schools | _____ | 3 |
| *COU 614 Group Work in Counseling | _____ | 3 |
| **COU 750 Practicum in Counseling | _____ | 3 |
| **COU 646 Assessment in Counseling | _____ | 3 |
| *COU 626 Social & Cultural Dimensions of Counseling | _____ | 3 |
| *COU 628 Life-Span Human Development | _____ | 3 |
| COU 642 Career Development | _____ | 3 |
| COU 749 Leadership and School Counsel Prog Impl <i>COU 729 is a prerequisite to COU 749</i> <i>COU 750 or COU 790 is a co-requisite to COU 749</i> | _____ | 3 |
| COU 758 Research Methods | _____ | 3 |
| Electives (totaling 6 credits): | | |
| _____ | _____ | 3 |
| _____ | _____ | 3 |
| COU 790 Internship in Counseling – <i>See Note below</i> | _____ | 6 |
| Total number of credit hours required for degree: | | 48 |
| Child, Health and Life Safety Seminar (6 Modules) See Provisional Certification section for more information. | _____ | |

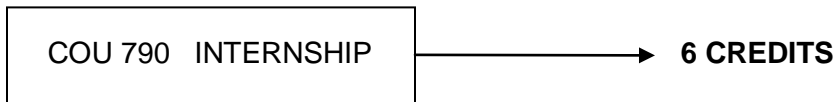
- Note:** COU 790 Internship in Counseling (School Counseling only)
- You can take 3 credits in the Fall and 3 credits in the Spring, or
 - You can take 6 credits in the Spring

**COUNSELING AND HUMAN SERVICES
ADVISING SHEET FOR SCHOOL COUNSELING**

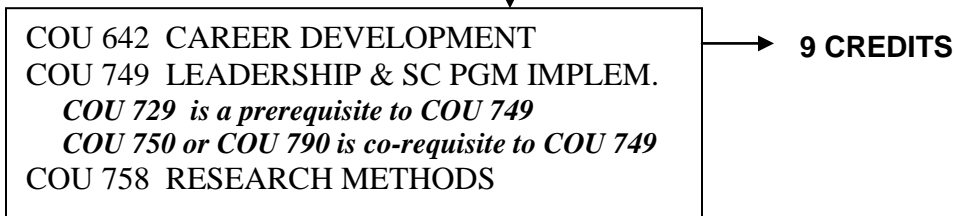
PREREQUISITES TO PRACTICUM:



PREREQUISITES TO INTERNSHIP:



ADDITIONAL REQUIREMENTS:



ELECTIVES TO TOTAL 6 CREDITS: → 6 CREDITS

TOTAL NUMBER OF CREDITS REQUIRED FOR DEGREE=48 CREDITS

STUDENT AFFAIRS COUNSELING Program Objectives

The overall goal for the **student affairs counseling** program is to produce counselors for post-secondary educational settings who will have the knowledge and skills to promote and enhance the healthy development of all students in those settings. In order to accomplish this goal, a set of more specific program objectives have been established.

Graduates of the Student Affairs Counseling program:

