

***MASTER DEGREE
COUNSELING PROGRAMS***

STUDENT HANDBOOK



Department of Counselor Education

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Introduction

The Department of Counselor Education at Sam Houston State University offers a Master of Education Degree in School Counseling (SC), a Master of Arts Degree in Counseling (with two separate specializations; one in Clinical Mental Health Counseling (CMHC) and one in Marriage, Couple, and Family Counseling (MCFC), and a Doctor of Philosophy Degree in Counselor Education. Only one program is not CACREP accredited and that is the specialization in Marriage, Couple, and Family Counseling. However, we are moving that program toward CACREP accreditation and are currently engaged in the required self-study to that end. CACREP is the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Two counseling clinics, Jack Staggs Counseling Clinic (JSCC) at SHSU campus in Huntsville and the Community Counseling Clinic (CCC) at SHSU-The Woodlands Center are affiliated with the Department of Counselor Education. During the semester when students in the master's and doctoral programs are enrolled in supervised practicum in counseling courses, they see clients in the JSCC or the CCC. The clinics operate with the dual purposes of clinical training and community service. The Department of Counselor Education is 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 presents a description of related policies and procedures established by the Department of Counselor Education. The Handbook link is <http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html>. 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://catalog.shsu.edu/graduate/>.

Please read this Handbook thoroughly. During the first class meeting of COUN 5011, Orientation to the Counseling Profession (for SC and CMHC) or COUN 6334 Ethical Issues in MFT (for MCFC), 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:

Dear Students:

Welcome to the Department of Counselor Education 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 in Counseling, 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,

Dr. Jeffery Sullivan
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 publicly 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 Clinical Mental Health Counseling 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/academics/counselor-education/about-us.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 Practicum in Counseling in both the Jack Staggs Counseling Clinic and Community Counseling Clinic at SHSU-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 Practicum in Counseling also provides assessment and counseling for the general public in both the greater Huntsville and Woodlands regions.

- ❖ 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 YOUR LICENSURE AND CERTIFICATION OPTIONS

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

Students completing the 60-semester hour Clinical Mental Health Counseling (CMHC) specialization meet the academic requirements needed to apply for LPC Intern in the State of Texas. To apply for the LPC Intern license, 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 Intern credentials to counselors in training that successfully complete required coursework, supervised counseling experience, pass the appropriate state examinations, and meet additional requirements.

Upon completion of SHSU coursework, each graduate is responsible for taking steps necessary to apply for the LPC Intern license. She/he will need to complete a 3000-hour (total work time) post-master's degree internship under an LPC-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). The National Board of Certified Counselor (NBCC) website address is <http://www.nbcc.org/>. Students seeking more information about the NCE need to contact Dr. Henriksen at rch008@shsu.edu.

Marriage, Couple, and Family Counseling specialization/LMFT Associate (M.A. in Counseling)

Students completing the 60 semester hour Marriage, Couple, and Family Counseling (MCFC) specialization meet the academic requirements needed to apply for LMFT Associate. Students wishing to also qualify for LPC Intern in the State of Texas must take an additional 6 semester hours (ethics and a combined diagnosis/psychopharmacology). The MCFC courses will meet the academic requirements needed to apply for a License for a Marriage and Family Therapist Associate (LMFT Associate) 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 LMFT Associate, where the student will need to complete 3,000 hours of which 1,500 hours must be direct clinical services including, 750 direct contact hours with couples and family and weekly supervision from an LMFT-Supervisor. Although providing the academic requirements for licensure is the responsibility of SHSU, the University has no responsibility for helping the

graduate meet the LMFT Associate experience requirements following graduation.

The Texas State Board of Examiners of Marriage and Family Therapists 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. Susan Henderson, faculty advisor for marriage and family therapy coursework. 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/>.

School Counseling Certification (M.Ed. Degree)

Applicants interested in becoming certified as professional school counselors should meet the following requirements prior to admittance into our program or sign a statement acknowledging they are aware that 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 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.

