

***MASTER DEGREE
COUNSELING PROGRAMS***

STUDENT HANDBOOK



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Introduction

The Counseling Program at Sam Houston State University offers a Master of Education in School Counseling, a Master of Arts Degrees in Community Mental Health Counseling and a Doctor of Philosophy Degree in Counselor Education. The Community Mental Health Counseling program and the Doctor of Philosophy are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Two counseling clinics, Jack Staggs Clinic at SHSU campus in Huntsville and SHSU Community Counseling Clinic the Woodlands are affiliated with the Counseling program. During the semester students in the master's programs and the doctoral program are enrolled in supervised practicum courses see clients in the Jack Staggs Clinic and the SHSU Community Counseling Clinic. The clinics operate with the dual purposes of clinical training and community service. The Counseling program is a component of the Department of Educational Leadership and Counseling, accountable through the Department Chairperson to the Dean of the College of Education and the Academic Vice-President of the University.

This Handbook outlines the two Master Degrees and the School Counseling Certification programs and presents a description of related policies and procedures established by the Department of Educational Leadership and Counseling. The Handbook is available to all students in the program online by going to http://www.shsu.edu/~edu_elc/documents/masterhandbook.pdf Students are responsible for following these policies and procedures, in addition to those stated in the *Graduate Catalog* of the University. The *Graduate Catalog* is available at : <http://www.shsu.edu/gradcat/toc.html>

Please read this Handbook thoroughly. During the first class meeting of COUN 5111, Orientation to the Counseling Profession, students will be asked to initial a statement on the Temporary Study Plan indicating they have read the Handbook. In addition, students will be asked to initial a statement on the Temporary Study Plan indicating they have read the American Counseling Association (ACA) Code of Ethics available online at: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Dear Students:

Welcome to the Counseling Program at Sam Houston State University!

This is an exciting time to be part of our program. The M.Ed. and M.A. programs in Counseling are highly regarded in this region. The counseling faculty are constantly working to improve the programs to make certain we provide quality training and learning opportunities for you.

The purpose of this Handbook is to inform you about the many details involved in going through the Master's programs and to explain to you about the facilitation of our clinical component, the Supervised Counseling Practicum. We have also included information about the Cycle of Courses, a step-by-step guide for "getting through the academic system" as well as details about the Supervised Practicum, Field Internship and the comprehensive examination.

Because growth is ongoing, changes in policies and procedures may occur throughout the semester. The Handbook will be updated with the new information as quickly as possible. Written announcements of changes will be circulated in face-to-face classes and by Listserv for students enrolled in online courses. Everyone (students, staff, faculty, and administration) is accountable for implementing the change as soon as the change has been announced.

Please become very familiar with those details in the Handbook which will affect you and your academic career. Feel free to ask faculty or staff members about anything you do not understand. It is our goal to support and assist you in any way possible as you undertake this adventure in professional and personal growth.

Sincerely,

Yvonne Garza, Ph.D.
Counseling Program Coordinator



PROFESSIONAL IDENTITY

A comprehensive mission statement has been developed, with input from core faculty which brings the counseling program into focus and concisely describes the intent and purpose of the program. The mission statement is publically available (i.e., department website and student handbook) and systematically reviewed to affirm that the mission of the program is aligned with the mission and goals of Sam Houston State University. Faculty reviewed the mission statement in 2006 prior to the Clinic Mental Health Program being implemented and it was reviewed again in 2013 with minor modifications. The most recent review resulted in a minor phrase addition of “at the master’s level.” This modification was to better distinguish the difference in focus between the mission statement for the doctoral program and masters. The web address for viewing our mission statement is: http://www.shsu.edu/~edu_elc/index.html

Counseling Program Mission Statement

The mission statement of the SHSU Counseling Program is to facilitate the development of professional counseling generalists, at the master’s level, who play an active role in enhancing individual, family, and community wellness in a diverse and changing world.

Program Area Goals

Within the context of this mission, the goals of the Counseling Program are to:

- ❖ Provide assistance to qualified students in learning the knowledge and skills necessary to perform as competent and knowledgeable professionals in the counseling field. This includes encouraging students to develop themselves as well-rounded individuals combining their academic experience, personal values, interests and individual personalities.
- ❖ Provide academic coursework and clinical experience that support and enhance the professional development of the student that holds to the integrity of CACREP standards.
- ❖ Facilitate the Supervised Counseling Practicum in both the Jack Staggs Counseling Clinic and Community Counseling Clinic at the Woodlands Center, primarily for clinical training, where advanced graduate students have opportunities for direct client contact and individual and group supervision from counseling faculty and counselor education doctoral students. Because of the availability of practicum interns, the Supervised

Counseling Practicum also provides assessment and counseling for the general public in both the greater Huntsville and Woodlands region.

- ❖ Promote understanding and acceptance of the cultural diversity of our society.
- ❖ Model the standards of integrity, performance, and concern for clients' welfare.

The goals of the Counseling Program were most recently reviewed in 2013. Goals were developed with consideration of input from a) the Master's Advisory Board, b) former program graduates as a part of the Master's Advisory Board, and c) core faculty.

Counseling faculty review the goals to ensure they meet the following requirements:

1. Reflect the current knowledge and projected needs of a multicultural and pluralistic society.
2. Reflect input from faculty, current and former students and cooperating agencies.
3. Relate to program activities.
4. Are written in a way that student training can be evaluated.

PHILOSOPHY

The Counseling Program is based on the belief that the ultimate goal of counseling is maximizing human effectiveness through facilitating human growth and development. The major responsibility of the counselor is seen as one of aiding individuals, couples, and families in the acquisition of effective problem-solving and decision-making patterns that help to establish values and life objectives.

The process of promoting effective decision-making behavior in others requires a firm belief in the potential for growth within each individual. In addition, counselors need to have a sound background in the psychology of human behavior and development, and the necessary skills and techniques to support clients to make desired changes.

About Licensure and Certification Options

Clinical Mental Health Counseling/Licensed Professional Counselor (LPC)-CACREP ACCREDITED PROGRAM (M.A. Degree)

Students completing the 60 semester hour Clinical Mental Health/Licensed Professional Counselor (LPC) track meet the academic requirements needed to apply for LPC-Intern in the State of Texas. To apply for the LPC-Intern, graduates must document coursework, face-to-face counseling hours, and supervision time on forms available from the Texas State Board of Examiners for Licensed Professional Counselors <http://www.dshs.state.tx.us/counselor/>. This state agency issues credentials for individuals who want to be recognized as having competence in the field of counseling. Texas State Board of Examiners for Licensed Professional

Counselors issue LPC credentials to counselor's in training that successfully complete required coursework, supervised counseling experience, and pass the appropriate state examination.

Upon completion of SHSU coursework, each graduate is responsible for taking steps necessary to apply for the LPC-Intern. She/he will need to complete a 3000-hour (total work time) post-master's degree internship under an LPC approved Supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the university has no responsibility for helping the graduate meet the LPC-Intern supervised experience requirements following graduation. Each graduate is encouraged to do extra study for the LPC exam. Some graduates find a workshop designed to prepare applicants for the LPC examination useful. More information about the LPC can be found at the internet website for LPC at <http://www.dshs.state.tx.us/counselor>.

SHSU is a testing site for the National Counseling Examination (NCE). NBCC website address is <http://www.nbcc.org/>. Students seeking more information about the NCE need to contact Dr. Henriksen at rch008@shsu.edu.

Clinical Mental Health Counseling/LPC with Marriage and Family electives

In addition to meeting academic requirements for LPC, students enrolled in the Clinical Mental Health Counseling Master of Arts program may select to take marriage and family elective courses as part of the 60 semester hour degree. Adding the marriage and family courses will meet the academic requirements needed to apply for an Associate's License for a Marriage and Family Therapist (LMFTA) in the State of Texas. Upon completion of SHSU coursework and graduation from SHSU, graduates are responsible for taking steps necessary to apply for the LMFTA, where the student will need to complete 3,000 hours of which 1,500 hours must be direct clinical services with 200 hours of supervision from an LMFT approved supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the University has no responsibility for helping the graduate meet the Associate LMFT supervised experience requirements following graduation. . The LMFT internet website address is <http://www.dshs.state.tx.us/mft/>. Students seeking more information about LMFT in Texas and the requirements for adding this focus of study need to schedule an appointment with Dr. Rick Bruhn, faculty advisor for marriage and family coursework.

School Counseling Certification (M.Ed. Degree)

Applicants interested in the certificate program for school counselors should initially contact the Coordinator of the Counseling master's degree programs to discuss certification requirements. The State Board of Education Certification (SBEC) requires school counselor applicants to have:

- Two years of teaching experience
- A master's degree, and
- A passing score on the TExES examination for school counselors.

The two years of teaching experience is not required prior to enrolling in the Master of Education program at SHSU, however, it is required before SBEC will issue the school counseling certification to applicants. Individuals needing the master degree should apply for the M.Ed. degree in Counseling, focusing on school counseling.

Individuals needing two years of teaching experience should seek employment with a school district as a teacher. If the applicant is not certified to teach, she/he should contact the Department Chair for Curriculum and Instruction to obtain coursework necessary for teacher certification.

Some applicants or enrolled students may be asked by a school administrator to seek a “Deficiency Plan” in order to be emergency certified as a school counselor. In order to obtain a Deficiency Plan, the applicant must provide a letter from a school district requesting the plan on district letterhead and submit a \$30 fee. Any previous graduate coursework which may apply toward the deficiency plan must meet the following criteria:

- The courses are no older than seven years old at the time the Deficiency Plan courses are completed.
- The courses must be substantially equivalent to courses used for school counseling certification as required by the SHSU Counseling program.

The school district must send the deficiency plan request to the College of Education University Certification Officer in the Teacher Education Center Box 2119, Huntsville, TX 77341. The Certification Officer will, upon receiving the written request from the student’s school district, consult with the Coordinator of the Counseling master’s degree to determine the appropriate coursework to be completed and provide information on the State TExES examination required for certification.

School Counseling Certification

After passing the written comprehensive examination, students in the School Counseling track will be reported to SHSU Certification Office as approved to register for the TExES School Counseling Examination (#152). To apply to take the TExES, students register with the State Board of Educator Certification (SBEC) at <http://www.sbec.state.tx.us/SBECOnline/default.asp> Student’s must have a TEA identification number in order to register for the TExES. Test dates and registration details for the TExES examination are located at: <http://texes.ets.org>.

NOTE: The State Board of Educator Certification (SBEC) has discontinued the practice of issuing specialized certificates for special education counselor and vocational counselor. All school counselors are now certified under the general Professional Counselor Certificate.

Pre-requisites for Program Admission

A committee made up of full-time counseling faculty will make admissions decisions based upon a holistic review of all of the following elements:

1. An application for graduate studies completed at ApplyTexas and submitted to the Department of Graduate Studies. Access ApplyTexas application at https://www.applytexas.org/adappc/gen/c_start.WBX.
2. Official transcripts of all college/university coursework, sent directly from the respective registrars of the institution(s) to Graduate Studies.
3. A grade point average of 2.6 overall (undergraduate) or 2.8 for the last 60 semester hours of undergraduate coursework is required.
4. Scores from either the Graduate Record Exam (GRE) general test or the Miller Analogies Test (MAT) no older than five years must be submitted to Graduate Studies.
5. Three *confidential* reference evaluation forms completed from individuals who can validate an applicant's potential for graduate study in counseling, as well as appropriateness for the counseling profession. Copies of the reference forms are available online at http://www.shsu.edu/~edu_elc/documents/COUNMasterReferenceForm.pdf
One reference must be from a current or former employer/supervisor. One must be from a former professor; a Certified School Counselor or a Licensed Counselor, Marriage and Family Therapist, MSW or Psychologist. A third must be from someone other than a family member. References must be mailed directly to the program from the individual completing the reference form. Applicants should give each person submitting a reference a stamped envelope addressed to: Department of Educational Leadership and Counseling, Counseling Program Secretary; P.O. Box 2119, Sam Houston State University, Huntsville, TX 77341-2119.
6. Six semester hours of undergraduate coursework in Abnormal Psychology, and Human Development, with a grade of "C" or better are required prerequisite courses. Applicants who have not completed the two prerequisite courses may complete this requirement under a Conditional Admission status for one semester.
7. Satisfactory response to the following essay questions in no more than two typewritten, double-spaced pages total:
 - a. What is your experience related to the counseling field, either paid or volunteer?
 - b. What are your aspirations related to the field of counseling?
 - c. Describe one or more significant life event(s) that contributed to the development of these aspirations.

