

Counseling & Human Development

2011-12

Master's Programs

Counseling Student Handbook



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

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INTRODUCTION

Dear Counseling Master's Student:

We are pleased to welcome you to the Counselor Education Program at the Warner School of Education and Human Development, and we look forward to assisting you in what we hope will be a deeply transformative learning experience. The faculty and staff in the Counseling and Human Development Program are committed to making this a positive and productive educational endeavor for you as we assist you in your personal and professional development. As you begin your program, we wish you great success, and hope that you take full advantage of the opportunities that are provided for you at the Warner School.

The content of this handbook contains information that will help guide you through your program. It is important to keep this handbook in a safe place because the information provided will be useful throughout your entire educational career at the Warner School.

Although this handbook provides important information, initiating personal contact with Warner staff members, professors, and faculty advisors is an equally important way to gain information and advice about your program. To this end, the staff and faculty of the Counselor Education Program encourage you to request help or information in order to meet your personal, educational, and professional needs.

The Counseling and Human Development Department requires that all students acknowledge in writing (see Student Sign-off Sheet, p. 60) that they have read the Counseling Student's Handbook of the Counselor Education Program and that they agree to abide by the policies, procedures, and ethical standards of the Counselor Education Program and the counseling profession. Students who fail to submit the signature form (Student Sign-off Sheet) will be prohibited from entering and/or completing EDU 457: Counseling Theory and Practice I.

Sincerely,

The Counseling and Human Development Faculty and Staff

NOTE

The Warner School reserves the right to make amendments to this handbook and to the rules, requirements and procedures in the Counseling Program at any time. If material changes are made, students will be notified using appropriate means. The Counseling and Human Development Department requires that all students acknowledge in writing (see Student Sign-off Sheet, p. 60) that they have read the Counseling Student's Handbook of the Counselor Education Program and that they agree to abide by the policies, procedures, and ethical standards of the Counselor Education Program and the counseling profession. Students who fail to submit the signature form (Student Sign-off Sheet) will be prohibited from entering and/or completing EDU 457: Counseling Theory and Practice I.

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ADDITIONAL SOURCES OF INFORMATION

This handbook focuses on the Counseling Program in particular. There is a great deal of other information, including rules and procedures for graduate students, that is provided in other official documents of the Warner School of Education and the University. These are:

- The Warner School's web site: www.rochester.edu/warner
- University of Rochester's [*Regulations and University Policies Concerning Graduate Studies*](#) (sometimes called the "red book" – containing pages from the *Official Bulletin*)
- The University of Rochester's *Official Bulletin—Graduate Studies*

The latter two documents are available on the University of Rochester's web site:

<http://www.rochester.edu/GradBulletin/>

You should familiarize yourself with the content of these documents and keep them as ready references throughout your graduate study.

MISSION

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring and compassionate persons; and contribute to reform of the systems in which their lives are imbedded.

To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; will contribute new knowledge in the fields of counseling, counselor education and human development; and will be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development, but also recognizes that individual lives are imbedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- see human development, counseling and education in a historical, cultural and social context
- work to foster healthy development across the life course and across a diversity of capabilities
- see the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- recognize the counselor's role as an agent of institutional change and social justice as well as personal empowerment
- recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation
- use the latest research to guide best practice and intervention strategies

Incorporating the principles of this mission, we provide the following graduate programs at the Master's level:

Master of Science in Counseling and Human Development (*with specialization in school counseling*) – provides entry-level preparation and New York State provisional certification for school counselors

Master of Science in Counseling and Human Development (*with specialization in school counseling and additional concentration in community counseling*) – provides entry-level preparation for counselors who may work in schools (with provisional certification) and qualifies the student for permanent certification in school counseling after two years as a school counselor.

Master of Science in Counseling and Human Development (*with specialization in school counseling and additional concentration in disability counseling*) – provides entry-level preparation for counselors who may work in schools (with provisional certification) and qualifies the student for permanent certification in school counseling after the equivalent of two years as a school counselor.

Master of Science in Counseling and Human Development (*with specialization in school counseling and additional concentration in diversity counseling*) – provides entry-level preparation for counselors who may work in schools (with provisional certification) and qualifies the student for permanent certification in school counseling after the equivalent of two years as a school counselor.

Master of Science in Counseling and Human Development (*with specialization in school counseling and additional concentration in educational leadership*) – provides entry-level preparation for counselors who may work in schools (with provisional certification) and qualifies the student for permanent certification in school counseling after the equivalent of two years as a school counselor.

Master of Science in Community Mental Health Counseling – provides entry-level preparation for counselors to become New York State license eligible as mental health counselors. Students graduating from this program are prepared to work in social service agencies, health care settings, child and family service centers, government agencies and other community facilities. Students can choose electives and internships to specialize in gerontological counseling or college counseling, if they so wish. Upon graduation from the program students will be eligible to receive a limited permit that will allow them to amass the 3000 hours of supervised practice required for the state license. Full licensure will be granted once the student has completed the 3000-hour requirement and has passed the state licensure examination.

Program Demographics

Currently, our student body draws from a regional, national and international base. The Master's programs consist mostly, but not exclusively, of students from the region and nation while our doctoral programs are comprised of a cross-section of regional, national and international students. Consistent with our mission, we serve both a part-time and full-time student body.

PROGRAM OBJECTIVES

The objectives of the Counseling Program are as follows:

1. To offer a variety of degree programs that are nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
2. To educate qualified and state-certified School Counselors
3. To educate qualified and license-eligible Community Mental Health Counselors
4. To educate Doctors of Education and Doctors of Philosophy in Counseling, Counselor Education and Supervision, and Mental Health Counseling.
5. To produce graduates who understand and pursue counseling:
 - as a research-based discipline
 - as a holistic approach to psychological wellness that encompasses multiple approaches to intra-psychic developmental process and integrates micro- and macro-systemic considerations in the individual change process
 - from a perspective that honors and celebrates the multiple dimensions of cultural diversity
 - as a purveyor of social justice working for the health of persons, families, and communities
6. To produce graduates who:
 - have excellent helping, communication, problem-solving, conflict resolution, consultation, leadership, advocacy and other intra-personal and inter-personal skills
 - are self-reflecting, self-renewing, and professionally current and active in the field
 - are committed agents of change
7. To have faculty and students generate useful theory, research, practice and policy in counseling, human development, and counselor education
8. To develop leaders for the counseling field who develop and improve counseling programs and contribute to the counseling field— in districts, agencies, universities, government, and professional organizations, from the local and regional to state, national and international levels
9. To contribute to the local and regional community by:
 - preparing qualified counselors to serve the area
 - training, consulting, and working with local schools and community institutions
 - providing professional development opportunities for practicing counselors and related professionals

DESCRIPTION OF PROGRAMS

The following pages contain an overview, including course requirements, for our Master of Science in Counseling programs. Specific course descriptions and a schedule of course offerings can be found on the Warner School website (<http://www.rochester.edu/Warner>).

The courses required in programs are designed to provide students with the tools necessary to be effective entry-level counselors in a variety of settings, including K-12 schools, community, mental health, gerontological mental health, and higher education. Furthermore, the School Counseling program is approved by the New York State Department of Education for provisional certification and the 60 credit School Counseling programs (with specializations in Community Counseling, Disability Counseling, Diversity Counseling, and Leadership) allows students to apply for permanent certification after the equivalent of 2 years of working in a K-12 school setting. The Community Mental Health Counseling Program is approved by the Office of Professions in New York State, which allows students automatic eligibility for licensure as a mental health counselor, after passing the state exam and completing 3000 hours of supervised work.

The following pages list only the courses required in each program of study. There is also a Master's capstone project requirement in each program and, in some programs, required workshops in child abuse and/or violence prevention. Any additional requirements beyond the basic coursework are listed on the Program of Study Form for each program.

Meeting with a faculty advisor to complete a Program of Study

In addition to reading the information provided in this section, you will be required to meet with your faculty advisor to discuss the courses you will be taking throughout your program. This is necessary because: (a) It is important to plan a course sequence that fits with the number of courses you intend to take each semester or summer session. Not all courses are offered every semester or even every year, so it is important to develop a program of study with your advisor that takes these scheduling issues into account. (2) Courses and requirements may change over time, so the courses listed on the following pages, or the times they are offered, may have changed since this edition of the *Handbook* was published. Your advisor will have the latest information about such changes, if any.

Once a Program of Study is completed and approved, be sure to get approval from your advisor for any changes. If it is a significant change, approval of the program chair and the Associate Dean will also be required.