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 https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Educator_Preparation_Home/. Students 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://texas.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.

PROFESSIONAL ASSOCIATIONS

The following are the various professional association counseling students need to be aware of to further their career as an LPC, LMFT, or SC: American Counseling Association (ACA), the Texas Counseling Association (TCA), the International Association of Play Therapy, International Association of Marriage and Family Counselors, Texas Association of Marriage and Family Counselors, Texas Association for Marriage and Family Therapy, and the American Association of Marriage and Family Therapy (AAMFT), along with many other specialty counseling associations. Students are encouraged to become members of the many different organizations and to attend their conferences as both attendees and presenters. Students are encouraged to consider using the liability insurance afforded them by membership in the ACA, TCA, or AAMFT.

The counseling program at Sam Houston State University also maintains a chapter of Chi Sigma Iota, the counseling academic and professional honor society international. Through this organization students are able to further learn about leadership in the counseling profession.

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 3.0 overall (undergraduate) or 3.0 for the last 60 semester hours of undergraduate coursework is required. Some exceptions are made based on strengths in other components of the application.
4. Scores from either the Graduate Record Exam (GRE) general test 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/programs/master-of-arts-in-clinical-mental-health-counseling/admission-requirements.html>

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, Licensed Marriage and Family Therapist, LCSW, 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 Counselor Education, Counseling Program Secretary; P.O. Box 2119, Sam Houston State University, Huntsville, TX 77341-2119.

6. Three semester hours of undergraduate coursework in Abnormal Psychology with a grade of "C" or better is required prerequisite course. Applicants who have not completed this prerequisite course 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 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. Each interview will be recorded. After the interview is completed, a summary of the interview and the recording of the interview will be forwarded 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:

“First, describe what you believe constitutes a helping relationship. Next, describe a moment when your personal motivations, values, or beliefs interfered with your ability to help someone. Knowing what you know now, what, if anything, would you have done differently and how might that have changed the outcome?”

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

Application information and forms for the Master of Education are 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 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. Practicum courses will not be considered for transfer credits and all practicum 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 six 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 Dean 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 5088	Permission of instructor
COUN 5334	COUN 5397 and undergraduate course in Abnormal Psychology
COUN 5370	COUN 5397
COUN 5385	COUN 5364 and COUN 5011 (or concurrently)
COUN 5391	COUN 5334
COUN 5398	COUN 5364 and COUN 5385
COUN 5399	COUN 5364 and COUN 5385
COUN 6331	COUN 5399
COUN 6333	COUN 6332
COUN 6335	COUN 5333
COUN 6337	COUN 5334 and COUN 6332
COUN 6338	COUN 6332
COUN 6364	COUN 5334
COUN 6370	COUN 6332 & concurrently enrolled in 6376 or 6386
COUN 6374	COUN 5385 and COUN 5364
COUN 6376	COUN 5334, COUN 6374 (or concurrently enrolled in 6374), COUN 6363 and Admission to Candidacy. (For CMHC, COUN 5391)
COUN 6386 I	COUN 6376
COUN 6386 II	COUN 6386 I

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

DEGREE REQUIREMENTS

M.Ed. in School Counseling

Forty-eight semester hours are required for the Master of Education in School Counseling. Courses are organized in blocks that should be completed in sequence. All students must pass the written comprehensive examination (CPCE) including subject matter from all CACREP core content areas.