- d. What is the one personal characteristic or quality that you most need to modify, improve or change in order to realize your aspirations?
8. A pre-admission on-campus-screening interview. Applicants should contact the Jack Staggs Counseling Clinic secretary at (936) 294-1121 or the Counseling Program Secretary at (936) 294-4148 to make an appointment for a pre-admission on-campus-screening interview. During the interview, applicants will respond to a set of structured questions. A Supervised Counseling Practicum Intern will interview the applicant. Each interview will be electronically recorded. Other Practicum Interns and the faculty member supervising Practicum may observe through a one-way mirror. After the session is completed, the Intern will write a summary of the interview. The Faculty Supervisor will forward the summary of the interview and the DVD recording of the interview to the Counseling Program Admissions Committee for final disposition. Applicants are encouraged to complete the interview by July 30 for fall admission, November 30 for spring admission and April 30 for summer admission.

The following essay question will be written immediately following the interview. (300 words or less.)

“What is your single greatest personal asset that will serve you in realizing your aspirations?”

An additional writing prompt, responding to a vignette, will be completed at the same time.

The counseling faculty may also consider performance in courses taken under Conditional or Special Admission status as part of the holistic assessment process.

Probationary admission is occasionally extended to students whose educational backgrounds provide compelling reasons for admission. Students admitted in this fashion must complete the first twelve semester-hours of graduate counseling courses under stipulations assigned by the Department Chair, Counseling Coordinator and Counseling Faculty, typically with a 3.5 graduate grade point average.

Three letters of recommendation, responses to the essay questions and requests for further information must be directed to: Department of Educational Leadership and Counseling, Counseling Program Secretary, Sam Houston State University, Huntsville, Texas 77341-2119.

Application information and form for the Master of Education is available at:

http://www.shsu.edu/~grs_www/Counseling_M.Ed.html and for the Master of Arts at:
http://www.shsu.edu/~grs_www/Counseling_M.A.html.

Proposal to Transfer Credit

In accordance with Academic Policy Statement 801007, graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward the Master of Education and the Master of Art degrees. The maximum number of credit hours that may be transferred according to the policy are: 12 hours for a 48 hour degree and 15 hours for a 60 hour degree. Only didactic courses will be considered for transfer credits. Practica courses will not be considered for transfer credits and all practica courses even those students have completed at another university must be taken at SHSU. Once a student has been accepted into the program, consideration will be given to graduate work done at other accredited institutions in courses that were clearly at the graduate level with grade B or better, and appropriate to Counseling Program course requirements. In addition, all coursework, including the transferred credits, must be completed within seven years from the earliest date of the first course applied to the master degree. Every request for transfer of credits is reviewed individually and the faculty advisor must make a recommendation on the student's behalf to the Vice President of Graduate Studies.

When there is a question about accepting credit for didactic courses taken at other institutions, students must provide the course syllabus and/or catalog description of the course to document substantial equivalence to SHSU courses.

Course Prerequisites

Once students have been accepted into the program, they should note the prerequisites for specific courses in the program.

COURSE	PREREQUISITE(S)
COUN 5333	COUN 5397 (or concurrently)
COUN 5334	COUN 5397 and undergraduate course in Abnormal Psychology
COUN 5364	Admission to graduate program and COUN 5111 Orientation taken concurrently
COUN 5370	COUN 5397
COUN 5379	COUN 6363
COUN 5385	COUN 5364 and COUN 6363 (or concurrently)
COUN 5387	Permission of instructor
COUN 5392	Admission to Graduate Studies
COUN 5393	COUN 5334, COUN 5364
COUN 5397	Undergraduate course in Human Development
COUN 5399	COUN 5364, COUN 5397
COUN 6331	COUN 5399 or Instructor Approval
COUN 6332	COUN 5364
COUN 6333	COUN 6332
COUN 6334	COUN 5385
COUN 6335	COUN 5333
COUN 6337	COUN 6332
COUN 6363	COUN 5364 (or concurrently)
COUN 6374	COUN 5364, COUN 5385
COUN 6376	COUN 5334, COUN 6374, Admission to Candidacy, completed or completing 33 semester hours (COUN 633 or concurrent enrolled for student seeking a minor in MFT)
COUN 6386I	COUN 6376
COUN 6386II	COUN 6386I

A copy of the Master of Education and Master of Arts Temporary Study Plans are available in Appendix A.

Degree Requirements

M.Ed. (School Counselor) and Certification

Forty-eight semester hours are required for the M.Ed. and for School Counselor Certification. Courses are organized in blocks that should be completed in sequence. All students must pass the written comprehensive examination (NBCC) including subject matter from all required content areas.

Block 1

COUN 5111*	Workshop: Orientation to the Counseling Master's Degree
COUN 5364	Theories of Counseling
COUN 6363	Assessment in Guidance and Counseling
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 5333	School Counseling: Consultation, Coordination, and

Block 2

COUN 5379	Methods of Research
COUN 5334	Effective Human Behavior
COUN 6374	Practicum in Group Counseling
COUN 5370	Career Counseling Across the Lifespan

Block 3

COUN 6335	School Counseling: Leadership, Advocacy, and Accountability
**COUN 5392	Cross-Cultural Issues in Counseling
COUN 5112	Ethics in School Counseling
Elective (See options below)	Select 2 elective courses if not taking LPC courses
	COUN 5392 and COUN 6332
COUN 6376	Supervised Practice in Counseling

Block 4

**COUN 6332	Theories of Marriage and Family
COUN 6386	Field Practicum I

Block 5

COUN 5110	Workshop Elective (see advisor)
COUN 6386	Field Practicum II

***Stem work course required for all students**

****Required for LPC Licensure. Students not seeking licensure may select other courses.**

Elective Options:

COUN 5391	Child and Adolescent Counseling
COUN 5393	Clinical Mental Health
COUN 5399	Play Therapy Basics
COUN 6333	Techniques of Marriage and Family Therapy
COUN 6334	Professional and Ethical Issues in Counseling
COUN 6337	Counseling Clients with Sexual Concerns
COUN 6364	Counseling for Addictions

Please refer to the list of prerequisite courses needed prior to enrolling in some of the elective courses.

M. A. Clinical Mental Health Counseling (LPC)

Sixty semester hours are required for the Clinical Mental Health Counseling/Licensed Professional Counselor Master of Arts degree. Courses are organized in blocks that should be completed in sequence. All students seeking the M.A. degree must pass the written comprehensive examination (NBCC) including subject matter from all required content areas.

Block 1

*COUN 5111	Workshop: Orientation to the Counseling Master's Degree
COUN 5364	Theories of Counseling
COUN 6363	Assessment in Guidance and Counseling
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 5379	Methods of Research

Block 2

COUN 5334	Effective Human Behavior
COUN 6374	Practicum in Group Counseling
COUN 5370	Career Counseling Across the Lifespan
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5112	Workshop: Ethical and Professional Issues (Students may select COUN 6334 as an elective to replace COUN 5112 and COUN 5110/5113)

Block 3

COUN 5391	Child and Adolescent Counseling
COUN 5393	Clinical Mental Health
COUN 6376	Supervised Practice in Counseling
Elective (see options below)	
Elective (see options below)	

Block 4

COUN 5110 or COUN 5113	Workshop: Elective (Current Issues or MFT Assessment)
COUN 6332	Theories of Marriage and Family Therapy

Elective (see options below)

COUN 6386

Field Practicum I

Block 5

Elective (see options below)

COUN 6386

Field Practicum II

Elective Options:

COUN 5399

Play Therapy Basics

COUN 6331

Advanced Play Therapy

****COUN 6333**

Techniques in Marriage & Family Therapy

****COUN 6334**

Professional and Ethical Issues in Counseling (take in place of COUN 5112, students select a second section of COUN 5110 or COUN 5113 to replace COUN 5112)

****COUN 6337**

Counseling Clients for Sexual Concerns

COUN 6364

Counseling for Addictions

***Stem work course required for all students**

**** Students pursuing LPC and LMFT licensure must select these electives to meet academic requirements for LMFT in Texas.**

Examples of the Sequence of Courses

School Counselor Track for Full and Part-Time Students (6-9 hrs.)

Suggested degree plan for the School Counselor track, *part-time student, six hours per semester, or full-time student, nine hours per semester* is as follows:

6 Hour Example		9 hour example	
<p>Semester 1 COUN 5111 COUN 5364 COUN 6363</p> <p>Semester 2 COUN 5385 COUN 5397</p> <p>Semester 3 COUN 5333 COUN 5379</p> <p>Semester 4 COUN 5334 COUN 6374</p> <p>NOTE: COUN 5110 (add to a semester) COUN 5112 (add to a summer semester)</p> <p><i>End of 48 Semester-Hour Program</i></p>	<p>Semester 5 COUN 5370 COUN 6335</p> <p>Semester 6 COUN 5392 COUN 6376</p> <p>Semester 7 COUN 6332 COUN 6386 I</p> <p>Semester 8 COUN 686 II</p>	<p>Semester 1 COUN 5111 COUN 5364 COUN 6363 COUN 5385</p> <p>Semester 2 COUN 5397 COUN 5333 COUN 5379</p> <p>Semester 3 COUN 5334 COUN 5370 COUN 6374</p> <p>NOTE: COUN 5110 (add to a semester) COUN 5112 (add to a summer semester)</p> <p><i>End of 48 Semester-Hour Program</i></p>	<p>Semester 4 COUN 6335 COUN 6392 COUN 6376</p> <p>Semester 5 COUN 6332 COUN 6386 I</p> <p>Semester 6 COUN 6386 II</p>

Examples of the Sequence of Courses

Clinical Mental Health Counseling (LPC) for Full and Part-Time Students (6-9 hrs.)

Suggested degree plan for the Clinical Mental Health Counseling (LPC) track, *part-time student, six hours per semester, or full-time student, nine hours per semester* is as follows:

6 Hour Example		9 hour example	
<p>Semester 1 COUN 5111 COUN 5364 COUN 6363</p>	<p>Semester 6 COUN 5393 COUN 6332</p>	<p>Semester 1 COUN 5111 COUN 5364 COUN 6363 COUN 5385</p>	<p>Semester 5 COUN6376 Elective Elective</p>
<p>Semester 2 COUN 5385 COUN 5397</p>	<p>Semester 7 Elective Elective</p>	<p>Semester 2 COUN 5397 COUN 5379 COUN 5334</p>	<p>Semester 6 Elective COUN 6386 I</p>
<p>Semester 3 COUN 5379 COUN 5334</p>	<p>Semester 8 Elective COUN 6386 I</p>	<p>Semester 3 COUN 5370 COUN 5392 COUN 6374</p>	<p>Semester 6 Elective COUN 6386 II</p>
<p>Semester 4 COUN 6374 COUN 5370</p>	<p>Semester 9 Elective COUN 6386 II</p>	<p>Semester 4 COUN 5391 COUN 5393 COUN 6332</p>	
<p>Semester 5 COUN 5392 COUN 5391</p>		<p>Note: COUN 5110 (add to a semester) COUN 5112 (add to a summer semester)</p>	<p>Note: COUN 5110 (add to a semester) COUN 5112 (add to a summer semester)</p>
<p><i>End of 60Semester-Hour Program</i></p>		<p><i>End of 60Semester-Hour Program</i></p>	

Clinical Mental Health Counseling (LPC) Students Seeking Marriage and Family Coursework For LMFT:

Schedule an appointment with Dr. Rick Bruhn, advisor for students seeking marriage and family course electives for the MA in clinical mental health degree for a list of required electives to take to meet the state of Texas academic requirements for a license in marriage and family therapy. NOTE: Pre-requisite and sequencing requirements of marriage and family course electives require careful planning PLEASE make an appointment with Dr. Bruhn prior to registering for these courses.