WARNER GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

MASTER’S PROGRAMS IN COUNSELING

| Name of Program | Credits | Certification, Licensure, Potential Employment Venues | Program Accreditation |
|--|----------------|--|--|
| M.S. in Counseling and Human Development (CS1) <i>(with specialization in school counseling)</i> | 48 | NYS Initial Certification in School Counseling – 12 additional credits + 2 years experience required for Professional (permanent) Certification. Graduates work as school counselors. | CACREP accredited |
| M.S. in Counseling and Human Development (CS3) <i>(with specialization in school counseling and additional concentration in community counseling)</i> | 60 | NYS Initial Certification in School Counseling plus all academic credits required for Professional (permanent) Certification. 2 years experience still required for permanent certification. Graduates work as school counselors. | CACREP accredited (for school counseling only) |
| M.S. in Counseling and Human Development (CS5) <i>(with specialization in school counseling and additional concentration in disability counseling)</i> | 60 | NYS Initial Certification in School Counseling plus all academic credits required for Professional (permanent) Certification. 2 years experience still required for permanent certification. Graduates work as school counselors. | CACREP accredited (for school counseling only) |
| M.S. in Counseling and Human Development (CS4) <i>(with specialization in school counseling and additional concentration in diversity counseling)</i> | 60 | NYS Initial Certification in School Counseling plus all academic credits required for Professional (permanent) Certification. 2 years experience still required for permanent certification. Graduates work as school counselors. | CACREP accredited (for school counseling only) |
| M.S. in Counseling and Human Development (CS6) <i>(with specialization in school counseling and additional concentration in educational leadership)</i> | 60 | NYS Initial Certification in School Counseling plus all academic credits required for Professional (permanent) Certification. 2 years experience still required for permanent certification. Graduates work as school counselors. | CACREP accredited (for school counseling only) |
| M.S. in Community Mental Health Counseling (CM1) <i>(with specializations in Gerontological or College Counseling)</i> | 60 | NYS Limited Permit (i.e., provisional license) in Mental Health Counseling. An exam + 3000 hours supervised experience required for full licensure. Graduates work as mental health counselors in various health, human and social service settings, community agencies and higher education venues. After gaining experience, graduates may choose to establish a private practice. | CACREP accredited |

| Name of Program | Credits | Certification, Licensure, Potential Employment Venues | Program Accreditation |
|--|---------|---|-----------------------|
| C.A.S. in Counseling and Human Development (CA1) (with specialization in School Counseling) | 12 | | |
| C.A.S. in Counseling and Human Development (CA2) (with specialization in Community Counseling for School Counselors | 12 | | |

Master of Science in Counseling and Human Development
(with specialization in School Counseling) (CS1)

Master's Core – 6 credits required

ED 406 Master's Research Methods

ED 429 Theories of Human Development

Specialization Courses – 27 credits required

EDU 450 Introduction to School Counseling

EDU 457 Counseling Theory and Practice I (prerequisite: EDU450 or EDU472 concurrently)

EDU 460 Counseling Theory and Practice II (prerequisite: EDU457)

EDU 454 Career Counseling and Development

EDU 453 Counseling and Facilitating in Small Groups (prerequisite: EDF450)

EDU 470 Multicultural Perspectives in Counseling

EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)

EDU 465 Assessment and Appraisal (prerequisite: EDF450, EDF451 concurrently)

EDU 459 Contemporary Issues in School Counseling

Social Context Courses - choose one of the following for 3 credits

ED 419 Life Course Studies

ED 418 The Family and Social Dynamics

ED 481 School, Family and Community Relations

ED 487 Developing Values and Character in the School, Home and Community

ED 447 Disability in Schools

ED 425 Minority Youth Development in Urban Contexts

EDU 471 Counselor as System Consultant (prerequisite: EDU453, EDF450 concurrently)

Supervised Practicum/Internship – 9 credits required

EDF 450 Practicum in School Counseling

EDF 451 Supervised Internship in School Counseling I

EDF 452 Supervised Internship in School Counseling II

Electives – 3 hours required – selected in consultation with advisor – may be taken outside CHD program

Additional Requirements

Child Abuse Workshop - required for state certification (0)

Violence Prevention Workshop - required for state certification (0)

Master's Thesis, completed prior to graduation (0)

Total Number of Credits Required: **48**

Master of Science in Counseling and Human Development (CS3)
(with specialization in School Counseling and additional Concentration in Community Counseling)

Master's Core – 6 credits required

ED 406 Master's Research Methods
ED 429 Theories of Human Development

Specialization Courses – 27 credits required

EDU 450 Introduction to School Counseling
EDU 457 Counseling Theory and Practice I (prerequisite: EDU450 or EDU472 concurrently)
EDU 460 Counseling Theory and Practice II (prerequisite: EDU457)
EDU 454 Career Counseling and Development
EDU 453 Counseling and Facilitating in Small Groups (prerequisite: EDF450)
EDU 459 Contemporary Issues in School Counseling (prerequisite: EDF450; EDF451 concurrently)
EDU 470 Multicultural Perspectives in Counseling
EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)
EDU 465 Assessment and Appraisal

Social Context Courses - choose one of the following for 3 credits

ED 419 Life Course Studies
ED 418 The Family and Social Dynamics
ED 481 School, Family and Community Relations
ED 425 Minority Youth Development in Urban Contexts
EDU 494 Human Development in Old Age
EDU 464 Child Development and Learning in Context (ages 5 to 12)
EDE 422 Motivation in Human Development
EDU 471 Counselor as System Consultant (prerequisite: EDU453, EDF450 or concurrently)

Community Counseling Requirements – 9 credits required

EDU 472 Principles and Practice of Community and Mental Health Counseling
EDU 466 Problem Identification and Intervention in Counseling I
EDU 474 Addictions Counseling and Prevention

Community Counseling Elective – 3 credits – one of the following is suggested

EDF 455 Supervised Internship in Community Counseling I (prerequisite: EDF452)
EDU 473 Problem Identification and Intervention in Counseling II (prerequisite: EDU466)
EDU 479 Promoting Mental Health in Midlife and Old Age
EDU 439 Interpersonal Systems in Counseling and Human Development

Supervised Practicum/Internship – 9 credits required

EDF 450 Practicum in School Counseling (prerequisite: EDE449, EDU457, EDU460 or concurrently)
EDF 451 Supervised Internship in School Counseling I (prerequisite: EDF450)
EDF 452 Supervised Internship in School Counseling II (prerequisite: EDU451)

Electives – 3 hours required – selected in consultation with advisor – a selection from the Community Counseling electives is strongly advised.

Additional Requirements

Child Abuse Workshop - required for state certification (0)

Violence Prevention Workshop - required for state certification (0)

Master's Thesis, completed prior to graduation (0)

Total Number of Credits Required: **60**

Master of Science in Counseling & Human Development (CS5)
(with specialization in School Counseling and additional concentration in Disability Counseling)

Master's Core – 6 credits required

ED 406 Master's Research Methods
ED 429 Theories of Human Development

Counseling Specialization Courses – 27 credits required

EDU 450 Introduction to School Counseling
EDU 457 Counseling Theory and Practice I (prerequisite: EDU450 or EDU472 concurrently)
EDU 460 Counseling Theory and Practice II (prerequisite: EDU457)
EDU 454 Career Counseling and Development
EDU 453 Counseling and Facilitating in Small Groups
EDU 459 Contemporary Issues in School Counseling (prerequisite: EDF450; EDF451 concurrently)
EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)
EDU 470 Multicultural Perspectives in Counseling
EDU 465 Assessment and Appraisal

Social Context Courses – choose one of the following for 3 credits

ED 419 Life Course Studies
ED 418 The Family and Social Dynamics
ED 481 School, Family and Community Relations
EDU 479 Promoting Mental Health in Midlife and Old Age
ED 425 Minority Youth Development in Urban Contexts
EDU 494 Human Development in Old Age
EDU 464 Child Development and Learning in Context (ages 5 to 12)
EDE 422 Motivation in Human Development
EDU 471 Counselor as Systems Consultant (prerequisite: EDU453 or EDF450 concurrently)

Disability Requirements – 12 credits required

EDU 455 Policy and Practice in Developmental Differences
EDU 466 Problem Identification and Intervention in Counseling I
ED 477 Disability and Schools
ED 457 Autism Spectrum Disorders: Characteristics and Educational Issues

Supervised Practicum/Internship – 9 credits required

EDF 450 Practicum in School Counseling (prerequisite: EDE449, EDU457, EDU460 or concurrently)
EDF 451 Supervised Internship in School Counseling I (prerequisite: EDF450)
EDF 452 Supervised Internship in School Counseling II (prerequisite: EDF451)

Elective – choose one of the following for 3 credits

ED 453 Principles, Methods, and Applications in Applied Behavior Analysis I
EDU 473 Problem Identification and Intervention in Counseling II