Block 1

COUN 5011	Orientation to the Counseling Profession
COUN 5364	Theories of Counseling
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 5333	Methods of Consultation, Coordination, and Counseling

Block 2

COUN 5379	Methods of Research
COUN 5334	Effective Human Behavior
COUN 6374	Practicum in Group Counseling
COUN 6363	Assessment in Guidance and Counseling

Block 3

COUN 6335	School Counseling: Leadership, Advocacy, and Accountability
COUN 5391 /or 5399	Child and Adolescent Counseling /or Play Therapy Basics
COUN 6376	Supervised Practice in Counseling
COUN 5370	Career Counseling Across the Lifespan

Block 4

COUN 6386	Internship
COUN 6386	Internship II

M. A. in Counseling (*Clinical Mental Health Counseling*)

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

Block 1

COUN 5011	Orientation to the Counseling Profession
COUN 5364	Theories of Counseling
COUN 5379	Methods of Research
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5397	Human Growth and Development

Block 2

COUN 5334	Effective Human Behavior
COUN 6374	Practicum in Group Counseling
COUN 5370	Career Counseling Across the Lifespan
COUN 6363	Assessment in Guidance and Counseling

Block 3

Second Ethics course (course being created)
Diagnosis/Pharmacology (course being created)
Elective (see options below)

Block 4

COUN 5393	Community Counseling
COUN 6364	Counseling for Addictions
COUN 6332	Theories of Marriage and Family Therapy
COUN 6376	Supervised Practice in Counseling

Block 5

COUN 6386	Internship
COUN 6386	Internship II

Elective Options:

COUN 5391	Child and Adolescent Issues in Counseling
COUN 5398	Sandtray Therapy
COUN 5399	Play Therapy Basics
COUN 6331	Advanced Play Therapy
COUN 6337	Counseling Clients for Sexual Concerns
COUN 6333	Techniques of Couples Therapy
COUN 6338	Techniques of Family Therapy

M. A. in Counseling (Marriage, Couples, and Family Counseling)

Sixty semester hours are required for the 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 (CPCE) including subject matter from all CACREP core content areas. Key Performance Indicators for MCFC will be assessed at three points during the program.

Block 1

COUN 6334	Ethical Issues in MFT
COUN 6332	Theories of Marriage and Family Therapy
COUN 5385	Pre-Practicum: Techniques of Counseling
COUN 5397	Human Growth and Development
COUN 5392	Cross-Cultural Issues in Counseling
COUN 5379	Methods of Research

Block 2

COUN 6363	Assessment in Guidance and Counseling
COUN 5364	Theories of Counseling
COUN 5370	Career Counseling Across the Lifespan
COUN 6374	Practicum in Group Counseling

Block 3

COUN 5334	Effective Human Behavior
COUN 6337	Counseling Clients for Sexual Concerns
COUN 5394	Crisis and Trauma in Counseling
COUN 6338	Techniques of Family Therapy
COUN 6333	Techniques of Couples Therapy

Block 4

COUN 6364	Counseling for Addictions
COUN 6370	Family Therapy Applications
COUN 6376	Supervised Practice in Counseling

Block 5

COUN 6386	Internship
COUN 6386	Internship II

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 5011 COUN 5364</p> <p>Semester 2 COUN 5392 COUN 5397</p> <p>Semester 3 COUN 5333 COUN 5385</p> <p>Semester 4 COUN 5334 COUN 6363</p> <p>*Choose either COUN 5391 or 5399 <i>End of 48 Semester-Hour Program</i></p>	<p>Semester 5 COUN 6374 COUN 6335</p> <p>Semester 6 COUN 5379 COUN 6376</p> <p>Semester 7 COUN 5370 COUN 6386 I</p> <p>Semester 8 *COUN 5391 / 5399 COUN 6386 II</p> <p>*Choose either COUN 5391 or 5399 <i>End of 48 Semester-Hour Program</i></p>	<p>Semester 1 COUN 5011 COUN 5364 COUN 5392</p> <p>Semester 2 COUN 5397 COUN 5333 COUN 5385</p> <p>Semester 3 COUN 5334 COUN 6363 COUN 6374</p> <p>*Choose either COUN 5391 or 5399 <i>End of 48 Semester-Hour Program</i></p>	<p>Semester 4 COUN 6335 COUN 5379 COUN 6376</p> <p>Semester 5 COUN 5370 COUN 6386 I</p> <p>Semester 6 * COUN 5391 / 5399 COUN 6386 II</p>

Note: These are only examples. Students should make an appointment with the M.Ed. in School Counseling advisor for individual study planning. It should be noted that COUN 5333, 6335 and both sections of 6386 MUST be taken in fall or spring. They cannot be taken in the summer term. Additionally, students needing prerequisite courses will need to complete those within their first semester.