Course Advisement For Master's In Counseling Program

Course	Title	Pre Req.	Concurrent_ (Yes/No)	Semester Offered
COUN5110	Workshop: Various Topics			Every Semester
COUN5111	Counseling Program Orientation			Every Semester
COUN5112	Ethics For Counselors	5111	Y	Summer
COUN5113	Assessment-Marriage & Family Therapy			Spring
COUN5114	Family Therapy Applications	6376/6386	Y/Y	
COUN5333	School Cnslng: Consltn, Coor, Coun			Fall/Summer
COUN5334	Effective Human Behavior	5397	N	Every Semester
COUN5364	Theories Of Counseling			Every Semester
COUN5370	Career Cnslng Across Lifespan	5397	Y	Every Semester
COUN5379	Methods of Research	6363	Y	Every Semester
COUN5385	Pre-Practicum: Tchniques of Counseling			Every Semester
COUN5387	Wksp- Contp Tpcs Counseling			
COUN5391	Child & Adolescent Counseling	5334	N	Spring/Summer
COUN5392	Cross Cultural Issues in Cnslng			Every Semester
COUN5393	Community Counseling			Every Semester
COUN 5397	Human Growth & Dev Across Lifespan			Every Semester
COUN 5399	Play Therapy Basics	5364/5397	N/N	Fall/Summer
COUN 6098	Thesis I			
COUN6099	Thesis II			
COUN6331	Advanced Play Therapy	5399	N	Spring
COUN6332	Theories Of Marriage & Family Therapy	5364	Y	Every Semester
COUN6333	Technqs Of Marriage/Family Therapy	6332	N	Spring/Fall
COUN6334	Prof & Ethical Issues in Cne			Summer
COUN6335	Schl Cnslg: Ldrshp, Advcy, Accountability			Spring/Summer
COUN6337	Counseling For Sexual Concerns	5334/6332	N/N	Fall
COUN6362	Foundations of Substance Abuse Counseling			Summer
COUN 6363	Assessment Guidance & Counseling			Every Semester
COUN 6364	Counseling For Addictions	5364	N	
COUN 6365	Gerontological Counseling I	5364/5397	N/N	
COUN6367	Gerontological Counseling II	5364/5385/	N/Y	
COUN 6374	Prac Group Counseling	5385/5364	N/N	Every Semester
COUN6376	Supervised Prac In Counseling	5334/6374	N/N	Every S
COUN 6386	Internship	6376	N	Every S

Counseling Program Faculty and Staff

- ❖ **Chairperson.** The Chairperson of the Department of Educational Leadership and Counseling is responsible for staff supervision, all counseling and educational activities, and statistical and financial business. The Chairperson serves as the overall academic advisor for the students.
- ❖ **Assistant Chairperson.** The Assistant Chairperson of the Department of Educational Leadership and Counseling assists the chair with responsibilities concerning staff supervision, counseling and educational activities, and statistical and financial business.
- ❖ **Director.** The Director of the Center for Research and Counselor Education (CRCE) responds to requests for information about the doctoral program, provides program leadership for the Counseling Program (doctoral), and serves as liaison to the Chair and Counseling Program alumni.
- ❖ **Coordinator.** The Master's Degree Coordinator responds to requests for information about the master's programs, provides program leadership for the master's program and serves as liaison to the Department Chair and Counseling Program alumni.
- ❖ **Faculty/Supervisors/Advisors.** Responsibilities of the Faculty/Supervisors/ Advisors are teaching didactic classes, providing clinical supervision of practicum students, and providing ongoing advising for students as designated. The faculty is composed of teaching and practicing counselors. The faculty are active members of the American Counseling Association.
- ❖ **Dr. Rick Bruhn** holds an Ed.D. in Counseling and Guidance, and is a Licensed Professional Counselor and Licensed Marriage and Family Therapist. He is a Clinical Member and Approved Supervisor of AAMFT.
- ❖ **Dr. Yvonne Garza** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level social worker and a register Play Therapist.
- ❖ **Dr. Henriksen** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and an approved LPC Supervisor.
- ❖ **Dr. Amanda LaGuardia** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and an approved LPC Supervisor.
- ❖ **Dr. Chi-Sing Li** holds a Ph.D. in Counselor Education. He is a licensed Professional Counselor.
- ❖ **Dr. Judy Nelson** is a Certified School Counselor, Licensed Professional Counselor, and Licensed Marriage and Family Therapist.
- ❖ **Dr. Mary Nichter** holds a Ph.D. in the area of Family Counseling. She is a Licensed Professional Counselor and a Licensed Marriage and Family Therapist, a Certified Professional (School) Counselor, and is an approved supervisor for LPC and LMFT.
- ❖ **Dr. Tony Onwuegbuzie** holds a Ph.D. in Educational Research. He is certified in Teaching English as a Foreign Language.
- ❖ **Dr. Rebecca Robles-Pina** holds a Ph.D. in the area of School Psychology. She is a Licensed Specialist of School Psychology, a Licensed Psychologist, Certified School Counselor and an approved supervisor for LPC.
- ❖ **Dr. Serres** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor and Certified Professional (School) Counselor.

- ❖ **Dr. John Slate** holds a Ph.D. in Psychology.
- ❖ **Dr. Jeff Sullivan** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and a registered Play Therapist.
- ❖ **Dr. Richard Watts** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor and Certified Family Therapist, and is an approved LPC Supervisor.
- ❖ **COUN Secretary/Staff Assistants.** The secretaries and staff assistants are responsible to the Department Chairperson and Director of the CRCE for all secretarial, clerical, and receptionist functions. They arrange student appointments with the Department Chairperson and the Director of the CRCE.
- ❖ **Office Assistants.** During the academic year, designated office assistants work part-time to assist with clerical and secretarial functions.
- ❖ **Secretary/Jack Staggs Counseling Center.** The secretary is the receptionist for the Jack Staggs Counseling Center responsible for scheduling appointment for clients seeking counseling, scheduling interviews appointments for potential students, and assisting the clinical coordinator.

Campus Services

BEARKAT ONECARD (STUDENT IDENTIFICATION CARDS)

The Bearkat OneCard is the official ID of Sam Houston State University. The Bearkat OneCard signifies your status as an active member of the Sam Houston State University community, serving as your official student identification card and much more. You are expected to have your Bearkat OneCard with you at all times on campus.

Your first Bearkat OneCard is provided to all registered students, staff and faculty of the University at no charge and serves as the official identification card of the University. Activating the Bearkat OneCard will grant you access to the many privileges offered to the students of Sam Houston State University. For information about obtaining a BearKat OneCard, go to <http://www.shsu.edu/onecard/onecard.html>.

ACADEMIC LIBRARY



The Newton Gresham Memorial Library (NGL) at Sam Houston State University contains numerous volumes related to counseling. Several counseling professional journals are also available.



The library is a significant part of graduate school life as students do research on various counseling theories and methods. Library staff can help students become aware of specific reference sources, including periodical indexes, interlibrary loan, and computerized literature searches. Students may access the NGL through the SHSU website: <http://library.shsu.edu/>.



Library hours are: Monday – Wednesday -- 7:30 a.m. to 1:00 a.m.
 Thursday -- 7:30 a.m. to 12:00 Midnight
 Friday -- 7:30 a.m. to 6:00 p.m.
 Saturday -- 10:00 a.m. to 7:00 p.m.
 Sunday -- 2:00 p.m. to 1:00 a.m.
 Holiday hours will be posted.

WRITING CENTER

The Writing Center is located in the Farrington Building Room 111 and offers students the opportunity to work with tutors on various writing tasks: pre-writing, organization, idea development, thesis statements, revision, grammar, mechanics, sentence structure, and research documentation. Contact the Writing Center by telephone at 936-294-3680 or email wctr@shsu.edu. Hours opened: Monday-Thursday – 8:00 a.m. to 7:00 p.m., Friday 8:00 a.m. to 3:00 p.m., and Sunday 2:00 p.m. to 7:00 p.m.

UNIVERSITY COUNSELING CENTER

SHSU has a University Counseling Center with a full range of counseling and assessment services available. Student fees pay for free access to services. All students in the Counseling Program are strongly encouraged by the Faculty to seek personal counseling in order to experience what it is like to be a client as well as to explore personal issues which may block full development as a helping professional. Some students have already been in personal, group, family or marital counseling/therapy prior to entry into the program. Those students who have never been to counseling or psychotherapy are urged to enter into a therapeutic relationship with a provider of his/her choice. The University Counseling Center is an option for students with tight budgets. The University Center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday, and is located in the North Annex to the Lee Drain Building. The phone number is (936) 294-1720.

CAREER PLANNING AND PLACEMENT CENTER

Students may receive help in their search for a job in the field through the Career Planning and Placement Center, located in Academic Building IV, Suite 210. A Career Library and a bulletin board located in the Center carry counseling-type job lists. Assistance is also available for developing resumes, making contacts in the field, and improving networking skills. The Career Planning and Placement Center phone number is (936) 294-1713. For additional information, including driving directions, office hours, and semester events sponsored by Career Services, visit their webpage at <http://www.shsu.edu/~ccp?www/>.

COMPUTER SERVICES

Computers for student use are located in the Newton Gresham Library and in the AB1 building (PC and Macs). Software applications are updated to reflect state-of-the-art computer usage. Students must establish a student account in order to have access to Blackboard, SHSU's electronic classroom. The student account can be set-up from any computer with access to the internet or at the computer lab in the AB1 Building. The computer services phone number is (936) 294-1950.

Initial Academic Procedures

Initial Entry into the Program

- ☐ Admission to Graduate Studies. Submit application for admission to graduate studies, official transcript(s), and GRE or MAT test scores to the Coordinator of Graduate Studies.
- ☐ Department Secretary. Three letters of recommendation and responses to the essay admissions questions are submitted to the Department Secretary.
- ☐ Schedule Interview. A pre-admission, on-campus screening interview is scheduled through the secretary of the Jack Staggs Counseling Clinic at (936) 294-1147.a (936)
- ☐ Counseling Program Admissions Committee. After collecting the applicant data, the Counseling Program Admissions Committee makes a recommendation about the application to the Graduate Dean. The Dean sends an official reply to the applicant.
- ☐ Faculty Advisor. Upon acceptance for graduate studies a Faculty Advisor will be assigned. Advisors are assigned according to the first letter of the student's surname. Students will meet their advisor during COUN 5111 and complete a Temporary Study Plan.

Three Possible Types of Admission to Graduate Studies

1. Regular Admission. A student with regular admission has been accepted to take either a part-time or full-time load of courses through Blocks One or Two of the Course sequence (see previous section, Example of Course Sequencing).
2. Conditional Admission. A student with conditional admission must finish certain conditions early in the program before that student is allowed to proceed. General and specific conditions are listed in the letter from the Dean indicating conditional admission. Typically a student admitted conditionally may only take six (6) semester hours in the graduate program. At that point, he/she will be blocked from registering for further courses. For example, a student may be admitted conditionally with the requirement to complete an undergraduate Abnormal Psychology class with a grade of "C" or better. That student must submit a transcript showing that requirement has been met before she/he will be allowed to register for classes beyond the six semester hours permitted. At the time that all conditions are met, the student will receive a letter from the Dean indicating regular admission status has been granted.
3. Special Admission. A student with special admission status is typically not enrolled in a degree program. This status is reserved for individuals with a master's degree from another university wishing to take courses to complete LPC coursework requirements.