EDU 439 Interpersonal Systems in Counseling and Human Development
ED405 Assessment in Instructional Contexts
ED446 Collaborative Teaching Partnerships in Inclusive Classrooms
ED452 Instructional Strategies for Inclusive Classrooms (prerequisite: ED447 and ED451), or
permission by instructor)

Additional Requirements

Child Abuse Workshop - required for state certification (0)
Violence Prevention Workshop - required for state certification (0)
Master's Thesis, completed prior to graduation (0)

Total Number of Credits Required: **60**

Master of Science in Counseling & Human Development (CS4)
(with specialization in school counseling and additional concentration in Diversity Counseling)

Master's Core – 6 credits required

ED 406 Master's Research Methods

ED 429 Theories of Human Development

Counseling Specialization Courses – 27 credits required

EDU 450 Introduction to School Counseling

EDU 457 Counseling Theory and Practice I (prerequisite: EDU450 or EDU472 concurrently)

EDU 460 Counseling Theory and Practice (prerequisite: EDU457)

EDU 454 Career Counseling and Development

EDU 453 Counseling and Facilitating in Small Groups

EDU 459 Contemporary Issues in School Counseling (prerequisite: EDF450; EDF451 concurrently)

EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)

EDU 470 Multicultural Perspectives in Counseling

EDU 465 Assessment and Appraisal

Social Context Courses – choose one of the following for 3 credits

ED 419 Life Course Studies

ED 418 The Family and Social Dynamics

ED 481 School, Family and Community Relations

EDU 494 Human Development in Old Age

EDU 464 Child Development and Learning in Context (ages 5 to 12)

EDE 422 Motivation in Human Development

EDU 471 Counselor as Systems Consultant (prerequisite: EDU453, EDF450 or concurrently)

Diversity Core – 9 credits required

ED 425 Minority Youth Development in Urban Contexts

EDU 442 Race, Class, Gender, and Disability In American Education

Electives – 3 hours required – selected in consultation with advisor – a selection from the diversity electives is strongly advised.

Diversity Electives – choose one of the following for 3 credits

ED 434 Student Affairs Administration: Minority Student Affairs

EDU 455 Policy & Practice in Developmental Differences

ED 437 Diversity and Equity in Higher Education

EDU 485 College Access and (In)Equity

EDU 439 Interpersonal Systems in Counseling and Human Development

EDU 479 Promoting Mental Health in Midlife and Old Age

Supervised Practicum/Internship – 9 credits required

EDF 450 Practicum in Counseling (prerequisite: EDE449, EDU457, EDU460 or concurrently)

EDF 451 Supervised Internship in School Counseling I (prerequisite: EDF450)

EDF 452 Supervised Internship in School Counseling II (prerequisite: EDF451)

Additional Requirements

Child Abuse Workshop - required for state certification (0)

Violence Prevention Workshop - required for state certification (0)

Master's Thesis, completed prior to graduation (0)

Total Number of Credits Required: **60**

Master of Science in Counseling & Human Development (CS6)
(with specialization in School Counseling and additional concentration in Leadership)

Master's Core – 6 credits required

ED 406 Master's Research Methods

ED 429 Theories of Human Development

Counseling Specialization Courses – 27 credits required

EDU 450 Introduction to School Counseling

EDU 457 Counseling Theory and Practice I (prerequisite: EDU450 or EDU472 concurrently)

EDU 460 Counseling Theory and Practice II

EDU 454 Career Counseling and Development

EDU 453 Counseling and Facilitating in Small Groups (prerequisite: EDF450)

ED 459 Contemporary Issues in School Counseling (prerequisite: EDF450; EDF451 concurrently)

EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)

EDU 470 Multicultural Perspectives in Counseling

EDU 465 Assessment and Appraisal

Social Context Courses – choose one of the following for 3 credits

ED 419 Life Course Studies

ED 418 The Family and Social Dynamics

ED 481 School, Family and Community Relations

EDU 479 Promoting Mental Health in Midlife and Old Age

ED 425 Minority Youth Development in Urban Contexts

EDU494 Human Development in Old Age

EDU 464 Child Development and Learning in Context (ages 5 to 12)

EDU 471 Counselor as Systems Consultant (prerequisite: EDU453, EDF450 or concurrently)

Leadership Requirements – 9 credits required

EDE 422 Motivation in Human Development

EDU 407 Curricular and Instructional Leadership

ED 469 Leadership and Organizational Dynamics

Leadership Electives

ED 416 Managing Crisis: Catastrophe, Violence, and Trauma in School and University Settings

ED 481 School, Family and Community Relations

ED 438 Sociology of School Organizations

EDU 446 Entrepreneurial Skills for Educators

ED 470 Leading Effective Program Design

EDU 447 Grant Writing and Other Funding Strategies for Educators

EDU 468 Data-Driven School Improvement

ED 462 Managing School Resources

ED 465 School Governance and the Rights of Students and Teachers

EDU 416 Conflict Management in Schools and Universities

Supervised Practicum/Internships – 9 credits required

EDF 450 Practicum in School Counseling (prerequisite: E449, EDU457, EDU460 or concurrently)

EDF 451 Supervised Internship in School Counseling I (prerequisite: EDF450)

EDF 452 Supervised Internship in School Counseling II (prerequisite: EDU451)

Additional Requirements

Child Abuse Workshop - required for state certification (0)

Violence Prevention Workshop - required for state certification (0)

Master's Thesis, completed prior to graduation (0)

Total Number of Credits Required: **60**

Master of Science in Community Mental Health Counseling(CM1)

Master's Core – 6 credits required

ED 406 Master's Research Methods

ED 429 Theories of Human Development

Specialization Courses – 36 credits required

EDU 472 Principles and Practice of Community and Mental Health Counseling

EDU 457 Counseling Theory and Practice I (prerequisite: EDU450, or EDU472 concurrently)

EDU 460 Counseling Theory and Practice II (prerequisite: EDU457)

EDU 454 Career Counseling and Development

EDU 453 Counseling and Facilitating in Small Groups (prerequisite: EDF450)

EDU 470 Multicultural Perspectives in Counseling

EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450 or EDU472)

EDU 466 Problem Identification and Intervention in Counseling I

EDU 473 Problem Identification and Intervention in Counseling II (prerequisite: EDU466)

EDU 465 Assessment and Appraisal

EDU 474 Addictions Counseling and Prevention

EDU 439 Interpersonal Systems in Counseling and Human Development

EDE 449 Pre-Practicum in Community and Mental Health Counseling

Human Development Courses - choose one of the following for 3 credits

ED 419 Life Course Studies

ED 418 The Family and Social Dynamics

ED 425 Minority Youth Development in Urban Contexts

EDU 494 Human Development in Old Age (*recommended for students interested in gerontology*)

ED 485 College Students and Student Development Theory(*recommended for students interested in college counseling*)

EDU 479 Promoting Mental Health in Midlife and Old Age

EDE 422 Motivation in Human Development

EDU 455 Policy and Practice in Developmental Differences

EDE 440 LGBTQ Issues in Education and Human Development

EDU 471 Counselor as Systems Consultant (prerequisite: EDU453, EDF450 or concurrently)

Supervised Practicum/Internship – 12 credits required

EDF 450 Practicum in Counseling (prerequisite: EDE448, EDU457, EDU460 or concurrently)

EDF 458 Supervised Internship in Community Mental Health Counseling I – 300 hours

EDF 458 Supervised Internship in Community Mental Health Counseling II – 300 hours

EDF 458 Supervised Internship in Community Mental Health Counseling III – 300 hours

(Internships can be done in two semesters (450 hrs. x 2) or three semesters (300 hrs. x3)

Electives – 3 hours required – selected in consultation with advisor – may be taken outside CHD program. Students interested in gerontological counseling are recommended to take “Promoting Mental Health in Midlife and Old Age,” while students interested in college counseling are

recommended a course in higher education (such as “Administration for Student Affairs in Higher Education” or “College Retention: Theory, Research, and Practice”).

Total Number of Credits Required 60

**Master of Science in Counseling & Human Development (CS2) with specialization in
School Counseling 3 + 2 program**

Master's Core

ED 406 Master's Research Methods
ED 429 Theories of Human Development

Specialization Courses

EDU 450 Introduction to School Counseling
EDU 457 Counseling Theory and Practice I (prerequisite: EDU450, or EDU472 concurrently)
EDU 460 Theory and Practice II (prerequisite: EDU457)
EDU 454 Career Counseling and Development
EDU 453 Counseling and Facilitating in Small Groups (prerequisite: EDF450)
EDU 470 Multicultural Perspectives in Counseling
EDE 417 Crisis Counseling and Disaster Mental Health (prerequisite: EDU450, or EDU472)
EDU 459 Contemporary Issues in School Counseling (prerequisite: EDF450; EDF451 concurrently)
EDU 465 Assessment and Appraisal

Social Context Courses

ED 418 The Family and Social Dynamics
ED 419 Life Course Studies
ED 481 School, Family and Community Relations
ED 487 Developing Values and Character in the School Home and Community
ED 447 Disability and Schools
ED 425 Minority Youth Development in Urban Contexts
EDU 471 Counselors as Systems Consultants (prerequisite: EDU453, EDF450 or concurrently)

Supervised Practicum/Internship

EDF 450 Practicum in Counseling (prerequisite: EDE449, EDU457, EDU460 or concurrently)
EDF 451 Supervised Internship in School Counseling I (prerequisite: EDF450)
EDF 452 Supervised Internship in School Counseling II (prerequisite: EDF451)

Electives – Choose electives for a total of 3 credits in consultation with advisor.