**M.A. in Counseling (*Clinical Mental Health Counseling concentration*)
(requirements for LPC Intern) 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	
Semester 1	Semester 6	Semester 1	Semester 5
COUN 5011	COUN 6363	COUN 5011	COUN 6376
COUN 5364	COUN 6332	COUN 5364	(Ethics 2)
		COUN 5392	Elective
Semester 2	Semester 7	Semester 2	Semester 6
COUN 5385	COUN 6376	COUN 5397	(Psychopharm)
COUN 5397	COUN 6364	COUN 5379	COUN 6386 I
		COUN 5385	COUN 5394
Semester 3	Semester 8	Semester 3	Semester 7
COUN 5379	(Ethics 2)	COUN 5334	COUN 6386 II
COUN 5392	(Psychopharm)	COUN 5393	COUN 6364
		COUN 6374	
Semester 4	Semester 9	Semester 4	
COUN 6374	Elective	COUN 5370	
COUN 5334	COUN 6386 I	COUN 6363	
		COUN 6332	
Semester 5	Semester 10		
COUN 5393	COUN 5394		
COUN 5370	COUN 6386 II		
<i>End of 60Semester-Hour Program</i>		<i>End of 60Semester-Hour Program</i>	

Note: These are only examples. Students must make an appointment with their advisor for individual study planning. Additionally, students needing prerequisite courses will need to complete those within their first semester.

M.A. in Counseling (MCFC) (academic meets requirements for LMFT Associate) for Full and Part-Time Students (6-9 hrs.)

Students seeking the M.A. with a concentration in marriage, couples, and family counseling should schedule an appointment with the MCFC advisor **prior to registering for courses**. NOTE: Prerequisite and sequencing requirements of MCFC course electives require careful planning.

6 Hour Example		9 hour example	
Sem. 1 (Summer)	Semester 6	Sem. 1 (Summer)	Semester 5
COUN 6334*	COUN 6337*	COUN 6334*	COUN 6376*
COUN 6332*	COUN 5394*	COUN 6332*	COUN 5394*
		COUN 5364	COUN 6333*
Semester 2 (Fall)	Semester 7	Semester 2 (Fall)	Semester 6
COUN 5385*	COUN 6338*	COUN 5397	COUN 6337*
COUN 5397	COUN 5334	COUN 5379	COUN 6386 I*
		COUN 5385*	COUN 6370*
Semester 3 (Spring)	Semester 8 (Fall)	Semester 3 (Spring)	Semester 7
COUN 5379	COUN 6376*	COUN 5392*	COUN 6386 II*
COUN 5392*	COUN 6333*	COUN 6363	COUN 6338*
		COUN 6374	
Semester 4	Semester 9 (Spring)	Semester 4	
COUN 5370	COUN 6370*	COUN 5334	
COUN 5364	COUN 6386 I *	COUN 5370	
		COUN 6364	
Semester 5	Semester 10		
COUN 6363	COUN 6364		
COUN 6374	COUN 6386 II*		
<i>End of 60Semester-Hour Program</i>		<i>End of 60Semester-Hour Program</i>	