NOTE: Students from another university program wishing to take COUN 6386, Field Practicum will be required to take the complete practica series from SHSU. These courses include COUN 5385, COUN 6374 and COUN 6376 as pre-requisites, even if the applicant has completed similar courses at another university.

Prior to Registration

1. Refer to guidelines for registration at the Office of the Registrar at:
http://www.shsu.edu/~reg_www/howtoregister/
Prospective students at:
http://www.shsu.edu/~grs_www/prospectivestudents.html
2. Review the class schedule(s) for the semester student is planning to enroll on-line at:
Prospective students:
http://www.shsu.edu/~reg_www/howtoregister/How%20to%20Search%20for%20a%20Class_prospectivestudent.pdf
Current students:
http://www.shsu.edu/~reg_www/howtoregister/How%20to%20Search%20for%20a%20Class.pdf
3. Access the *Master's Degrees Counseling Program Student Handbook* through the web at the Counseling Program homepage at:
http://www.shsu.edu/~edu_elc/formspublications.html
Students must read the Handbook and ACA Code of Ethics prior to signing a study plan.
4. Download a copy of the Educational Leadership and Counseling Department Writing Standards from the program web site. These writing standards will be utilized throughout each class in the program. Please read these standards carefully. A copy of the writing standards may be viewed in Appendix E.
5. Consult with Faculty Advisor (obtain name from Department Secretary or from COUN 5110 Professor) for program planning and course selection. Develop a Temporary Study Plan with your Advisor. (see Appendix A) At this time you will be asked to initial a disclosure statement that you have read the entire handbook and understand its contents. In addition, students are required to read the ACA Code of Ethics and sign a statement on the Temporary Study Plan of confirmation. Students must have both the Temporary Study Plan and initialed the disclosure statement prior to applying for Candidacy for the Degree.
6. Pre-register or register during the periods designated before the semester.
7. Pay all course fees prior to drop date from non-payment. Check academic calendar for date.

Candidacy for the Master's Degree

Upon completion of the First 15 Semester Hours of Coursework (Block 1) - Includes COUN 5364, 6363, 5385, 5397 and 5333[school counseling] or 5379 [CMHC]

1. The Counselor Potential Scale or Professional Counseling Performance Evaluation will be completed for all counseling courses at the end of each semester for all students. The course instructor will complete student's Counselor Potential Scale in TK20 Data Management System and the scales will be maintained within the TK20 system. Counselor Potential Scale or Professional Counseling Performance Evaluation (see Appendix B).
2. The application for Candidacy to the Counseling Program forms are available to be downloaded from the Counseling Program webpage at:
For M.A. - http://www.shsu.edu/~edu_elc/documents/LPCLMFTCandidacyForm.pdf
For M.Ed. - http://www.shsu.edu/~edu_elc/documents/SCCandidacyForm.pdf
3. Students must meet the minimum criterion level for the required proficiencies in COUN 5385 Pre-practicum in Counseling for a grade of "B." Students who do not meet the minimum proficiency criterion level and earn a minimum grade of "B" will be required to re-register for the course in the next semester of attendance.

All students must apply for and be admitted to Candidacy to move forward with coursework toward the degree. Each student must satisfy all academic criteria and receive a favorable clinical judgment by the Counseling faculty of the student's potential as a professional counselor. No student will be excluded on the basis of race, age, gender, sexual orientation, disability, religious orientation, etc. Students must have attained Regular Admission status as a graduate student at SHSU and must carry at least a 3.0 overall GPA.

Procedure for filing for Candidacy:

1. File application for Candidacy with Department Secretary. Include an unofficial copy of SHSU transcript showing 15 semester hours completed in the SHSU Counseling Program (including COUN 5364, 6363, 5385, 5397 and 5333 (SC) or 5379 (CHMC); students must complete 15 semester hours at SHSU transfer hours are not applicable to meet this requirement. Therefore, students applying transfer credits to Block 1 courses will have different course completed for the first 15 semester credit hours earned at SHSU.
2. The following documents must be on file in the Counseling Program Office: Temporary Study Plan, Counselor Potential Scales or Professional Counseling Performance Evaluation, application for Candidacy, transcript copy, and letters of reference.
3. All applications for Candidacy for the M.Ed. or M. A. are reviewed by the Counseling faculty at the monthly Counseling program faculty meetings. Each student will be

notified by mail as to whether or not s/he has been admitted as a candidate for the degree. Students denied admission typically receive feedback and a remediation plan, formulated on an individual basis. Acceptance as a candidate for the degree must be completed before enrollment in COUN 6376 Supervised Practice in Counseling and courses on the Temporary Study Plan sequenced after COUN 6376 with the exception of elective courses as approved by the students' Counseling faculty advisor.

It is the professional responsibility of the Counseling program faculty to ensure that students not only exhibit the knowledge and skills required of the counselor, but also have the disposition and relationship capacities to utilize those skills. The Counseling faculty meets regularly and discusses individual students' progress at various times throughout the semester. The Commission on Accreditation for Counselor Education and Related Programs (CACREP) requires review of students on a semester by semester basis. Students are expected to model professional behavior throughout the program. Each student should review the *SHSU Graduate Student Handbook* to understand the university's definition of "exemplary behavior in the classroom." Students are required to read the American Counseling Association (ACA) Code of Ethics in the initial semester of graduate studies. Students are expected to follow the ACA Code of Ethics. Students violating the ACA Code of Ethics will receive appropriate consequences, which may include termination from the graduate program.

Students must receive favorable evaluations by the instructors in the Counseling program at SHSU. The Counselor Potential Scale may be used for this evaluation (see Appendix B). The faculty may also consider supporting statements and recommendations from professional counselors, student colleagues, or other informed persons.

If actual or potential problems are indicated, the student must remediate them in a manner satisfactory to the faculty. Strengths and limitations are identified and discussed with the applicant in a private meeting with the student's faculty advisor and the coordinator of the counseling program.

If, in the clinical judgment of the faculty, the applicant possesses the potential for rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the Dean of the College of Education (COE) approve Candidacy.

If, in the clinical judgment of the faculty, the applicant could remediate the limitations, the faculty may recommend that the COE Dean approve Candidacy effective upon the remediation of the designated limitations, as evaluated by the faculty.

If, in the clinical judgment of the faculty, the applicant's limitations would prevent his/her rendering the desired counseling or therapeutic care to a client, the faculty will recommend that the COE Dean deny Candidacy.

The COE Dean approves or disapproves requests for Candidacy.

Professional Review of Counseling Students

The faculty makes every reasonable effort to facilitate a student's progress toward degree completion. Once Candidacy has been granted, it is anticipated that students will develop the skills necessary for rendering the desired counseling care to their clients. However, if the Faculty advisor or other faculty identify limitations regarding a student after Candidacy has been granted and it is the clinical judgment of the full-time faculty that the student is not capable or does not have the potential for rendering the desired counseling or therapeutic care to a client, two alternatives will be available to the student: (a) repetition of coursework and/or other remediation to be satisfactorily completed before graduation, or (b) denial of further enrollment until the student remediates the weaknesses or problems to the satisfaction of the faculty.

Semester Before Enrolling in COUN 6376 Supervised Practice in Counseling

1. Complete a Departmental Approval Form available on the Counseling program homepage at:
http://www.shsu.edu/~edu_elc/documents/CNE6376DepartmentApprovalForm-Updated5-16-2011.pdf

Students are assigned to a specific section of COUN 6376 in the following semester based on courses taken concurrently, location of any off-campus sites involved, and “fit” with the supervisor. Typically, the process of assignment is on a first come first service basis.

2. Acquire the professional liability insurance required for COUN 6376. (e. g. through the Texas Counselors Association or American Counselors Association). A copy of proof of insurance must be presented on or before the first night of class. Students may not counsel live clients without liability insurance.

Semester Before Enrolling in COUN 6386I Field Internship

1. Download the follow application and course materials before enrolling in COUN 6386 from the Educational Leadership and Counseling Departmental webpage at the following links:
Application:
http://www.shsu.edu/~edu_elc/documents/DepartmentApprovalFormforCOUN6386Version6-24-11.pdf
Activity Plan: http://www.shsu.edu/~edu_elc/formspublications.html
Course Packet:
http://www.shsu.edu/~edu_elc/documents/CNE6386_packet_updated_summer_11_000.pdf
2. Professional liability insurance is required for all students enrolled in COUN 6386 (should be maintained following COUN 6376 Supervised Practicum).

3. Students must obtain an off-campus placement at an approved location and submit a signed “contract” when submitting the Departmental Approval Form for COUN 6386.
4. CHMC students taking the marriage and family courses for licensure in Texas must find a placement which will include counseling couples and families at least 50% of the time. In addition, the off-campus supervisor should be able to supervise from a family systems viewpoint.

During Semester Enrolled in COUN 6386I Field Internship in Counseling All Students (M.Ed. and M. A.) Take the Comprehensive Examination

1. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) as the comps exam for the students in the Counseling program at SHSU. The CPCE is scheduled three times each year. Testing dates are usually late March, October, and June. CMHC students who are taking the marriage and family elective courses will have additional questions that take place on the same testing day as the CPCE.
2. Students must register with to take the comprehensive examination by completing the Comprehensive Examination Application and submit it to the Counseling program secretary at least 14 days prior to the scheduled testing date Along with the completed application, students must submit an unofficial transcript of the current semester and a cashier check or money order for \$45 payable to “CCE.” PERSONAL CHECKS AND CASH ARE NOT ACCEPTABLE. For additional information please review the comprehensive exam guidelines and the Comprehensive Examination Application at: http://www.shsu.edu/~edu_elc/documents/GUIDELINESforcomps1.pdf

Procedures for Recommending Students for Credentialing and Employment

Training students to become credentialed professional counselors and assisting students in securing positions as Community Mental Health Counselors are primary goals of the Counselor Education faculty at Sam Houston State University. Students meeting the academic requirements of the counseling program will be endorsed for licensure reflective of their program of study. Faculty members support most students’ efforts to obtain employment as Community Mental Health Counselors. It is recommended that students approach faculty members for letters of recommendation and support for employment with whom they have worked closely and from faculty members who have a clear understanding of the student’s professional skills. The policy for recommending students at SHSU is up to the discretion of each individual faculty member.

Remediation Protocol for Master’s Candidacy Applicants

For students who have been identified as having a concern or non-support from one or more faculty members during the completion of the core counseling courses in the Clinical Mental Health Counseling program (M.A. Community Counseling tracks) and the M.Ed. School

Counseling track the following protocol will be followed with the potential for additions depending on the individual needs of the student. Issues of concern or non-support must include a full description regarding the student's performance prior to remediation.

For all growth plans the initial step will include a meeting between the student's advisor and the program coordinator to discuss and develop a possible plan that addresses the student's individual issues and then both faculty will meet with the student to develop and sign a finalized plan. The following areas for concern were developed to specifically address requirements outlined in the master's program handbook in that **"It is the professional responsibility of the Counseling Program faculty to ensure that students not only exhibit the knowledge and skills required of the counselor, but also have the disposition and relationship capacities to utilize those skills"** (p. 27).

(1) **Knowledge Deficit:** the student struggles with retaining or understanding content knowledge associated with core program courses relevant to her/his respective track (e.g. theory, lifespan development, research methods, etc.). This must be evidenced by lowered grades in core areas (at least one C or three or more B's).