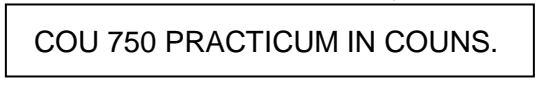
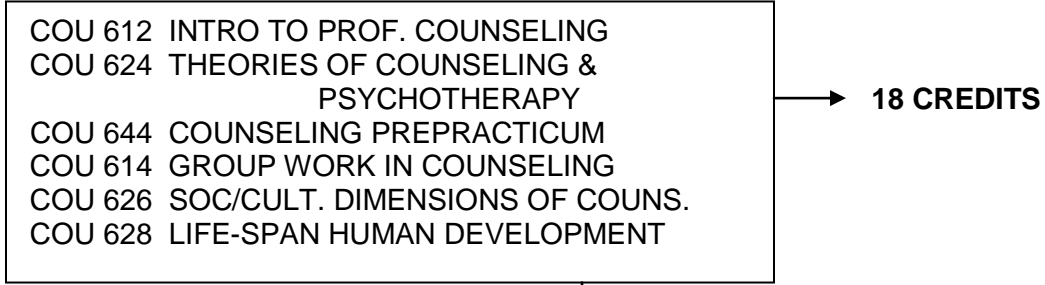
1. possess knowledge of theories of student development and how development is enhanced or restricted due to a number of variables; possess the skills to assist both traditional and nontraditional students in their various developmental tasks;
2. possess knowledge, awareness, and skills requisite for counseling persons from different cultural contexts; have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing;
3. possess knowledge of counseling and consultation theory; have demonstrated case conceptualization skills and a range of counseling interventions that are theoretically sound and contribute to the ability of traditional and nontraditional students to respond effectively to their developmental issues and tasks;
4. possess knowledge of the principles of group dynamics as well as knowledge of various group approaches applicable to college and university settings; possess intervention skills in group work;
5. possess knowledge of career development theory and assessment tools for assisting traditional and nontraditional college students in career planning; have demonstrated developmentally appropriate career counseling interventions.
6. possess knowledge in appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing;
7. possess functional skills for using technology in one's work;
8. have demonstrated an ability to draw upon counseling research, assess its contribution to the profession's knowledge base, and apply/integrate its contribution to specific areas of knowledge;
9. have demonstrated an ability to assess needs of different groups within a particular college environment, develop an appropriate program to meet assessed needs, and implement/present and evaluate the program; possess the skills to assess the impact of different college environments on student development;
10. possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of college counseling and student affairs practice; have knowledge of present certification, accreditation, and licensing standards within the profession;
11. possess knowledge of current issues in higher education and the purpose and function of student affairs practice in higher education;
12. possess knowledge of ethical codes that direct the practice of college counseling and student affairs practice; have demonstrated the ethical practice of college counseling;
13. have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to a college or university student affairs context;
14. have demonstrated the ability to function productively in a college/university and to contribute to a college counseling program.

**COUNSELING AND HUMAN SERVICES
Student Planning Sheet
Student Affairs Counseling**

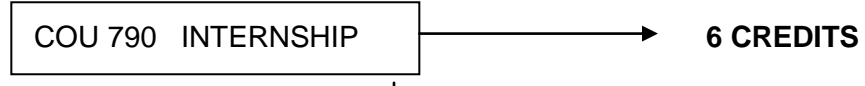
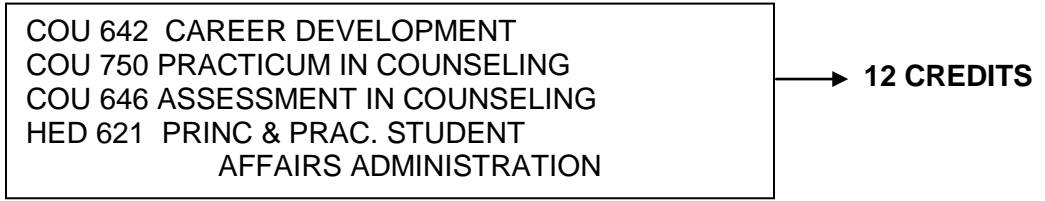
| Required Courses: | Semester | Credits |
|--|-----------------|----------------|
| Please note: *Prerequisite to Practicum; **Prerequisite to Internship | | |
| *COU 612 Intro to Professional Counseling | _____ | 3 |
| *COU 624 Theories of Counseling and Psychotherapy | _____ | 3 |
| *COU 644 Counseling PrePracticum | _____ | 3 |
| *COU 614 Group Work in Counseling | _____ | 3 |
| **COU 750 Practicum in Counseling | _____ | 3 |
| COU 642 Career Development | _____ | 3 |
| **COU 646 Assessment in Counseling | _____ | 3 |
| **HED 621 Princ & Prac. Student Affairs Admin. | _____ | 3 |
| COU 790 Internship in Counseling | _____ | 6 |
| *COU 626 Social & Cultural Dimensions of Counseling | _____ | 3 |
| *COU 628 Life-Span Human Development | _____ | 3 |
| COU 758 Research Methods | _____ | 3 |
| HED 721 College Student Development | _____ | 3 |
| <u>Additional requirements: Select two of the following:</u> | | |
| HED 600 Crisis Management in HE | _____ | 3 |
| HED 605 American Colleges and Universities | _____ | 3 |
| HED 712 Research of the college Student | _____ | 3 |
| HED 655 Legal Issues in HE | _____ | 3 |
| HED 664 Admin Principles and Practices of HE | _____ | 3 |
| HED 761 Organization and Administration of HE | _____ | 3 |
| Total number of credit hours required for degree: | | 48 |