***Requires a MCFC faculty member to teach the course**

COURSE ADVISEMENT FOR THE COUNSELING PROGRAM

Course	Title	Pre Req.	Concurrent (Yes/No)	Semester Offered
COUN 5011	Counseling Profession and Ethics			Every Semester
COUN 5088	Special Topics			As Needed
COUN 5089	Independent Study			Every Semester
COUN5333	Methods of Consult, Coord, & Counsel			Fall/Spring
COUN5334	Effective Human Behavior	5397	N	Every Semester
COUN5364	Theories Of Counseling			Every Semester
COUN5370	Career Counseling Across Lifespan	5397	Y	Every Semester
COUN5379	Methods of Research			Every Semester
COUN5385	Pre-Practicum: Techniques of Counseling	5011/5364	Y	Every Semester
COUN5391	Child & Adolescent Counseling	5334	N	Spring/Summer
COUN5392	Cross Cultural Issues in Counseling			Every Semester
COUN5393	Community Counseling			Every Semester
COUN5394	Crisis and Trauma Counseling	5364	N	Every Semester
COUN 5397	Human Growth & Dev Across Lifespan			Every Semester
COUN5398	Sandtray Therapy	5364/5385	Y/Y	Every Semester
COUN 5399	Play Therapy Basics	5364/5397	N/N	Fall/Summer
COUN 6331	Advanced Play Therapy	5399	N	Spring
COUN6332	Theories Of Marriage & Family Therapy			Every Semester
COUN6333	Techniques Of Couple Therapy	6332	N	Fall
COUN6334	Ethical Issues in MFT			Summer
COUN6335	School Counseling: Ldrshp, Advcy, Acct	5333	N	Fall/Spring
COUN6337	Counseling For Sexual Concerns	5334/6332	N/N	Fall
COUN 6338	Techniques of Family Therapy	6332	N	Summer
COUN6362	Foundations of Substance Abuse			
COUN 6363	Assessment in Guidance & Counseling			Every Semester
COUN 6364	Counseling For Addictions	5334	Y	Every Semester
COUN 6365	Gerontological Counseling I	5364/5397	N/N	
COUN6367	Gerontological Counseling II	5364/5385 5397/6365	N/Y N/N	
COUN 6370	Family Therapy Applications	6332	N	Spring
COUN 6374	Practicum in Group Counseling	5385/5364	N/N	Every Semester
COUN6376	Supervised Practice In Counseling	5334/6374	N/Y	Every Semester
COUN 6386	Internship for the Master of Arts	6376	N	Every Semester
COUN 6386	Internship for Master of Education	6376	N	Fall/Spring

COUNSELING PROGRAM FACULTY AND STAFF

- ❖ **Chairperson.** The Chairperson of the Department of Counselor Education 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.
- ❖ **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 and online 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 and/or other professional counseling organizations.
- ❖ **Dr. Akay-Sullivan** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor-Supervisor, Registered Play Therapist, and Certified Trauma Focused CBT Therapist.
- ❖ **Dr. Rick Bruhn** holds an Ed.D. in Counseling and Guidance, and is a Licensed Professional Counselor – Supervisor, and Licensed Marriage and Family Therapist-Supervisor. He is a Clinical Fellow of the American Association for Marriage and Family Therapy and a Clinical Member of the American Society of Clinical Hypnosis.
- ❖ **Dr. Yvonne Garza-Chaves** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor, Licensed Masters level Social Worker, and a Registered Play Therapist.
- ❖ **Dr. Henderson** holds a Ph.D. in Counselor Education. She is a Licensed Professional Counselor-Intern and LMFT-Associate and is Supervised by Mary Nitcher, Ph.D, LPC-S and LMFT-S.
- ❖ **Dr. Henriksen** holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor.
- ❖ **Dr. David Lawson** holds a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor.
- ❖ **Dr. Chi-Sing Li holds** a Ph.D. in Counseling. He is a Licensed Professional Counselor-Supervisor and a Licensed Marriage and Family Therapist-Supervisor.
- ❖ **Dr. Mary Nichter** holds a Ph.D. in the area of Family Counseling. She is a Licensed Professional Counselor-Supervisor, a Licensed Marriage and Family Therapist-Supervisor, and a Certified Professional (School) Counselor.
- ❖ **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 a Licensed Professional Counselor-Supervisor.
- ❖ **Dr. Sheryl Serres** holds a Ph. D. in Counseling. She is a Licensed Professional Counselor-Supervisor, a Certified Professional (School) Counselor, and a Board Certified Professional Christian Counselor.
- ❖ **Dr. Jeffery Sullivan** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor and a Registered Play Therapist.