- a. Students with two C's will be required to complete a growth plan and will have the option of requesting that a committee be formed to review the fairness of the plan developed with their advisor and the program coordinator as well as to review the completion of their plan.
- b. Growth plans will include the completion of a written assignment associated with the topic area(s) where a deficit exists to be reviewed, at minimum, by her/his advisor and the program coordinator. The written assignment must address all areas of knowledge/content deficit therefore, if multiple deficits exist then a paper topic must be proposed that integrates multiple areas or multiple papers must be written.
- c. The student will not be allowed to enroll in COUN 6376 until the growth plan is complete.
- d. If a faculty member or members expresses concern regarding this area but the student has excellent or acceptable grades, a preponderance of evidence must be gathered to justify remediation (i.e. multiple assignments, discussion postings, etc. in the problem areas identified).

(2) **Skill Deficit:** a concern is present that indicates the student struggles with application of content knowledge in counseling situations as evidenced by case study assignments, review of practice tapes, or other application oriented activities and written work.

- a. Growth plans will include a case study application and reflection of work with a client appearing on a practice skill tape. The specific nature of the skill demonstrated will be determined by the student and her/his advisor.
- b. The student will receive individual supervision during COUN 6376 with a full-time faculty member.

- (3) **Professionalism/Behavioral Issue:** concerns have been voiced regarding the students behavior inside or outside of class in situations associated with their program. Behavioral issues may include one or more of the following: frequent tardiness and/or absences; frequent texting and/or talking in class; unethical actions; lack of involvement in reflection; introspection and personal growth regarding bias/possibly discriminatory beliefs that would interfere with her/his role as a counselor; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues, that does not improve following direct intervention. It is the responsibility of faculty and instructors to address behavioral issues as they are identified so that students can make corrections prior to the completion of the course and before applying for candidacy.
- a. Growth plans will include a reflection that sufficiently addresses how the student has addressed the behavioral/professional issue identified. Thoughts, feelings, and actions the student took to develop as a professional in the area(s) delineated in the plan must be addressed by the student in writing.
 - b. The student may be required to seek individual counseling and submit proof of attendance for a time period to be determined by the student, her/his advisor, and the program coordinator.
 - c. The student may be asked to attend individual supervision with a full-time faculty member during COUN 6376.

During breaks, faculty from the student's core classes will be solicited for additional comments regarding the identified student prior to beginning any remediation procedure. Faculty will have two weeks to respond to any request. *Students with knowledge deficits will not be permitted to enroll in COUN 6376 until the growth plan is complete and students with skill deficits must receive individual supervision with a full-time faculty member if they are permitted to proceed to COUN 6376.*

Students who are provided with a growth plan at the candidacy level will receive an addendum on their program admission letter that indicates that their admission is contingent on the successful completion of their growth plan as approved by their faculty advisor and the master's program coordinator. If a student has an issue in more than one of the areas listed above, they must complete the basic remediation outlined in each category. The student will have one semester to complete the plan unless otherwise agreed upon by those involved in the development of the initial plan. It will be suggested that students with skill or knowledge deficits take one or no classes in the semester of their remediation. If he or she does not complete her or his plan in one semester, he/she will not be able to register for classes until the plan is complete.

This protocol is designed to work in congruence with requirements outlined in the master's program handbook and the educational leadership and counseling departmental handbook. Updates regarding student progress will be presented regularly during faculty meetings where plan alterations may be discussed if growth is not satisfactory.

Exclusion of Students

At any time during the academic program, students who do not present adequate potential as a professional counselor for either academic or nonacademic reasons can be denied matriculation privileges, based on the decision of the full-time Counseling faculty. The appeal process for the exclusion for nonacademic reasons is similar to the appeal process for exclusion based on academic reasons.

The faculty, meet as a body, reviews the data from all sources to make a clinical judgment for approval or disapproval of the student's continuation in the program. When the faculty has concerns about a student's progress in the Counseling program (before, at, or after the time of Candidacy), the Chairperson or the Chairperson's designee(s) are asked by the faculty to meet with the student to discuss the faculty's concern(s). Strengths and limitations are identified, and suggestions for dealing with the limitation(s) are offered and discussed. If, in the clinical judgment of the faculty, the weaknesses or problems are so glaring or if the student refuses or fails to remediate the limitation(s), the faculty might not approve the student's continuation in the Program. It should be noted that the philosophy and commitment of the faculty is to work with students and to facilitate their progress toward degree completion, whenever possible. Also, counseling students who violate the Code of Ethics (including confidentiality) for the American Counseling Association may be excluded from the program.

Grievance Policy

The following procedures are quoted directly from the "Process for Dealing with Student Grievance Cases," University policy number APS 900823:

Under the provisions of this policy academic grievances include disputes over: a. Course grades ; b. Unauthorized class absences or tardiness; c. Suspension for academic deficiency; d. An instructor's alleged unprofessional conduct related to academic matters; e. Graduate comprehensive and oral examinations; f. Theses and dissertations.

If, in turn, the division/department chair, academic dean, Academic Appeals Panel, or Vice President for Academic Affairs and Student Services finds a disputed action conflicts with federal or state law, university, college, division or department policy, or with the instructor's stated class policy, a decision should be rendered in favor of the aggrieved student.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and, in turn, the division/department chair, academic dean, Academic Appeals Panel and Vice President for Academic Affairs and Student Services form an opinion about the dispute and so advise the individuals involved. After considering the advice provided by any or all of the administrators participating in hearing the grievance, the individual(s) involved in the dispute shall retain the academic freedom to decline to change the original judgment in the matter.

Allegations of student misconduct, as defined in paragraph [5.2, Chapter VI](#) of the Rules and Regulations, Board of Regents, Texas State University System and Sam Houston State University student Guidelines, published by the Office of the Associate Vice President for Student Services and Dean of Student Life, will be referred to the Office of the Associate Vice President and Dean of Student Life for necessary action.

Allegations, questions or appeals involving academic dishonesty, i.e., cheating, plagiarism, collusion, and/or abuse of resource materials will be processed in accordance with the procedures set forth in Academic Policy Statement 810213, "Procedures in Cases of Academic Dishonesty"

There shall be in each college an Academic Appeals Panel. The members of the panel shall be chosen by procedures established by the college dean. The panel will consist of not more than four faculty members and may include up to two students at the discretion of the dean. The chair of the panel will be selected from the panel members by the appointees to the panel. A division/department chair or any party to the appeal being heard may not serve on the panel.

The Academic Appeals Panel will be involved in an alleged grievance only after the normal procedures outlined in paragraph 4.01a, b, and c below have been exhausted.

The Academic Appeals Panel will hear appeals involving disputes over those matters set forth in paragraph 2.01 -a- through -f- of this policy. Appeals regarding university/college degree requirements, student misconduct or scholastic dishonesty will not be addressed by the panel.

4.01 The following steps are to be followed in pursuing an academic grievance or an appeal of suspension for academic deficiency:

a. In the event of an academic grievance, the student must first appeal to his or her instructor or committee chair for a resolution of the matter and must do so within sixty days following the end of the semester or summer session during which the dispute arises. If the grievance involves a suspension for academic deficiency, the student appeals directly to the appropriate academic dean.

b. If an academic grievance is not satisfactorily resolved with the instructor or committee chair, the student may appeal to the chair of the academic division or department in which the complaint or dispute is centered.

c. If the academic grievance is still unresolved, after an appeal to the chair of the division or department, the student may appeal to the dean of the college in which the dispute is centered. The dean will notify the faculty member or committee chair of the complaint and may request that both the faculty member or committee chair as appropriate, and student provide a written explanation of the circumstances to the dean, within a reasonable time, as specified by the dean.

d. If a resolution of an academic grievance or an appeal from a suspension for academic deficiency is not reached at the level of the college dean, the student may, within two weeks, submit a written statement of the alleged grievance or appeal through the college dean to the

chair of the Academic Appeals Panel of the college in which the complaint or dispute is centered. The Panel will investigate the alleged grievance or the appeal and present such findings and recommendations as the Panel finds appropriate to the college dean. To assure prompt resolution, the Panel shall strive to submit its findings and recommendations to the college dean within two weeks from the date of the receipt of the statement of grievance/appeal by the chair of the Panel. The college dean may accept, modify, or reject the recommendations of the Panel.

e. If the matter remains still unresolved, a final appeal may be made to the Office of the Vice President for Academic Affairs and Student Services. The Vice President for Academic Affairs and Student Services will receive all documents pertaining to the dispute from the academic dean. The Office of the Vice President for Academic Affairs and Student Services will inform the student, the instructor and/or committee chair, and the administrators participating in the appeals process of the decision and the final disposition of the matter within two weeks of receipt of the appeal.

Practicum/Clinical Information

Philosophy

The faculty and staff of the Sam Houston State University Counseling Practicum strive to assist students in becoming professionals skilled in counseling, and also to provide therapeutic and educational experiences designed to enable individuals and families to develop effective, meaningful relationships. Together with the students, the Counseling faculty strives to render effective, ethical counseling services to individuals, couples and families from the community. The policies of the Counseling Practicum are formulated in response to the goals of excellence in counselor training and in clinical service.

Practicum Curriculum

The overall practicum curriculum consists of the supervised clinical practice of counseling and participation in individual and group experiences designed to promote professional and personal growth. Five practica courses are included in the overall curriculum for M.A. and M.Ed. students: COUN 5385 Pre-Practicum: Techniques of Counseling; COUN 6374 Practicum in Group Counseling; COUN 6376 Supervised Practice in Counseling; and COUN 6386 I Field Internship and COUN 6386 II Field Internship.

In COUN 6376 and COUN 6386, practical experiences will involve providing counseling to clients who have been assigned to the student according to his/her experience and skill levels. Students' hours of direct client contact and total time involvement are logged as course requirements and for possible use toward licensure as a Professional Counselor (LPC) or/and Licensed Marriage and Family Therapist (LMFT). Students are urged to keep copies of all practicum logs, as well as all graduate course syllabi and the *SHSU University Graduate Catalog*. These documents may be crucial for future licensure and professional certification requirements!

Practicum Requirements

The Clinical Mental Health Counseling Program (LPC) has accreditation from the *Council on Accreditation for Counseling and Related Education Programs (CACREP)*.

Per CACREP standards, Clinical Mental Health Program students must earn 600 clock hours of total time involvement in COUN 6386 (combining COUN 6386 I and II). The six hundred hours includes 240 direct (face-to-face) client contact hours and 360 indirect hours. These COUN 6386 hours are above and beyond the 100 hours of total time involvement from COUN 6374 and COUN 6376. This exceeds the LPC academic requirements for practicum (300 hours total time and 100 hours face-to-face). The M.Ed. School Counseling Program is seeking CACREP approval and, therefore, the practicum requirements listed below apply to students seeking this degree.

1. Individual practica course requirements are as follows:

- a. In COUN 6374, students acquire 10 hours of direct counseling total time involvement. To collect the 10 hours of direct counseling experience, students lead a counseling group while enrolled in this course and must have weekly supervision.
 - b. In COUN 6376, students must complete a minimum of 40 direct client contact hours and must have one hour individual or triadic supervision weekly. If students earn 10 hours of direct client contact in COUN 6374 Group Practicum and has required documentation of weekly supervision he/she may use these 10 hours toward the 40 hour direct client contact requirement for COUN 6376 and reduce the number of direct contract hours to 30 for COUN 6376.
 - c. In COUN 6386 I, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct client counseling and 180 indirect time. Students are required to have one of individual or triadic supervision weekly from a field site supervisor.
 - d. In COUN 6386 II, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct client counseling and 180 indirect time. Students are required to have one of individual or triadic supervision weekly from a field site supervisor.
3. Class time for didactic, experiential, and group supervision is provided.
 4. Individual supervision with clinical faculty during Supervised Practice in Counseling and Field Internship is provided.
 5. Selected readings are required or recommended as warranted.
 6. Audio- or videotaping of all sessions is expected during COUN 6376 Supervised Practice in Counseling and COUN 6386 I and COUN 6386 II Field Internship courses.