C.A.S. in Counseling & Human Development (CA1) with specialization in School Counseling

Choose electives for a total of 12 credits in the field of Counseling

Electives

ED 418 The Family and Social Dynamics

ED 419 Life Course Studies

ED 481 School, Family and Community Relations

ED 487 Developing Values and Character in the School Home and Community

ED 447 Disability and Schools

EDU 471 Counselors as Systems Consultants

EDU 450 Intro to School Counseling

EDU 459 Contemporary Issues in School Counseling

EDF 451 Supervised Internship in School Counseling

EDF 452 Supervised Internship in School Counseling

*other courses may be selected in consultation with advisor

C.A.S. in Counseling and Human Development (CA2) (with specialization in Community Counseling for School Counselors)

Choose electives for a total of 12 credits in the field of Counseling

Electives

ED 418 The Family and Social Dynamics

ED 419 Life Course Studies

ED 481 School, Family and Community Relations

ED 487 Developing Values and Character in the School Home and Community

ED 447 Disability and Schools

EDU 471 Counselors as Systems Consultants

EDU 439 Interpersonal Systems in Counseling

EDU 472 Principals & Practice in Community Mental Health Counseling

EDU 466 Problem Identification I

EDU 473 Problem Identification II

EDU 474 Addictions Counseling and Prevention

EDF 458 Supervised Internship in Community Mental Health Counseling I – 300 hours

EDF 458 Supervised Internship in Community Mental Health Counseling II – 300 hours

EDF 458 Supervised Internship in Community Mental Health Counseling III – 300 hours

*other courses may be selected in consultation with advisor

CACREP 2009 STANDARDS: STUDENT PERFORMANCE OBJECTIVES

The following list of CACREP 2009 Standards outlines the performance objectives for students in our Master's programs in counseling. These are the skills, dispositions and values we strive to teach and the outcomes we expect our students to acquire and demonstrate throughout the program. Some courses emphasize some of these objectives more than others, but cumulatively the program seeks to teach and reinforce these objectives throughout the academic courses, practicum, internships, thesis and other experiences.

Instructors note each student's progress in demonstrating these objectives, and instructors and advisors discuss how students are progressing in this regard on a regular basis.

- I. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

II. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

III. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

- h. theories for facilitating optimal development and wellness over the life span.

IV. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, vocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

V. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

VI. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

VII. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

VIII. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

IX. PRACTICUM—Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

- a. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
- c. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
- d. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
- e. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

- X. **INTERNSHIP**—The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:
- a. At least 240 clock hours of direct service, including experience leading groups.
 - b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
 - c. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
 - d. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
 - e. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
 - f. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

ADDITIONAL STANDARDS FOR COMMUNITY MENTAL HEALTH COUNSELING STUDENTS

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

I. FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

II. COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the disease concept and etiology of addiction and co-occurring disorders.
4. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
6. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
7. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
8. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

III. DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

IV. ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

V. RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

VI. DIAGNOSIS

K. Knowledge

1. Knows the profiles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

ADDITIONAL STANDARDS FOR SCHOOL COUNSELING STUDENTS ONLY

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

I. FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

II. COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

III. DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

IV. ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

V. RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

VI. ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

VII. COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

VIII. LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

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Lucia French, Ph.D., University of Illinois, Earl B. Taylor Professor

Doug Guiffrida, Ph.D., LMHC, Syracuse University, Associate Professor

Daniel Linnenberg, Ed.D., LMHC, University of Rochester, Assistant Professor

Martin Lynch, Ph. D., University of Rochester, Assistant Professor

Karen Mackie, Ph.D., LMHC, University of Rochester, Assistant Professor

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Bonnie Rubenstein, Ed.D., University of Rochester, Associate Professor

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Caroline Nestro, M.S., doctoral program, University of Rochester

Rafael Outland, M.A., doctoral program, University of Rochester

Martha Rossi, Ed.D., L.M.H.C., University of Rochester

CURRENT CONTACT INFORMATION

Your advisor, the Counseling Program and the Warner School periodically may need to contact students for a variety of reasons. Also, every student is on the department listserve. If you change your address, phone number or email, please give the new contact information to the Warner School Registrar at registrar@warner.rochester.edu or 585-273-3383.

FACULTY ADVISORS

Each student accepted into the Counseling Program will be assigned an advisor. Upon being notified of your advisor, it is important for you to arrange a meeting with this faculty member in order to develop your program of study. This meeting should be arranged before you register for your first courses.

The role of the faculty advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students' progress, supervising students with their master's thesis project, and providing other types of help and support when needed. Therefore, you should arrange personal meetings with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to get together with your advisor at least once a year.

WARNER SCHOOL STUDENT ORIENTATIONS

All first year Warner School students are required to attend the Warner School student orientations held throughout the year. This orientation is a valuable experience because you will be able to meet fellow students and faculty members. If you cannot attend a scheduled orientation, you should ask Brenda Grosswirth in the Warner School administration office for any handouts distributed, and you should talk with another student who did attend to find out what you missed

In addition to the Warner School orientation, all first year, Master's Counseling students are required to attend the Counseling Program orientation that is held the Thursday or Friday prior to the beginning week of classes (the Thursday or Friday of the same week as the fall semester Warner School Student orientation).

PRACTICUM POLICIES

Full-time Master's students in counseling generally enter the Practicum in the spring semester of their first full year of study. In order to enter Practicum class, **school counseling students** must have an S in Theory and Practice I; and **community mental health counseling students** must have a B or better in Pre-practicum and Problem Identification and Intervention I and an S in Theory and Practice I. The Practicum is the students' first experience working with clients and students are therefore carefully screened before they are allowed to begin Practicum clinical work. The faculty in any program course may occasionally deem that a student is 1) dispositionally unprepared to enter Practicum or that 2) the student has not mastered enough basic skill or knowledge of ethical issues to begin working with clients in a Practicum setting. In some cases faculty may require that students engage in personal counseling as a condition of their being admitted to the Practicum class.

INTERNSHIP POLICIES

For all Masters programs in counseling, the internship is normally done in the last academic year of study. For School Counseling students, Internship I is taken in the fall semester and Internship II taken the following spring semester. For Community Mental Health Counseling Students, one of two options is available. Option one divides the internship experience into 3 semesters, fall, spring, and summer, with each semester entailing 300 hours of work; while option two divides internship into 2 semesters of 450 hours each. This positioning of Internship at the end of the program allows students to have taken as many courses as possible before beginning this intensive clinical experience. The following are special internship policies and practices that address questions and requests that sometimes arise. Faculty also reserve the right to ask a student to submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

Prerequisites, Sequencing, Incompletes, Counseling

In order to enter Internship I, II or III (please note that Internship III is only an option for Community Mental Health students **school counseling students** must have an S in Counseling Practicum and Theory and Practice II and must not have any outstanding incomplete grades in any other course on their program of study; and **community mental health counseling students** must have an S in Counseling Practicum, and Theory and Practice II and a B in Problem Identification II. The faculty in any program courses may occasionally deem that a student is 1) dispositionally unprepared to enter Internship or that 2) the student has not mastered enough basic skill or knowledge of ethical issues to begin working with clients in an Internship setting. In some cases faculty may require that students engage in personal counseling as a condition of their being admitted to the Internship class. Faculty also reserve the right to ask a student to submit to a psychological evaluation to determine if they can function effectively in a clinical setting.