**COUNSELING AND HUMAN SERVICES
ADVISING SHEET FOR
STUDENT AFFAIRS COUNSELING**

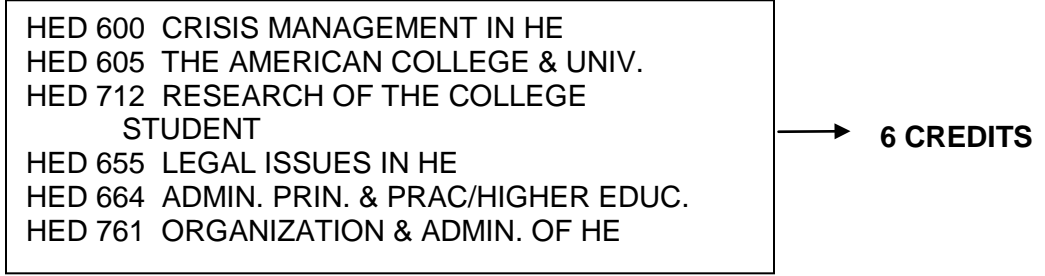
PREREQUISITES TO PRACTICUM:



PREREQUISITES TO INTERNSHIP:



ADDITIONAL REQUIREMENTS: Select two of the following:



Total number of credit hours required for degree: 48

CLINICAL MENTAL HEALTH COUNSELING Program Objectives

The overall goal for the **clinical mental health counseling program** is to produce counselors prepared to offer a broad range mental health counseling and interventions designed to enhance the development of all clients and delivered in agency settings. In order to accomplish this goal, a set of more specific program objectives are as follows:

Graduates of the clinical mental health counseling program:

1. possess knowledge of human development and how development is enhanced or restricted due to a number of intrapersonal, interpersonal, and systemic variables; have demonstrated skill in assisting clients in meeting developmental tasks;
2. possess knowledge, awareness, and skills requisite for counseling persons from different cultural contexts and of different levels of ability; have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing;
3. possess knowledge of counseling and consultation theory; have demonstrated case-conceptualization skills, and a range of counseling interventions that are theoretically sound and contribute to the ability of their community clients to respond effectively to their issues and developmental tasks; have demonstrated an ability to use brief therapy modalities;
4. possess knowledge of the principles of group dynamics as well as knowledge of various approaches for working in groups with client populations; possess skills in group work;
5. possess knowledge of career development theory and assessment tools for assisting clients with their work-related issues;
6. possess knowledge in appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing;
7. have demonstrated an ability to draw upon counseling research; assess its contribution to the profession's knowledge base, and apply/integrate its contribution to specific areas of knowledge;
8. possess functional skills for using technology in one's work;
9. have demonstrated an ability to assess the needs of a community or populations; develop both appropriate programs to meet assessed needs and an evaluation plan;
10. have demonstrated methods for assessing mental health status, including an ability to diagnose behavior using the DSM IV TR.
11. possess knowledge of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of mental health counseling; have knowledge of present certification, accreditation, and licensing standards;
12. possess the requisite skills for advocacy of agency clients within public policy and governmental venues; possess skills to advocate for the counseling profession;
13. possess knowledge of ethical codes that direct the practice of community mental health counseling; have demonstrated the ethical practice of counseling;
14. have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to the clinical mental health counseling context.