Practicum intern professionalism. Each Practicum intern in COUN 6376 and COUN 6386 I and II is a representative of Sam Houston State University. The Counseling faculty expects that students will exhibit high standards of professionalism in dress, attitude, and behavior. Students failing to exhibit appropriate levels of professionalism will receive feedback and are expected to make changes to reach the high standards required while interacting with the public. An Individualized Growth Plan may be developed for a student failing to meet expectations of high standards of professionalism. An Individualized Growth Plan will include a timeline and the student will be held accountable for making the necessary adjustments to their professionalism.

COUN 5385 Pre-Practicum: Techniques of Counseling

Pre-Practicum is designed to provide the student with didactic and experiential training in fundamental techniques of counseling. Extensive simulation and role-playing activities facilitate student development of skills to be utilized in the following Practicum courses. These proficiencies must all be met at a minimum level to obtain a grade of "B". The Pre-Practicum proficiencies are listed in Appendix C.

Students who are unable to demonstrate the required proficiencies to the professor's satisfaction will be required to re-register for the class. Students unable to meet the proficiencies in two attempts may be advised to leave the program. Successful completion of COUN 5385 is a pre-requisite for COUN 6374 and cannot be taken concurrently.

COUN 6374 Practicum in Group Counseling

The Practicum in Group Counseling is composed of two basic elements: didactic and experiential. One-half of each class session is given to didactic activities. In the other half of each class session, class members are divided into small, personal growth groups. The personal growth groups are designed to be facilitated by Supervised Practice in Counseling and Field Practicum students or community professionals, and are supervised only indirectly by the course instructor. The experiential element of the Practicum in Group Counseling course is not included in the grade evaluation for the students. All students are required to participate in the didactic and experiential elements, unless alternative arrangements for the small group experience are approved by the instructor. Twenty-five hours of total time involvement (all direct client contact hours) can be applied to the hours of direct client contact and hours of total time involvement, respectively, that are required for the LPC. Successful completion of COUN 6374 is a pre-requisite for COUN 6376 and cannot be taken concurrently.

COUN 6376 Supervised Practice in Counseling

COUN 6376 Supervised Practice in Counseling (Counseling Practicum) provides opportunities for on-site client counseling and testing experiences. In Counseling Practicum, faculty supervise graduate students (interns) who provide individual, marital, group, and family counseling, as well as testing, to those individuals from the community-at-large who need and desire these services. In addition, students completing the play therapy courses may see children in the playroom. Each Supervised Practicum intern must complete a minimum of 40 client contact hours** within 100 hours of total time involvement in Practicum activities. These hours can be included in the total required Practicum hours for SC, CMHC students, for direct client contact and total time involvement. Successful completion of COUN 6376 is a pre-requisite for COUN 6386 I and cannot be taken concurrently. COUN 6333 Techniques of Marriage and Family Therapy is a pre-requisite for CMHC students who are taking the marriage and family electives (or must be taken concurrently).

A number of proficiencies have been set for students in Practicum. A minimum acceptable level of attainment of the COUN 6376 will qualify the student for a grade of "B". Students who are

unable to demonstrate the required proficiencies to the professor's satisfaction will not be allowed to continue taking practica courses. Students unable to meet the proficiencies in two attempts may be advised to leave the program. The COUN 6376 proficiencies are listed in the Appendix D.

*****A total of 40 hours of client contact is required by CACREP for the "Practicum." To meet that standard, the Counseling program applies 10 hours of client contact from COUN 6374 and 30 hours of client contact from COUN 6376 if student received weekly supervision for the 10 hours of client contact from COUN 6374.***

Supervision

While enrolled in COUN 6376, each student is required to have a minimum of one (1) hour of individual or triadic supervision weekly. Most supervision of COUN 6376 is provided by doctoral students in the Ph.D. Counseling program. Supervision time is scheduled outside the class meeting time. Supervision is face-to-face conversation with the supervisor, customarily scheduled by appointment occurring at the same time weekly. Supervision focuses on the raw data from a supervisee's continuing clinical practice, made available to the supervisor through direct observation, written clinical notes, and audio- or videotaping. Supervision is a process clearly distinguishable from (though in some ways similar to) personal counseling and is contracted in order to serve professional/vocational goals. Each student will negotiate with the supervisor regarding the specific activities for each session. However, it is expected that most often, students will bring the content for discussion. The student may be requested to bring up-to-date case folders and records, audiotapes, or videotapes to supervision sessions.

Services

Direct counseling services are provided for the purpose of studying, understanding, and effecting appropriate changes in clients' behavior, perceptions, and supporting clients as they work to accomplish their goals. The following are examples of services which are available:

1. Counseling to individuals (including play therapy) for those who are aware of unresolved personal difficulties in daily living;
2. Counseling for married couples who are aware of some unresolved difficulties in their marriage;
3. Relationship counseling for unmarried individuals;
4. Family counseling for families who are aware of conflict and problems in any part of the family system;
5. Divorce adjustment counseling for those persons who desire help in making an

- appropriate adjustment during separation and/or following divorce;
6. Group counseling for children, teenagers, and adults who can benefit from this approach (when enough participants are available);
 7. Career assessment and counseling for individuals desiring occupational information and help in making career decisions;
 8. Educational assessment for achievement, abilities, and learning modalities.

Client Case Assignments and Procedures

Members of the community-at-large and Sam Houston State University faculty, staff, and students are eligible for services of the Supervised Counseling Practicum. Clients of the Practicum may be self-referred or referred by school personnel, human service personnel, church officials, physicians, lawyers, and others.

Procedures for Scheduling of Obtaining Counseling in the Jack Staggs Clinic

Referrals are made by phoning the Jack Staggs Clinic 294-1121 located on the SHSU campus in Huntsville and/or at the SHSU Community Counseling Center at the SHSU campus in the Woodlands.

The secretary will take the name and phone number of the client, and offer an appointment time ideally at a convenient time for the client. A brief description of the presenting problem will be asked for during the phone conversation between the secretary and the client, and recorded on the Intake Data Sheet. The Intake Data Sheet is made available to the faculty teaching and supervising COUN 6376 and to the student assigned to counsel the client. Usually, clients are assigned to the interns, however, an intern may request clients with specific issues in order to develop or enhance skills for working with individuals with those issues/concerns. There is no fee for counseling. The fee for administration of achievement and intelligence tests is \$10 per test.

Procedures for Counseling Sessions

In the intake session, the intern discusses his/her Personal Disclosure Statement with the client. The client reads and signs the Parental Consult Form or the Adult Consent Form.

The client is asked to complete the "Release of Confidential Information" form, if there is a history of previous counseling or related services. The intern obtains Intake and Personal Data information.

At the conclusion of the intake session, the intern confirms the ongoing appointment time.

The intern is responsible for maintaining a clinical record for each client, couple, family, or

group seen during Practicum. The record contains a Consent Form, Personal Data Form, a summary of the initial interview, summary reports of counseling sessions (made after each counseling session), any test results, correspondence, log of contacts, and other pertinent information. The intern assigned to the case is responsible for keeping the record current and adhering to ethical and professional guidelines concerning client records.

Clients are encouraged to remain in counseling the entire semester. However, on some occasions, the termination of counseling for some clients may seem appropriate and this decision is left to the discretion of the professor teaching COUN 6376. At the end of the semester or whenever termination occurs, a Termination Summary is written and placed in the client's file folder. The folder is then given to the professor for final checkout and storage as an inactive file.

Care and Maintenance of Clinical Records

All records are confidential and contained within a locked file accessible to authorized personnel of the Counseling Practicum. No information from the record can be released without the written consent of the client. Telephone requests for information concerning the clientele will be politely refused, and no information (including the names of those persons who are presently being provided services or who have received services at the Counseling Practicum) will be released via telephone.

All records are the property of the Counseling Practicum and must not be removed without consent of the clinical coordinator.

Full written clinical records are kept for a period of seven years for adults and for a minor client, seven years after termination of the counseling relationship in accordance with Sam Houston State University policy.

Clinical records (tape recordings, test results, clinical notations) may be used for educational and/or a research purpose only with the client's consent, providing the client's identity is protected. A counselor involved in research and/or publication is obligated to protect the identity and welfare of the researched subjects. Informed consent, as specified by SHSU Human Subjects Committee guidelines, must be procured.

Audio-taping and Videotaping

Interns are responsible for supplying their own audiotapes and tape recorders for taping their sessions. Interns will audiotape all of their sessions. All interns must learn how to operate and care for the video equipment. All sessions occurring in the clinics are video recorded on DVDs and student are responsible for making sure that DVDs are in the recorded assigned to the counseling room in which the intern will be counseling clients. If the intern changes counseling rooms, it is the intern's responsibility to make sure the DVD is changed to the recorded assigned to the new counseling room. No tapes may be taken from or used outside the Practicum area without permission of the Supervisor. However, doctoral students supervising interns may, with permission of the profession teaching COUN 6376 check-out the intern/supervisee's DVD of

counseling sessions to be used for supervision purposes. Copies of the tapes may not be made without permission of the faculty.

Student Liability Insurance

During Practicum, interns can be held responsible legally and financially for the results of their professional activities. Each intern is required to obtain professional liability insurance which is designed to provide coverage for acts of malpractice, error, or omission in the performance of their duties whether they are actual or alleged. (Note: Acts that are held to be negligent are rarely deliberate).

Insurance can be purchased through several agencies. Brochures are available in the Supervised Practicum area. Interns who are student members of TCA or ACA may obtain liability insurance through these organizations at a reasonable cost. Teachers may find that their Supervised Practice in Counseling activities are covered under their teacher's liability insurance. Some interns have purchased liability insurance through their homeowner's insurance policy.

Referral Services and Relationship with Other Agencies

The Counseling Practicum, through the supervisors and interns, maintains relationships with other departments of the University, as well as public and private agencies. The rationale for such involvement is to provide optimal professional service by being available to campus personnel and community agencies as a referral resource and to have clear channels of communication to resources both on- and off-campus for appropriate use of their services when referring to them. The supervisor and interns will link individuals who need services not available at the Practicum with community agencies when possible.

Code of Ethics/Confidentiality

The Counseling Program abides by the Code of Professional Ethics for the American Counseling Association. All students in the program are expected to follow CAC Code of Ethics from the point of entry into the program through graduation. Practicum interns are expected to perform their duties with integrity and professional competence. The following guidelines are offered for the purpose of maintaining these high standards of service:

1. Interns will not misrepresent themselves either by title or professional capabilities.
2. No one shall be denied professional service because of his/her race, religion, gender, sexual orientation, political affiliation, or social or economic status.
3. Informed consent for the specific counseling service(s) and a signed release for audio- and videotaping must be obtained from the clients prior to proceeding with counseling sessions. Clients must be informed of the presence of supervisors and student observers.

4. Strict confidentiality will be observed at all times in record keeping, tape recordings, and case presentations. Clinical faculty will maintain and support this confidentiality. The client must provide written permission before any data may be divulged or before the counselor can request information about the client from another professional, except as provided under state law.
5. Confidential information which indicates an immediate physical danger to any individual or to the client him/herself must be communicated to the appropriate authority or professional worker, even without the client's consent. The Supervisor should be notified and apprised of the information. The client must also be informed of this communication. Consultation should be sought when necessary and referrals to other health professionals will be made when problems are outside the recognized boundaries of the intern's competence.
6. An intern will not use the counseling relationship to further personal interests of any kind. Sexual intimacy with clients is unethical and, in Texas, illegal. The acceptance of gifts is unethical. Clients seen in the Supervised Practicum are not to be seen in private practice by the same counselor. An awareness of unethical conduct on the part of a colleague or another professional should be brought to the attention of a Faculty Supervisor.
7. Confidentiality is of primary concern in the waiting room, hallways, and Practicum areas. All Supervisors and interns are obligated to protect a client's personal data in verbal discussions. Written data must be appropriately filed. At no time are clients or non-Practicum individuals allowed in the Practicum area except as clients in the counseling rooms.