Changing Internships

The expectation is that Internships are year-long experiences at the same site. However, it is possible to change internship sites if (a) your current placement really isn't working and attempts to improve it have failed, or (b) a too-good-to-pass-up opportunity arises. Therefore, an internship site may be changed if the following conditions are met:

1. Your current internship site supervisor accepts the change. In light of the fact that you will already have a signed contract with an existing supervisor, it is important to honor that contract so that the supervisor maintains an amicable working relationship with the Warner School Counseling Department. **Changes in site supervisor must not hurt the counseling program or opportunities for future practicum and internship students.** If site supervisors feel abandoned, they may no longer be willing to take on that role. **The needs of your current individual clients and groups must also be taken into consideration.** Once you have talked to your site supervisor and you inform the Counseling Program's Clinical Coordinators (for School Counselors, Bonnie Rubenstein; for Community Mental Health Counselors, Karen Mackie) that you have reached an agreement with your current site supervisor, the Clinical Coordinator will call him/her to confirm that an agreement has indeed been reached.
2. You have completed a significant number of hours at your current site, and your current site supervisor completes a "Joint Assessment Form" so that we have her/his evaluation of your work at that site.
3. Your new site is an appropriate setting for your continued internship.
4. There is a qualified supervisor at your new site who agrees to provide site supervision for you. This means a professional with at least a Master's degree in counseling or a closely related field and at least two years experience at the site.
5. You develop a new "Internship Contract" with the new supervisor before or as soon as you begin at the new site.
6. You continue to meet all the requirements of the internship, such as tapes and attending classes and supervision.

Paid Internships

Occasionally, in a small minority of cases, the opportunity occurs for an intern to be paid by the internship site. This may happen if a counselor at the site goes on maternity or sick leave or leaves abruptly, and since the Intern is already working successfully at the site, she is asked to fill in for the departing employee. It may also occur that a student already working as a

counselor (typically a community counselor) sees an opportunity to do the Internship at her work site while continuing to be employed there.

Can a Student Do Her Internship at Her Current Work Site?

The answer is “Yes,” under the following three conditions, as well as conditions A, B, & C below:

1. The Internship will involve a substantially new learning experience in which the student engages in a new type of counseling or works with a new population. The student cannot simply continue her/his normal work and receive Internship credit for it.
2. There is appropriate supervision. Appropriate supervision means that a site supervisor meets all the usual qualifications expected of a site supervisor, and also has expertise in the new type of counseling or with the new population and can therefore support and facilitate the student’s learning experience. This supervisor should not be the student’s co-worker/buddy who may find it difficult to act or be perceived as a supervisor with one’s peer or friend.
3. There are no other potentially serious role conflicts or problematic situations at the site

Can an Intern Receive Pay as a Substitute or Part-time or Full-time Employee? During the Internship?

In past experience, an intern shifting from practicum student or intern to employee at the internship site has often created problems. When an intern is an employee, school districts and agencies often forget that the intern is there for a learning experience and assign the intern to duties that might be beyond the intern’s capability, reduce supervision of the intern, and/or neglect to facilitate new learning experiences for the intern. Simultaneously, the intern is often more reluctant to ask for help or to say she is not ready for a particular assignment, because after all, she is being treated as and paid as a regular counselor or because she hopes to be offered a permanent position at the site and does not want to appear inexperienced.

Therefore, if you will be paid at the internship site (e.g., as a substitute or part-time or full-time counselor), these additional requirements apply:

- A. Your supervisor recognizes that you are still doing your internship, which means that weekly supervision, provision of new learning experiences, and on-going support are still important and expected. It does not mean that since you are now a paid member of the staff you can be "left alone", which has sometimes happened in the past when interns became employees. To be sure that this criterion is met, the Clinical Coordinator will speak with the Site Supervisor and, if needed, the site administrator (principal, director, etc.), and the site supervisor or administrator will sign an addendum to the Internship Contract agreeing that a) the Intern will receive

on-going supervision, b) the Intern will not be asked to engage in activities that are beyond her professional capacity, and c) the site will honor the intern's program needs, including work hours that enable the intern to get to classes on time.

- B. You will still be willing to ask your site supervisor and others for help, say "I'm not yet qualified to do that," or "I'm going to need some help and support to fulfill that assignment." Again, in the past, interns who became employees have felt they could not say "no" or ask for help because they were being paid or because they hoped to be offered a permanent position at the site and did not want to appear inexperienced. The first goal of the internship is still learning.
- C. You are still required to participate in the Internship course for its entire length. By working full-time, for example, an intern could accumulate 600 hours in one semester. The intern must still participate fully in the Internship throughout the spring semester in order to benefit from the ongoing supervision, learning experiences, and reflection opportunities that the Internship provides.

Summer Community Counseling Internship & Community Mental Health Counseling Internship

The summer **Community Mental Health Counseling** internship is designed for *dual program* (School and Community) students after they have completed their full School Counseling internship. The summer Community Counseling Internship cannot be taken before the two semester School Counseling Internship because the School Counseling fall-spring internship also contains important learning experiences that give needed structural and intellectual support to first and second semester internship students. In addition, the fall-spring internship has more levels of supervision than the summer internship, and is inappropriate for a first semester internship experience.

The summer internship in **Community Mental Health Counseling** is designed to be a Fall-Spring-Summer Internship sequence, taken at the end of the student's program in Community Mental Health Counseling. This enables the student to have taken as many courses as possible before or during the internship. Students who are completing the CMHC Internship (900 hours) who wish to stay at the same site for Practicum and Internship are permitted to start accumulating field-based hours towards the Internship requirement during the intervening summer session (12 weeks).

DIVERSITY POLICY

The department understands the importance of addressing the needs of an increasingly diverse society. Toward that end the department strives to attract and increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. Issues of diversity are integrated throughout departmental courses and developed more fully through special topics courses. More information concerning diversity and inclusion at the Warner School can be found at: <http://www.rochester.edu/warner/warneratagance/diversity.html>.

EVALUATION, RETENTION AND DISMISSAL PROCEDURES

When a student graduates from the Warner School with a Master's degree in School Counseling, School and Community Counseling, School and Disability Counseling, School and Diversity Counseling, School Counseling and Leadership or Community Mental Health Counseling, we are certifying that student is ready to begin serving the public as a qualified professional counselor. We take this responsibility very seriously, and in this spirit formal and informal evaluation occurs continuously throughout each student's program.

In part, evaluation takes place in each course, and it is Warner School policy that any student who receives two "C" course grades while at the Warner School be dismissed from the program. The University's *Regulations and University Policies Concerning Graduate Studies* (the "red book"), and the University's *Official Bulletin—Graduate Studies* contain additional information on how dismissal may result from harassment, academic misconduct, or violation of other university rules.

Aside from these issues, not everyone is suited to the profession of counseling. We do our best during the admissions process to accept students who appear to have the academic, professional and personal characteristics that would lead to success in counseling. However, such judgments are unavoidably based on limited data. Moreover, personal crises and difficulties subsequently may arise that interfere with a student's continued success in the program. For these reasons, the faculty of the Counseling and Human Development department continuously monitor students' dispositions, behaviors and general progress through the program—informally throughout the year and formally once a year—for all students. To ultimately be awarded a degree, the following dispositions are required of all Graduate Students in the Counseling Programs of the Warner Graduate School of Education.

Student Dispositions

A. Students must consistently and reliably display a level of emotional strength and balance that allows them to effectively carry out the duties of a competent school or mental health counselor. Indicators of emotional health and fitness would include the following:

- Capacity for sound clinical and interpersonal judgment and the ability to deal with critique and conflict in a healthy and productive manner, including work with:
 - Classmates, in and out of the classroom
 - Staff at the university and at clinical sites
 - Professors, supervisors and graduate assistants
- Reliable completion, even under conditions of stress and emotional challenge, of expected clinical and academic responsibilities including:
 - Meeting all obligations to staff and clients at the clinical site
 - Completing all necessary documentation and communication commitments at the internship or practicum placement
 - Completing class assignments and being an active learner in the classroom.
- A respect for diversity of beliefs, practices, appearances, and orientations, and a

- commitment to, and capacity for self-reflection regarding issues related to diversity
- The ability, even in times of extreme stress, to convey empathy and compassion.

B. Students must display sound moral and ethical judgment including the following:

- Full disclosure to supervisors or appropriate faculty of any difficulties with clients or delivery of client services
- Accurately and honestly recording case notes
- Strictly adhering to the rules of confidentiality including both client information and personal information shared by classmates in the classroom
- Becoming familiar with the ACA Code of Ethics and adhering to its principles
- Avoiding plagiarism and other forms of academic dishonesty

Discipline or Remediation

The 2005 ACA Code of Ethics states that faculty members in counseling programs should help students and supervisees to obtain remedial assistance when needed, and that students should be dismissed from the training program who are unable to provide competent service due to academic or personal limitations.