COUNSELING AND HUMAN SERVICES
Student Planning Sheet
Clinical Mental Health counseling

| Required Courses: | Semester | Credits |
|--|-----------------|----------------|
| Please note: *Prerequisite to Practicum; **Prerequisite to Internship | | |
| *COU 612 Intro to Professional Counseling | _____ | 3 |
| *COU 624 Theories of Counseling and Psychotherapy | _____ | 3 |
| *COU 644 Counseling PrePracticum | _____ | 3 |
| *COU 645 Counseling PrePracticum II: Advanced Multicultural Counseling Skills | _____ | 3 |
| *COU 614 Group Work in Counseling | _____ | 3 |
| *SWK 724 Psychopathology <i>(This is a <u>recommended</u> prerequisite to Practicum)</i> | _____ | 3 |
| **COU 750 Practicum in Counseling | _____ | 3 |
| **COU 646 Assessment in Counseling | _____ | 3 |
| **COU 727 Found. Of Mental Health Counseling <i>(This is a <u>recommended</u> prerequisite to Internship)</i> | _____ | 3 |
| MFT 625 Family Systems and Therapy | _____ | 3 |
| *COU 626 Social & Cultural Dimensions of Counseling | _____ | 3 |
| *COU 628 Life-Span Human Development | _____ | 3 |
| COU 642 Career Development | _____ | 3 |
| COU 758 Research Methods | _____ | 3 |
| COU 651 Crisis Counseling | _____ | 3 |
| COU 675 Substance Abuse Counseling | _____ | 3 |
| COU 723 Psychological, Social and Cultural Aspects of Disability | _____ | 3 |
| Electives (totaling 3 credits): | | |
| _____ | _____ | 3 |
| COU 790 Internship in Counseling | _____ | 6 |
| Child Abuse Recognition Workshop | _____ | 0 |
| Total number of credit hours required for degree: | | 60 |

**COUNSELING AND HUMAN SERVICES
ADVISING SHEET FOR CLINICAL MENTAL HEALTH COUNSELING**

PREREQUISITIES TO PRACTICUM:

| | |
|--|--------------|
| COU 612 INTRO TO PROF COUNSELING COU 624 THEORIES FO COUNSELING & PSYCHOTHERAPY COU 644 COUNSELING PREPRACTICUM COU 645 COUNSELING PREPRACTICUM II ADVANCED MULTICULTURAL COUNSELING SKILLS COU 614 GROUP WORK IN COUNSELING COU 626 SOCIAL / CULTURLA DIMENSIONS OF COUNSELING COU 628 LIFE-SPAN HUMAN DEVELOPMENT | → 21 CREDITS |
|--|--------------|

RECOMMENDED PREREQUISITE TO PRACTICUM:

| | |
|-------------------------|-------------|
| SWK 724 PSYCHOPATHOLOGY | → 3 CREDITS |
|-------------------------|-------------|

PREREQUISITIES TO INTERNSHIP:

| | |
|---|-------------|
| COU 750 PRACTICUM IN COUNSELING COU 646 ASSESSMENT IN COUNSELING | → 6 CREDITS |
|---|-------------|

RECOMMENDED PREREQUISITE TO INTERNSHIP:

| | |
|--------------------------------------|-------------|
| COU 727 FOUNDATIONS OF MENTAL HEALTH | → 3 CREDITS |
|--------------------------------------|-------------|

| | |
|--------------------|-------------|
| COU 790 INTERNSHIP | → 6 CREDITS |
|--------------------|-------------|

ADDITIONAL REQUIREMENTS:

| | |
|--|--------------|
| MFT 625 FAMILY SYSTEMS AND THERAPY COU 642 CAREER DEVELOPMENT COU 758 RESEARCH METHODS COU 651 CRISIS COUNSELING COU 675 SUBSTANCE ABUSE COUNSELING COU 723 PSYCHOLOGICAL, SOCIAL, AND CULTURAL ASPECTS OF DISABILITY | → 18 CREDITS |
|--|--------------|

ELECTIVES TO TOTAL 3 CREDITS 3 CREDITS

TOTAL NUMBER OF CREDIST REQUIRED FOR DEGREE 60 CREDITS