COUN 6386 I and II Field Internship

During COUN 6386 Field Practicum I and II each student will see clients at an off-campus site. The student is responsible for finding his/her own placement and a qualified supervisor (LPC, Licensed Psychologist, LMSW, LMFT, or Licensed Psychiatrist). Students can obtain a list of approved field sites from the faculty coordinating field internship.

Pre-class Procedures

1. While enrolled in COUN 6376, students download a Departmental Approval Form, complete and submit to the faculty coordinating field internship while enrolled in COUN 6376.
2. Obtain Field Placement Documents ("Requirements" and "Contract") from Field Practicum instructor.
3. Secure a field placement site and a qualified off-campus supervisor prior to the first day of class. Failure to secure either one can necessitate blocking of the student from the course for that semester.
4. Students are required to purchase professional liability insurance prior to the first day of class. Information is available from the course instructor or faculty advisor.
5. CMHC students taking the marriage and family elective courses must secure a field placement site where at least 50% of the client contact will be with couples and families. The off-campus supervisor must be able to supervise from a family systems viewpoint.

Course Requirements

1. Participate in class activities every other week. Complete other course requirements as designated by the course instructor.
2. Complete a minimum of 240 direct client contact hours within 600 hours of total time involvement. Students complete 300 total hours with 120 of the hours direct client contact hours in COUN 6386 I and the same amount of hours in COUN 6386 II.
3. Participate in supervision with the off-campus supervisor for one hour per week. Attend class every other week for three hours..
4. Abide by the ACA Code of Ethics at all times.

Appendices

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APPENDIX A

Temporary Study Plan

MA in Clinical Mental Health Counseling

Department of Educational Leadership & Counseling
 College of Education
 Sam Houston State University

Student's Name _____ Student ID # _____
 Degree Plan: Master of Arts (60 hours)/Clinical Mental Health Counseling

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 15 SUCCESSFULLY COMPLETED GRADUATE HOURS.
 Note: Courses listed with an "OL" may be offered as either face-to-face or online. Students are not guaranteed online or off campus seating.

Pre-requisite Abnormal Behavior and Human Growth/Lifespan

Required Courses:

	<u>Proposed</u>	<u>Actual</u>
Completion	Enrollment	Date
		Date

B
L
O
C
K

COUN 5311	Intro to the Counseling Prof & Ethical Practice	
COUN 5364	Theories of Counseling (OL)	
COUN 6363	Assessment in Guidance & Counseling (OL)	
COUN 5385	Pre-Practicum Techniques of Counseling	
COUN 5397	Human Growth and Development (OL)	
COUN 5379	Methods of Research (prereq 6363)	
COUN 5334	Effective Human Behavior (prereq 5397) (OL)	
COUN 6374	Practicum in Group Counseling (prereq 5385)	
COUN 5370	Career Counseling Across Lifespan (prereq 5397) (OL)	
COUN 5392	Cross-Cultural Issues in Counseling	
COUN 5394	Crisis and Trauma in Counseling	
Elective	(see options below)	
Elective	(see options below)	
Elective	(see options below)	
COUN 5393	Community Counseling	
COUN 6364	sum/fall Counseling for Addictions (prereq 5364)	
COUN 6332	Theories of Marriage & Family Therapy (prereq 5364)	
COUN 6376	Supervised Practice in Counseling (prereq 6374/5334) (must have candidacy) (100 hrs)	
COUN 6386	Internship (first semester) (prereq 6376) (300 hrs)	
COUN 6386	Internship (second consecutive semester) (300 hrs)	
60 hr. Program Focus Plus Orientation Hour		
___	I have read the Counseling Program Student Handbook and understand the contents.	_____ (initial)
___	I have read the current ACA Code of Ethics and can abide by the mandates contained therein.	_____ (initial)



 Signature of Advising Counseling Professor/Date

 Signature of Graduate Student/Date

Elective Options:

___ COUN 5391	Child and Adolescent Issues In Counseling (prereq 5334)	<u>sp/sum</u>
___ COUN 5399	Play Therapy Basics (prereq 5364, 5397)	<u>sum/fall</u>
___ COUN 6331	Advanced Play Therapy (prereq 5399)	<u>sp</u>
___ COUN 6334	Professional and Ethical Issues in Counseling (prereq 5385)	<u>sum</u>
___ COUN 6337	Counseling for Sexual Concerns (prereq 5334, 6332)	<u>sp/fall</u>

- ___ COUN 6333 *Techniques of Marriage & Family Therapy* (prereq 6332)
- ___ COUN Family Therapy Techniques (prereq 6332)
- ___ COUN Couple and Family Therapy Applications

sp/fall

Temporary Study Plan MEd School Counseling

Department of Educational Leadership & Counseling
College of Education
Sam Houston State University

Student's Name _____ Sam ID# _____
Degree Plan: Master of Education (48 hours)

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 15 SUCCESSFULLY COMPLETED GRADUATE HOURS.

Pre-requisite: Abnormal Behavior & Human Growth/Lifespan
Courses designated with "OL" may be offered either online or face-to-face
Note: Students are **not** guaranteed online or off campus seating.

	Required Courses: Completion Date	Proposed Enrollment Date	Actual Enrollment Date
B L O C K 1	COUN 5387 <i>Orientation to the Counseling Profession</i>		
	COUN 5364 <i>Theories of Counseling</i>	(OL)	
	COUN 6363 <i>Assessment in Guidance & Counseling</i>	(OL)	
	COUN 5385 <i>Pre-Practicum Techniques of Counseling</i>		
	COUN 5397 <i>Human Growth and Development</i>	(OL)	
	COUN 5333 fall/sp <i>Methods of Consultation, Coordination, and Counseling</i>		
	COUN 5379 <i>Methods of Research (prereq 6363)</i>	(OL)	
	COUN 5334 <i>Effective Human Behavior (prereq 5397)</i>		
	COUN 6374 <i>Practicum in Group Counseling (prereq 5385/5364)</i>		
	COUN 5370 <i>Career Counseling Across Lifespan (prereq 5397)</i>	(OL)	
	COUN 6335 fall/sp <i>Leadership, Advocacy, and Accountability (Only required for School Counselors) (prereq 5333)</i>		
	COUN 5392 <i>Cross Cultural Issues in Counseling</i>		
	COUN 5391 or 5399 <i>Child and Adolescent Counseling/Play Therapy Basics</i>		
	COUN 6376 <i>Supervised Practice in Counseling (Must have candidacy) (prereq 6374/5334) (100 hrs)</i>		
	COUN 6386 fall/sp <i>Internship (prereq 6376) (300 hrs)</i>		
	COUN 6386 fall/sp <i>Internship II (to be taken after Internship I, not concurrently) (prereq 6386 I) (300 hrs)</i>		

48 Hrs.

___ I have read the Counseling Program Student Handbook and understand the contents.

(initial)

___ I have read the current ACA Code of Ethics and can abide by the mandates contained therein.

(initial)



Signature of Advising Counseling Professor/Date

Signature of Graduate Student/Date

Additional Course Options:

- ___ COUN 5399 *Play Therapy Basics (prereq 5364/5397)* (Summer & Fall)
- ___ COUN 5391 *Child and Adolescent (prereq 5334)* (Spring & Summer)
- ___ COUN 6331 *Advanced Play Therapy (prereq 5399)* (Spring)
- ___ COUN 6334 *Professional and Ethical Issues in Counseling* (Summer)
- ___ COUN 6337 *Counseling for Sexual Concerns (prereq 5334/6332)* (Fall & Spring)
- ___ COUN 6332 *Theories of Marriage & Family Therapy (prereq 5364)* (Fall, Spring & Summer)
- ___ COUN 6364 *Counseling for Addictions (prereq 5364)* (Summer & Fall)

APPENDIX B

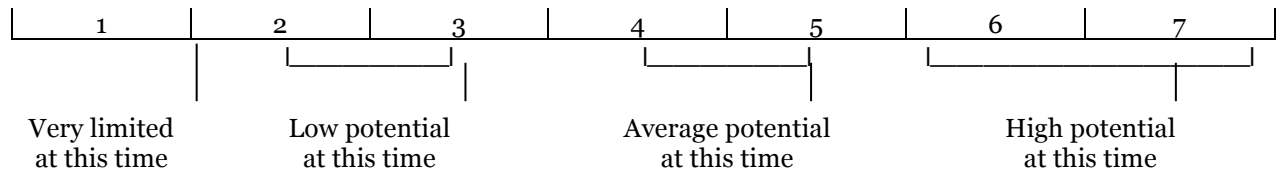
Counselor Potential Scale

Course: _____ Semester: _____ Student's Name: _____

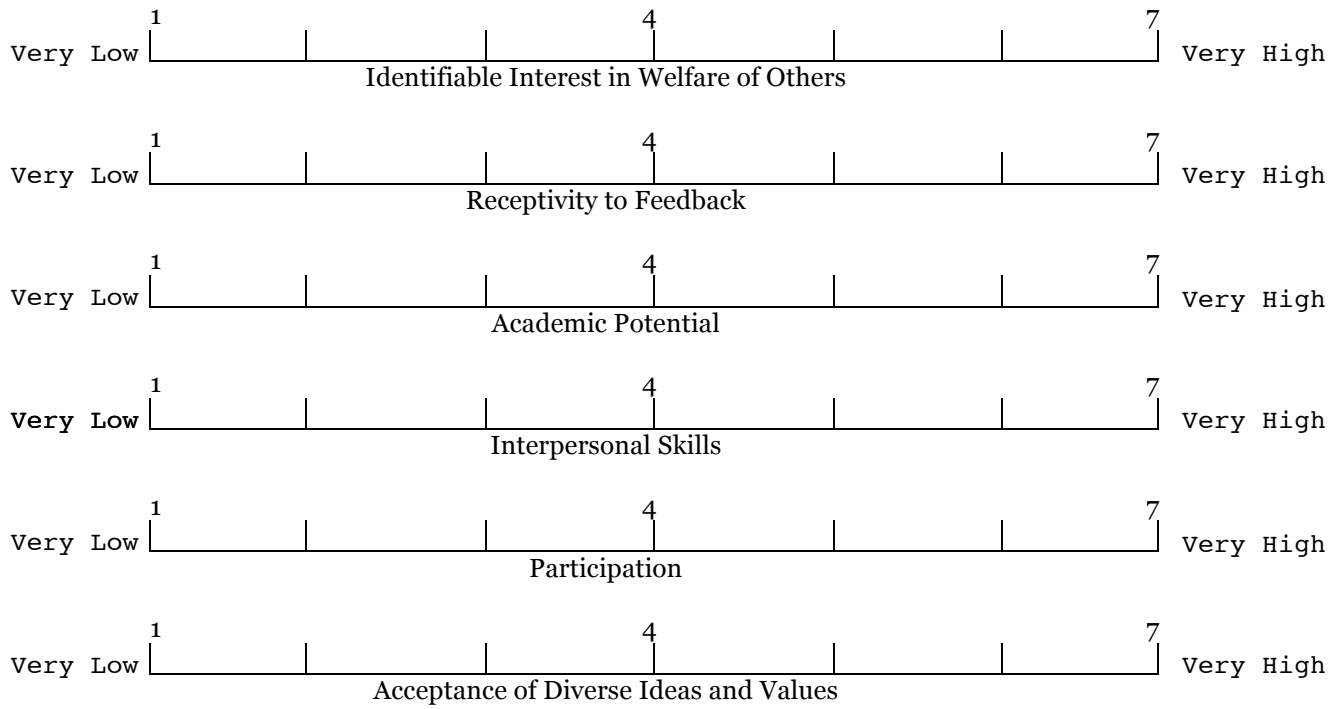
Counselor Potential Scale

Instructors: Please rate the student on each of the following variables by placing an "X" in one of the spaces. Comments are requested for low ratings. Evaluation should be made in comparison to all first year graduate students; therefore, it is expected that many ratings may fall in the average range. Results may be shared with the student.