If it appears to the program faculty that a student is having difficulty developing the professional knowledge, attitudes, skills, and essential behaviors expected of professional counselors, the faculty will intervene. If a student's fitness or suitability for the program is in question, the following steps will be taken:

1. Meeting with faculty: A request will be made for the student to meet with the appropriate faculty member or the advisor.
2. Documentation: Following discussion with the faculty member or advisor, assuming that the faculty member or advisor still deems the conduct or disposition unacceptable, the behavior or disposition will be documented and placed in the student's record.
3. Remediation: Steps will be proposed by the faculty/advisor for remediation of the problem. It is expected that the student will commit to the remediation process. If the student fails to commit, actions for dismissal may be taken.
4. Continued Pattern of Misconduct: If the student's pattern of misconduct or inappropriate disposition persists in spite of remediation efforts, the following will take place:
 - a. The student will receive a letter from the department chair informing them that their continuation in the program is in jeopardy.
 - b. Full-time program faculty and other faculty relevant to the case will meet to decide whether: i) further remediation should be considered, in which case the student will receive a written detailing of the remediation steps, ii) the student will be told to take a mandatory leave of absence, or iii) the student will be dismissed from the program.
 - c. A letter will be sent to the student stating the decision of the faculty committee.
5. Counseling: The student will be asked to meet with the advisor who will provide counseling regarding suggested remediation along with a contract to that effect, which will be signed by the student. In the case of dismissal, in accordance with the ACA Code

of Ethics, the student will be provided with counseling regarding alternative career or program options.

Please note: Students may be required to engage in personal counseling as part of a remediation process. In addition, students may occasionally be asked to submit to a psychological evaluation to determine that they can function effectively in a clinical setting.

Grievance Procedure

The student may appeal any of these decisions to the Warner School's Associate Dean, who will then follow Warner School procedures for mediating and adjudicating student complaints, protests and dismissal actions.

Practicum and Internship

If the faculty determine that a student is not ready to begin the Practicum in Counseling, a written, remedial plan will be proposed to enable the student to gain the knowledge, attitudes, skills or behaviors expected of students entering the Practicum. Upon successful completion of the plan, the student can proceed to the Practicum. Similarly, if the faculty determine that a student is not ready to begin the Supervised Internship I or II, a written, remedial plan will be proposed to enable the student to gain the knowledge, attitudes, skills or behaviors expected of students entering the Supervised Internship. Upon successful completion of the plan, the student can proceed to the Internship. If the student does not successfully complete the remediation plan, either dismissal proceedings will ensue or further remediation will be required. Finally, if the faculty determine that the student has failed, during the Internship, to demonstrate the knowledge, attitudes, skills or behaviors expected of beginning counselors, the student will not receive credit for the Internship and may: a) be required to repeat it, b) be required to complete recommended remediation proceedings or 3) face dismissal. Dismissal would be considered as an option if it becomes apparent that the student, even with professional counseling or a remediation plan, is not able to meet standards related to the academic, professional or personal characteristics needed for successful work as a counselor,

Should a referral for services be deemed appropriate, students may access campus resources including:

1. University Counseling Center, (3rd Floor of the UHS Building), www.rochester.edu/ucc, (585) 275-3113, (Monday thru Friday 8:30 am – 5:00 pm for appointment);
2. Writing Support Services, (Dewey 2-110A), (for appointment access through the website link www.rochester.edu/warner/programs/writing/);
3. Career Center (302 Meliora Hall), www.rochester.edu/careercenter, (585) 275 2366;
4. Campus Ministry (Interfaith Chapel), www.rochester.edu/chapel, (585) 275- 4321.

COMPLAINTS, GRIEVANCES, PETITIONS

The academic advisor is the first person whom students should normally consult about all matters pertaining to their academic experience in the Warner School. If students have further questions or concerns – or simply wish to express their views about various issues in the Warner School – they should next consult the Counseling and Human Development Program Chair, Kathryn Douthit (275-3937; kdouthit@warner.rochester.edu). Beyond that, students may contact the Associate Dean Brian Brent (275-3930; bbrent@warner.rochester.edu).

FINGERPRINTING

State law requires that School Counseling employees be fingerprinted before being allowed to work in a school. (This does not pertain to students doing their Practicum or Internship.) Near the end of your program, you will receive further information about fingerprinting, but we wanted you to be aware of this ahead of time in case there is something on your record that might disqualify you for work in a school. For further information, please contact Brenda Grosswirth in the Warner School's Office of Student Services (275-1009)

PERSONAL/PROFESSIONAL DEVELOPMENT AND COUNSELING SERVICES

During the course of the program, students will engage in certain exercises and experiential activities to learn clinical techniques and promote self-awareness. These activities are not intended as therapy or counseling for the student. However, any exploration into the self has the potential to invoke emotions, memories or personal insights that may prove unpleasant or disconcerting.

Participating as a client in individual or group counseling fosters professional growth for future counselors. To the extent that counseling helps us grow as persons, gain insight into our own lives and the relationships and systems in which we operate, and resolve our own conflicts, the better a counselor we will be. Even if we are experiencing no particular conflicts or problems ourselves, counseling can be a means of further growth and learning. Counseling is a form of inquiry, a mode of research. Once we have experienced counseling from the perspective of a client, the deeper understanding we will have of the counseling process and the institutional practice of counseling. For all these reasons and others, we strongly encourage all students to take the opportunity of receiving even a limited number of counseling sessions—for their own personal development and to help them to become successful in their future careers as professional counselors.

You may know of professional counselors with whom you might work as a client. However, to make this opportunity more readily available to our counseling students, we have arranged with a number of Warner School's Counselor Education Program alumni, now experienced counselors, who have volunteered to provide current students with counseling services at no cost. Students will be given a list of such professional counselors in the community to contact. Students can also use the services of the University Counseling Center (UCC) (www.rochester.edu/ucc, (585)

275-3113). UCC will provide evaluation and counseling sessions for full-time students and will do evaluations and referral for part-time students. Students who are having any academic, professional, or personal problems are encouraged to utilize one of these services, and students who are having none of these difficulties are equally encouraged to do so. Students engaged in such counseling are assured that not only are their sessions completely confidential, but Warner School faculty will not even know who is availing themselves of this service.

Aside from the need or opportunity for formal counseling, students may demonstrate attitudes or behavior that counseling program faculty perceive as potentially problematic for professional counselors. The faculty reserves the right to provide feedback to students regarding communication skills, interpersonal relations, attitudes and behavior that seem relevant to the role of professional counselor, if they believe the student may benefit from this information.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There are many professional opportunities available to you at the Warner School, the University, in the Rochester area, and beyond. These opportunities include workshops that are designed to help you meet your professional and educational needs, including a Master's thesis workshop, an NCE exam workshop, and others that will be announced. Another valuable opportunity is the Warner School lunch hour colloquia that are given on a regular basis by professionals in the field of counseling, education and human development. In addition, the School Counselors' Conference sponsored by the Western New York School Counselor Consortium, in which the Warner School is a partner, is held each year. There are other lectures, workshops, conferences and educational opportunities offered within the Warner School, the University, and the community that can contribute to your personal and professional development. Some of these opportunities may be announced in classes and some by notices placed in your mail folder. A major means of communicating such opportunities is on the Counseling and Human Development Program email "list serve". Another excellent place for learning about such opportunities is on the Counseling and Human Development Program bulletin board in the counseling office wing of Dewey Hall. You are encouraged to check the bulletin board regularly for information on upcoming conferences, professional workshops and educational events.

DEPARTMENT LIST SERVE

The objectives of the list serve are:

- To facilitate the transmission of relevant information TO members of the Counseling and Human Development Program (faculty, staff and students),
- To facilitate requests for information FROM members of the Counseling and Human Development Program,
- To provide a convenient forum for the exchange of ideas on topics relevant to counseling and human development, and
- To develop a sense of community among faculty, staff and students in the Counseling and Human Development Program.

Appropriate types of messages for the list serve include:

- Announcements about events, learning opportunities, or resources that would be of interest to those in counseling and/or human development,
- Questions you have about subjects related to counseling and/or human development,
- Requests to the list for help on programs, projects, classes, research, or other tasks you are working on related to counseling and/or human development, your program, your work, or your career development in the field,
- Questions about the Counseling and/or Human Development programs which might be of interest to a good number of others in the program, and
- Comments on public issues connected to or of interest to the field of counseling and/or human development.

Inappropriate types of messages for the list serve include:

- Questions and comments about your own situation in the Counseling or Human Development program that are mostly of individual concern to you. Better to communicate with your advisor or the chair privately on this,
- Cyber-counseling on private, personal issues (as distinguished from career development issues),
- Questions about a particular course; better to communicate directly with the instructor,
- Comments on public issues or other subjects not connected to the fields of counseling or human development,
- Negative feedback directed to individuals, whether faculty or students; better to write to or talk to them directly,
- Profane or offensive language or comments inconsistent with the Warner School's commitment to tolerance, equity and fairness to all groups and individuals.

Participation on the list serve is open to all faculty, students and staff currently associated with the Department of Counseling and Human Development at the Warner School. Important departmental announcements on the list serve will also be posted on the departmental bulletin board in Dewey Hall and remain there for at least two weeks. Email address privacy is protected. Your email address is not seen by other members of the list unless you send a message to the list. The list serve manager reserves the right to remove any name from the list serve whose behavior is inconsistent with the guidelines above.