Potential as a graduate student and counselor



Areas



In my clinical judgment:

- I support this student's continuation in the program.
- I do not support this student's continuation in the program.
- Insufficient information to render judgment.

Note: Please provide an explanation of non-support on the reverse of this form.

Signature of Professor

Date

APPENDIX C: Pre-Practicum Proficiencies

COUN 5385 PROFICIENCIES REQUIRED FOR A GRADE OF “B” OR ABOVE

PROFICIENCY CHECKLIST

1. ____ Student is able to establish a working relationship when counseling peers in practice session.
2. ____ Student can identify the nonverbal behaviors in the practice counseling sessions of both the counselor and the client.
3. ____ Student can identify the presenting problem of the practice clients.
4. ____ Student can identify the content of the practice client’s statement.
5. ____ Student can identify the feelings of the practice client’s statement.
6. ____ Student attends to the practice client using SOLER (Egan):
 - S Squarely faces the client
 - O..... is Open – arms and legs are not crossed
 - L..... Leans toward the client to indicate interest
 - E..... Eye contact conveys understanding
 - R..... Relaxed in nonverbal behaviors
7. ____ Student responds accurately to the content of the client’s message.
8. ____ Student responds accurately to the feelings of the client’s message.
9. ____ Student can demonstrate how to open and close a counseling session.

APPENDIX D: Supervised Practice in Counseling Proficiencies

In order to complete COUN 676, all proficiencies must be met with a rating of average or better.

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					
<i>Has knowledge of resources in community</i>					
<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					
<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

Proficiencies	Poor	Below Average	Average	Above Average	Excellent
Knowledge					
<i>Has knowledge of theory and intervention strategies</i>					
<i>Has knowledge of assessment and diagnosis</i>					
<i>Is understanding of cultural and ethnic issues</i>					

<i>Has knowledge of resources in community</i>					
<i>Has knowledge of current ethical guidelines and legal issues</i>					
Practice					
<i>Practices within a theoretical frame</i>					
<i>Demonstrates mastery of intervention techniques</i>					
<i>Able to develop rapport</i>					
<i>Able to establish a counseling relationship</i>					
<i>Able to conceptualize a problem</i>					
<i>Responds accurately to content</i>					
<i>Responds accurately to feelings</i>					
<i>Responds accurately at Carkhuff Level 4</i>					
<i>Can respond to multicultural issues</i>					
<i>Is timely and thorough in documentation</i>					
<i>Able to formulate treatment goals</i>					
Personal					
<i>Demonstrates ethical behavior</i>					
<i>Demonstrates use of good judgment in counseling skill</i>					
<i>Is interpersonally competent</i>					
<i>Is able to identify own strengths and weaknesses</i>					
<i>Is able to accept and learn from feedback</i>					
<i>Is an asset to the profession</i>					

Appendix E: Writing Standards

The Educational Leadership and Counseling Department Writing Standards were developed with the following purposes in mind:

- ❑ Provide students with a set of standard expectations for all graduate level written work;
- ❑ Provide students with a tool to review their own writing and measure it against a set of standards before submitting their work; and
- ❑ Provide faculty members with a tool to use when communicating with students about how they can improve their writing. Where student writing falls below an “Acceptable” level of performance, students are expected to request help from faculty and/or the Sam Houston State University Writing Center.

Sam Houston State University
Educational Leadership and Counseling
WRITING STANDARDS

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Fifth Edition.*

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
Purpose	<ul style="list-style-type: none"> ➤ Clearly articulated central theme ➤ Clear transitions from point to point ➤ Paragraphs support topic sentences ➤ Originality of the task is clear 	<ul style="list-style-type: none"> ➤ Generally clear and appropriate central theme ➤ No more than two unclear transitions from point to point ➤ Paragraphs support topic sentences 	<ul style="list-style-type: none"> ➤ Unclear central theme ➤ More than two unclear transitions from point to point ➤ More than two paragraphs without supporting topic sentences 	<ul style="list-style-type: none"> ➤ No central theme ➤ Transitions from point to point are unclear and confusing ➤ No supporting topic sentences for paragraphs
Thesis	<ul style="list-style-type: none"> ➤ Original ➤ Insightful ➤ Well-articulated 	<ul style="list-style-type: none"> ➤ May lack originality ➤ May lack insight ➤ Clear, plausible 	<ul style="list-style-type: none"> ➤ Unoriginal ➤ No insight revealed ➤ Identifiable but vague 	<ul style="list-style-type: none"> ➤ Theme non-existent
Support/Argument	<ul style="list-style-type: none"> ➤ Critically reasoned ➤ Arguments strategically placed ➤ Well substantiated with reliable, 	<ul style="list-style-type: none"> ➤ Soundly reasoned ➤ Arguments well-placed ➤ Sufficient substantiated with reliable evidence 	<ul style="list-style-type: none"> ➤ Some reasoning provided ➤ Arguments wander or jump around ➤ Little substantiation with evidence 	<ul style="list-style-type: none"> ➤ Little or no reasoning provided ➤ Lack of arguments for thesis ➤ No substantiation with evidence or

	relevant evidence			contradictory use of evidence
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Audience/Reader(s)	<ul style="list-style-type: none"> ➤ Exemplary response to reader's needs ➤ Actively engages reader through author's insightful stance regarding the topic ➤ Topic clearly identifiable, understandable, and founded on extensive research ➤ Evidence presented through a flawless logical sequence that motivates the reader to critically reflect and analyze both simple and complex points embedded in the writing 	<ul style="list-style-type: none"> ➤ Solid response to reader's needs ➤ Engages the reader through author's knowledgeable stance regarding the topic ➤ Topic identifiable, understandable, founded on research ➤ Adequate, relevant evidence presented through a logical sequence, sufficiently founded on research 	<ul style="list-style-type: none"> ➤ Minimal response to reader's needs ➤ Minimal attempts made to engage the reader by author's stance regarding the topic ➤ Topic is vaguely identifiable, not founded on research ➤ Minimal evidence presented to support the major point(s) 	<ul style="list-style-type: none"> ➤ Ignores reader's needs ➤ Does not engage the reader by author's stance regarding the topic ➤ Topic nonexistent or too vague ➤ Insufficient or erroneous evidence presented for support of major point(s)

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Style	<ul style="list-style-type: none"> ➤ Mastery of specific research guidelines ➤ Sophisticated content analysis ➤ Effective written/language/communication 	<ul style="list-style-type: none"> ➤ Meets specific research guidelines ➤ Basic content analysis ➤ Effective written/language/communication 	<ul style="list-style-type: none"> ➤ Meets basic research guidelines ➤ Minimal content analysis ➤ Adequate written/language/communication 	<ul style="list-style-type: none"> ➤ Meets some research guidelines ➤ Lacking content analysis ➤ Inadequate written/language/communication
	<ul style="list-style-type: none"> ➤ Clearly and thoroughly informs the reader ➤ Engages the reader's interest throughout 	<ul style="list-style-type: none"> ➤ Thoroughly informs the reader ➤ Engages the reader's interest in some places 	<ul style="list-style-type: none"> ➤ Informs the reader in some places ➤ Minimally engages the reader's interest 	<ul style="list-style-type: none"> ➤ Does not inform the reader ➤ Does not engage the reader's interest
	<ul style="list-style-type: none"> ➤ Clearly defined central focus ➤ Focus maintained throughout paper 	<ul style="list-style-type: none"> ➤ Central focus ➤ Focus maintained throughout most of paper 	<ul style="list-style-type: none"> ➤ General focus ➤ Focus appears occasionally throughout the paper 	<ul style="list-style-type: none"> ➤ Focus not defined ➤ Focus does not appear anywhere
	<ul style="list-style-type: none"> ➤ Well-organized analysis ➤ Connects ideas logically ➤ Strongly supports concepts with appropriate data and reference citations 	<ul style="list-style-type: none"> ➤ Organized analysis ➤ Generally connects ideas ➤ Supports concepts with data and reference citations 	<ul style="list-style-type: none"> ➤ Analysis exists, not organized ➤ Does not clearly connect ideas ➤ Does not support concepts with data and reference citations 	<ul style="list-style-type: none"> ➤ Analysis non-existent ➤ No connection of ideas ➤ Lacks support of any kind
	<ul style="list-style-type: none"> ➤ Correct, varied sentence structures 	<ul style="list-style-type: none"> ➤ Correct sentence structures, some variation 	<ul style="list-style-type: none"> ➤ Simplistic sentence structures, minimal variation 	<ul style="list-style-type: none"> ➤ Significant errors in sentence structure



	➤ Language is concise and specific and mechanically correct	➤ Language is mechanically correct	➤ Language contains several noticeable errors in mechanics	➤ Language contains many noticeable errors in mechanics
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Mechanics and Point of View Avoids distracting readers and applies the “EPS” System: <ul style="list-style-type: none"> ▪ Edit ▪ Proofread ▪ Spell Check 	<ul style="list-style-type: none"> ➤ No errors in grammar ➤ No errors in sentence structure ➤ No run-on sentences or comma splices ➤ Minimal to no spelling errors ➤ Sources always appropriately documented and cited ➤ The “first” and “third” person always used correctly 	<ul style="list-style-type: none"> ➤ Minimal errors in grammar ➤ Minimal errors in sentence structure ➤ Minimal number of run-on sentences and/or comma splices ➤ Some minor spelling errors ➤ Sources usually documented and cited correctly ➤ The “first” and “third” person used correctly with few errors 	<ul style="list-style-type: none"> ➤ Frequent errors in grammar distract the reader ➤ Frequent errors in sentence structure ➤ Frequent run-on sentences and/or comma splices ➤ Frequent errors in spelling that distract the reader ➤ Frequent errors in the documentation of sources and citations ➤ Frequent errors in the usage of the “first” and “third” person 	<ul style="list-style-type: none"> ➤ Multiple errors in grammar interfere with reading ➤ Multiple errors in sentence structure ➤ Multiple run-on sentences and/or comma splices ➤ Multiple errors in spelling that interfere with reading ➤ Multiple errors in the documentation of sources and citations ➤ Multiple errors in the usage of the “first” and the “third” person
Organization	<ul style="list-style-type: none"> ➤ Organized seamlessly to clarify the thesis ➤ Reflects structure, logic and analysis necessary to support thesis ➤ Introduction, conclusion, transitions and other organization strategies clear and strong ➤ Paragraphs fully developed and positioned ➤ All paragraphs contain strong topic sentences 	<ul style="list-style-type: none"> ➤ Organized so that ideas connect fluidly and sensibly ➤ Structure generally clear and appropriate ➤ Introduction and conclusion are solid transitions are used, although may be unclear or may need to be stronger ➤ Paragraphs well-developed, focused and positioned ➤ Some paragraphs lack strong topic sentences 	<ul style="list-style-type: none"> ➤ Weak organization and transitions ➤ Structure weak or unclear ➤ Transitions are few or weak ➤ Paragraphs require greater development ➤ Many paragraphs without topic sentences 	<ul style="list-style-type: none"> ➤ Lacks any organization ➤ Structure unclear because thesis is weak or non-existent ➤ Transitions and writing strategies are awkward, confusing, unclear or missing ➤ Paragraphs under-developed, lack focus or cohesion ➤ Topic sentences nonexistent in paragraphs