To Use the List Serve:

1. To send a new message to the list, address and send your message to: warnerchd@mail.rochester.edu.
2. To respond publicly to someone else's message, hit "Reply"; then type and send your message.
3. To respond privately to someone else's message, don't hit "Reply". Instead send them a new message, typing their address in the "To:" space.

PROFESSIONAL MEMBERSHIP

All students are strongly encouraged to join the American Counseling Association (ACA) and other professional associations in counseling. As a professional, it is important to remain current in your professional field by keeping updated on new trends and issues. Joining ACA or another organization is an effective method for staying current in the counseling field. Members receive professional newsletters, journals, and announcements of professional activities. ACA has several divisions that members can join to stay current in and receive information about their specific area of career interest.

Membership in ACA is also an excellent way to obtain low cost professional liability insurance, which is *required* of students doing the Practicum and Internship courses. Students can take advantage of the student discounted membership rates. To obtain information on ACA and its divisions, call 1-800-347-6647. Information will also be distributed to you near the end of your Introduction to School/Principles and Practices in Community and Mental Health Counseling course.

LIABILITY INSURANCE

All students enrolled in the Counselor Education Program are required to obtain professional liability insurance. You must purchase this insurance before you begin your clinical sequence. Therefore, you will be required to show proof of insurance before beginning EDU 458: Practicum in Counseling.

Professional liability insurance is readily available to students who are American Counseling Association members at a very reasonable cost. Information about ACA and student liability insurance will be distributed to you near the end of your Introduction to School/Community Counseling course. Information and applications are also available from ACA, at 1-800-347-6647, x284.

NATIONAL COUNSELORS EXAM

When you complete your graduate program at the Warner School, you will be eligible to become a nationally certified counselor. You will learn about the National Board of Certified Counselors (NBCC) in one or more of your courses. Each spring, at the Warner School, NBCC administers the National Counselor Exam (NCE). Information on registering for the NCE and notice of a workshop to help you prepare for taking the exam will be distributed via the CHD list serve and posted on the Counseling and Human Development Program Bulletin board at the appropriate times each year. Professor Andre Marquis coordinates the NCE and is the person to go to with questions about national certification and about the exam.

SCHOOL COUNSELOR CERTIFICATION

In order for you to work as a counselor in schools in the State of New York, the University of Rochester must recommend you for state certification. Please be aware that recommendation for certification does not happen automatically upon completion of the graduate program in school counseling. It is your responsibility to obtain, complete, and submit application forms and related materials. This is normally done in the semester before you graduate. Application materials may be obtained from the department of Student Services.

The following are required for provisional certification:

- Completion of the Master of Science degree in School Counseling from a program that has been approved by the New York State Board of Education (University of Rochester is approved).
- Completion of a workshop on recognizing the signs of child abuse.
- Completion of a workshop on violence prevention in schools.

The provisional certificate is valid for employment as an elementary, middle, or secondary school counselor. If you are newly certified and are not employed full-time in a school, or if you do not have an offer of full-time employment in a school, you will be issued the Certificate of Qualification. The CQ is valid for five years, during which time you may take coursework to be applied toward permanent certification. Holders of the CQ may substitute in schools until a permanent job is secured. When you accept a regular position in a school, the CQ must be exchanged for the Provisional Certificate. You then have five additional years in which to complete the requirements for permanent certification, which include completion of 12 additional graduate credits, which can be taken at the Warner School, bringing the total to 60 graduate credits.

MENTAL HEALTH COUNSELING LICENSURE

As of January 1, 2006, the State of New York requires that all who practice as Mental Health Counselors be licensed. The New York State law dictates that without a license a person: 1) cannot call themselves a mental health counselor (i.e, use that particular title), and 2) cannot perform psychotherapy and other duties (i.e., participate outside their scope of practice). To be a licensed mental health counselor (LMHC) in New York State, counselors must have met three requirements:

1. Obtained a Master's degree from a mental health counseling program registered with New York State or independently amass educational requirements detailed by the state. The Warner School's Community Mental Health Counseling Program (including gerontological and college specializations) are registered with New York State for licensure purposes;
2. Passed a Mental Health Counseling Examination approved by New York State. This must be taken after completing the Masters degree; and

3. Amassed three thousand (3000) supervised hours of post-master's experience in an approved mental health counseling setting.

Following completion of the Community Mental Health Counseling master's degree at the Warner School, students are eligible to receive a limited permit. The limited permit is required to begin and complete the 3,000 hours of post-master's supervised practice. More information concerning the LMHC licensure process can be found on the website of the Office of the Professions of New York State: <http://www.op.nysed.gov/mhp.htm>. Although Warner faculty make every effort to keep students updated regarding the licensure process, it is the responsibility of the student to familiarize themselves with the Office of the Professions web site and to stay current with changes dictated by the State. Local and state groups such as the New York Mental Health Counselors Association (NYMCHA) and the Rochester chapter of NYMCHA invite student participation and are excellent sources of information regarding changes to the law being considered and implemented by the State.

Transportability

Requirements for licensure vary dramatically from state to state. Currently the State of New York does not have reciprocal agreements with other states that would grant automatic licensure to New York LMHC's relocating to other states. Hence if you plan to practice outside of New York, it is imperative that you become aware of the licensure laws in the new state.

COUNSELING HONOR SOCIETY

The Counseling Program at the Margaret Warner School of Education sponsors a local chapter of Chi Sigma Iota (XΣI), the National Honor Society for counselors. Our local chapter is named Upsilon Rho Iota (YPI). Membership in the chapter is open to faculty, program alumni, and students who have demonstrated academic and professional excellence. Along with national recognition as a counseling professional, your involvement with our local chapter will allow you to network with other counselors as well as contribute to your own growth and development within an organization that is dedicated to maintaining exemplary standards of practice. You will receive further information about the chapter and about eligibility in the spring semester of your first year in the program. Professor Bonnie Rubenstein is the faculty Advisor for the Chapter and will be happy to speak with you about it.

MASTER'S THESIS OR CAPSTONE PROJECT

Candidates for the Master's degree engage in a culminating project. They may choose between a Master's thesis or Masters capstone project. The Masters thesis demonstrates their ability to deal with an intellectual issue in a rigorous and scholarly fashion and focuses on a critical review of a researchable problem in theory or practice that is relevant to counseling. It can extend a line of inquiry initiated in a regular course of study, e.g., an elaboration of a summative paper in a course, or it can be a freshly designed paper. The Masters project also engages the student in a review of the literature in a particular topic in counseling or human development, but it culminates in the student giving a presentation or workshop or developing a learning resource related to that topic. Students typically complete this requirement during their last semester of study.

There is a short publication describing the Master's thesis and projects in counseling that can be picked up at the Administrative Support Office in Dewey 1-206A. Also, you will be notified of a workshop that is held each fall, usually in November or early December, which describes the thesis and project options in more detail, it also allows you to look at completed theses and projects, and will cover any questions that you may have.

JOB PLACEMENT AND CREDENTIALS FILE

The University of Rochester Career Center assists students in their search for professional positions. As students near graduation, it is a good idea to contact the Career Center in order to obtain information on recommended procedures to follow in searching for a job. Students have the option of creating a 'credentials file' that includes their resume, letters of recommendation, and any other information that is needed when applying for jobs or further graduate study. By establishing a file, you are able to keep all the information needed in the application process together and it is available to be sent to prospective graduate schools, credentialing bodies, and employers upon your request.

LETTERS OF RECOMMENDATION AND ENDORSEMENTS

Students may request letters of recommendation and endorsement from program faculty for credentialing, doctoral program applications, or employment purposes. Ethically, graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Students should not list faculty members as references on job applications, university applications, or resumes/vitae without first obtaining the consent of the faculty member.

The more familiar a faculty member is with the students' academic work, counseling skills, professional experience, character, and other qualifications, the better reference or recommendation they can give. Neither the program nor the faculty members are obliged to

serve as references or write letters of recommendation for students, but when faculty members can do so in a way that can be meaningful and helpful to students, they are usually happy to do so. Please give faculty members ample notice when requesting letters of recommendation.

CLASSROOM ETIQUETTE

The age of technology has brought significant improvements to the classroom, yet it has also brought some problems that can seriously disrupt the learning environment. Problems counterproductive to optimal classroom functioning include ringing cell phones, texting and twittering, checking e-mail, searching the Internet and playing computer games. Technological distractions along with standard issues of etiquette (e.g., private discussions with classmates, more than one person talking at a time, lack of civility towards fellow students, napping and other disruptive behavior) during an intellectual or sensitive discussion or class lecture can create a toxic environment or compromise the learning experience of classmates. In light of the importance of maintaining a healthy, safe and productive learning environment, all students will adhere to the following guidelines during class time:

1. Cell Phones will either be turned off or put into a silent mode
2. Students who receive emergency or “on call” phone calls will exit the room to answer them.
3. No texting or twittering during class time.
4. Watch and phone alarms will be turned off.
5. Computers will be used for note taking only (no e-mail, web searches, Facebook, MySpace, or other class projects).
6. Students will be civil to each other and to the faculty at all times (i.e., avoid talking over others, having private conversations, yelling at others, using disrespectful and/or using profane language outside of an appropriate context, using discriminatory language relative to race, ethnicity, gender, age, sexual orientation, etc.).

Students will be warned of inappropriate behavior or language and will be subject to disciplinary action or ultimate dismissal if warranted by their persistent violation of these policies.

Read this Handbook; and sign and return the form on the last page by September 30, 2011.

The form can be returned to Cathy Ercolamento in the Administrative Support Office in Rm. 1-206A. A folder will also be available in the mailroom labeled SIGN OFF SHEETS under "S".

Notes

CHECKLIST AND TIME LINE

This checklist will help you keep track of some of your responsibilities as you progress through the Counseling Program. The items below do not reflect *every* step, form, and hurdle in your path; rather the list highlights some of the benchmarks that we particularly want to call to your attention—so you have a sense of the flow of events and so you don't forget any important steps. You should consult the other handbooks and pay attention to other information that comes your way throughout the program to be sure you are current with other responsibilities or deadlines that the Counseling Program, the Warner School, or the University may have established.

BEFORE OR AT THE BEGINNING OF YOUR PROGRAM

_____ **Attend the Warner School Student Orientation.** These are offered periodically on different topics and are required for all new students. If you cannot attend the scheduled orientations, you should request the packet of informational materials distributed at orientation from Brenda Grosswirth in the Warner School administration office, and you should talk with another student who did attend to find out what you missed.

_____ **Attend the Counseling Program Student orientation.** This is held prior to the start of the fall term. This is where all of the information located in this handbook is discussed and where you are afforded the opportunity to ask your initial questions concerning its contents.

_____ **Meet with your assigned faculty advisor and develop a program of study.** This should be done as soon as possible upon beginning your program. It is important to plan your course of study with your advisor right from the beginning, so you are sure to take your courses in the most logical order. Your graduation could be delayed for as much as a year if you take some of the courses in the wrong sequence.

_____ **Read this Handbook; and sign and return the form on the last page by September 30, 2011.** The form can be returned to Cathy Ercolamento, secretary in the Administrative Support Office. A folder will also be made available in the mailroom where forms can be returned.

DURING YOUR PROGRAM

_____ **Learn about the Practicum in Counseling.** In your first fall semester, near the end of your Introduction to School/Principles and Practices of Community and Mental Health Counseling course, the department's Clinical Coordinator will visit your class to describe the Practicum in Counseling. (Students completing the program in two years will be doing the practicum in the coming spring semester. Students completing the program in a longer time frame will do the practicum in their next-to-last year.) At this time you will receive ACA membership and insurance forms and information about arranging your practicum (see below).

- _____ **Purchase a Digital Recorder (Kodak Play Touch with SD card).** All masters counseling students are required to have one with which to record your practice sessions. You do not need a specific model, provided that it can either plug into a computer or produce a dvd that can be played on a computer. The SD card provides storage for video that the student can keep but also allows you to plug the card into a computer and play back the video for a group if needed.
- _____ **Join ACA and obtain professional liability insurance.** This must be done before beginning the Practicum in Counseling. Proof of insurance will be required before beginning the practicum experience.
- _____ **Arrange your practicum site.** Again information on the practicum and assistance in identifying a site will be provided near the end of your Introduction to School/Principles and Practices of Community and Mental Health Counseling course. If you are a part-time student who already took this course, you should again attend the session of the introductory courses devoted to the practicum
- _____ **Attend the annual Counseling Program Fall Review.** Further information will be provided.
- _____ **Participate in personal counseling.** This is optional but highly recommended. It can take place at any time during your program.. See section on Personal/Professional Development and Counseling Services for more discussion and information on this subject.
- _____ **Learn about the Supervised Counseling Internship.** Near the end of your Practicum in Counseling course, the Clinical Coordinator will visit your class to describe the Supervised Counseling Internship. (The Internship takes place the following fall in your last year in the program.) At this time you will receive information about arranging your internship site.
- _____ **Continue your ACA membership and professional liability insurance.** Proof of continued insurance coverage will be required before beginning Internship I *and* Internship II.
- _____ **Arrange your internship site.** Again information on this and assistance in identifying a site will be provided near the end of your Practicum in Counseling course.

DURING THE LAST YEAR OF YOUR PROGRAM

Fall

- _____ **Begin planning your job search.** If you will be looking for a new job upon graduation, begin planning in the fall of your last year. Job seeking, resume writing, and interviewing will be subjects for one or more sessions in the Supervised Internship

course. Now is the time to start talking to people about and informally visiting potential schools or agencies where you might want to work.

_____ **Complete a child abuse workshop** (school counselors only). This is a requirement for state certification. Information on the workshops is posted on the Counseling and Human Development program bulletin board. Workshops are offered throughout the year, but if you haven't taken it already, it makes sense to do so this fall, as there are so many other things to do before graduation in the spring.

_____ **Attend the Master's Thesis/Project Workshops.** These are offered by the Department of Counseling and Human Development in both fall and spring terms. If you miss the workshop, request the written information that was distributed at the workshop from the Counseling and Human Development office.

_____ **Discuss your Master's thesis/Capstone Project with your faculty advisor.** It is important to begin thinking of ideas for your master's thesis/capstone project as early as possible.

_____ **Contact the Career Center.** October or November of your final year is a good time to contact the Career Center and begin setting up your placement file. Even if you have a job or have one lined up, you may very well be looking for a job in the future. Establishing a file at the Career Center now is free and may prove to be a valuable resource in years ahead.

_____ **Discuss the National Counselor Exam with your advisor.** If interested, obtain an application packet from the Counseling and Human Development Office.

Spring

_____ **Have your Master's Thesis/Capstone Project Plan Approval Form completed by February 1.** Your thesis/capstone project advisor signs this and submits it to Cathy Ercolamento in the Administrative Support Office, Rm. 1-206A. Note that these deadlines might change, in which case we will notify student in the relevant fall semester.

_____ **Complete a violence prevention workshop** (school counselors only). This, too, is a requirement for state certification. Information on the workshops will be distributed in class and/or posted on the Counseling and Human Development program bulletin board. Workshops are offered throughout the year through the local BOCES. Typically the Warner School offers one for free to its matriculated students in the spring semester.

_____ **Have your detailed outline of the Master's Thesis or next stage of your Master's Project approved by your thesis advisor by March 1.** Again, if this deadline changes, students will be notified the previous fall.

- _____ **Attend the NBCC exam workshop.** This is held in February or March to prepare students for the April examination.

- _____ **Submit the first complete draft of your Master's Thesis/Capstone Project by April 1.** This will allow time for your thesis advisor to read it and make suggestions and for you to make any necessary changes before submitting what hopefully will be your final copy. If more changes are needed, you don't want to run out of time before graduation. Final deadlines are different for Master's projects, depending on the project.

- _____ **Take the NCE exam.** This of course is optional. See the section above.

- _____ **Apply for provisional certification** (school counselors only). If you have not already received the application packet by the beginning of April, request one from Brenda Grosswirth in the Office of Student Services. You need to submit these forms to receive provisional certification as a school counselor. The packet also contains information on getting fingerprinted before working in a school—a New York State requirement.

- _____ **Complete your Master's Thesis/Capstone Project.** The final version needs to be submitted *and accepted* two weeks before graduation in order for you to graduate in May. Readings by your thesis advisor and revisions by you take time. Waiting until the last minute can jeopardize your intended graduation date. The same is true for Masters' projects, although the deadlines are different.

- _____ **Complete your last course(s).** Be sure your internship site supervisor sends the Collaborative Assessment Form in by the end of the semester, so you can receive your grade for the course and be able to graduate.

- _____ **Attend Graduation.** It's really a lovely occasion, built around the graduates.

STUDENT SIGN-OFF SHEET

After reading the *Counseling Student's Handbook*, please complete this form and submit it to the Administrative Support Office. Students must complete and submit this form by September 30 of their first fall semester.

Date

I, _____, have read this *Counseling Student's*
Student Name (print)

Handbook of the Counselor Education Program. I understand its contents, and I agree to abide by the policies, procedures, and ethical standards of the Counselor Education program and the counseling profession.

Signature