- ❖ **Dr. Richard Watts** holds a Ph.D. in Counselor Education. He is a Licensed Professional Counselor-Supervisor, and a Certified Family Therapist.
- ❖ **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.
- ❖ **Secretaries at the Jack Staggs Counseling Center and the Community Counseling Center at SHSU-The Woodlands Center.** The secretary is the receptionist for the respective counseling centers and is responsible for scheduling appointment for clients seeking counseling, scheduling interviews and appointments for potential students, and assisting the clinical coordinator at each center.

Dr. Akay-Sullivan	936-294-2538	sxa005@shsu.edu
Dr. Bruhn	936-294-1132	edu_rab@shsu.edu
Dr. Garza-Chaves	936-294-3106	yxg002@shsu.edu
Dr. Henderson	936-294-4848	seh007@shsu.edu
Dr. Henriksen	936-294-1209	rch008@shsu.edu
Dr. Lawson	936-294-2529	dxl028@shsu.edu
Dr. Li	936-294-1935	dcl001@shsu.edu
Dr. Robles-Pina	936-294-1118	edu_rar@shsu.edu
Dr. Nichter	936-294-3858	elc_msn@shsu.edu
Dr. Sullivan	936-294-4657	jms107@shsu.edu
Dr. Watts	936-294-4658	rew003@shsu.edu

All faculty are available to meet with students. Contact faculty members directly by phone or email to schedule an appointment. All faculty are present on campus in Huntsville on Wednesdays. Faculty may be available to meet on various days and at either the Huntsville or The Woodlands Center campuses depending upon their individual semester teaching schedules.

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/dept/bearkatone/>.

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.

Hours between semesters and during the summer term are revised and posted on the NGL website.

WRITING CENTER

The Writing Center is located in the Farrington Building Room 111 and at TWC, 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. The website is <http://www.shsu.edu/centers/academic-success-center/writing/>.

UNIVERSITY COUNSELING CENTER AND STUDENT HEALTH 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 that may block full development as a helping professional. Some students have already been in personal, group, family, or couples 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, Thursday, and Friday, and is open until 7:00 P.M. on Tuesdays and Wednesdays during the long semesters. The physical location is at 1608 Avenue J next to Old Main Market. The phone number is (936) 294-1720. The website is <http://www.shsu.edu/dept/counseling/>. The website for the Health Center is <http://www.shsu.edu/dept/student-health-center/>.

CAREER SERVICES

Students may receive help in their search for a job in the field through the Career Services, located in Academic Building IV, Suite 210. There is also a presence at TWC. Staff at Career Services will assist with searching for counseling jobs. Career Services will also help develop resumes, making contacts in the field, and improve networking skills. The Career Services 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/dept/career-services/>.

COMPUTER LABS

Computers (PC and Macs) for student use are located in the Newton Gresham Library, in the AB1 building, at TWC, and at various locations throughout both campuses. 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. The website for computer labs is: <http://www.shsu.edu/dept/it@sam/services/lab-classroom-services/computerlabs.html>.

INITIAL ACADEMIC PROCEDURES

Initial Entry into the Program

- ☰ Admission to Graduate Studies. Submit the Graduate Admissions Application through Apply Texas. The website is <http://www.shsu.edu/admissions/apply-texas.html> . Along with the Apply Texas application, submit the application fee, official transcript(s), and recent GRE test scores. For an overview of the entire application process access the website <http://www.shsu.edu/academics/counselor-education/index.html>.
- ☰ Department of Counselor Education. Three letters of recommendation and responses to the essay admissions questions are submitted to the Department of Counselor Education.
- ☰ Schedule Interview. A pre-admission, on-campus screening interview is scheduled through the main office of the Department of Counselor Education: 936-294-4841
- ☰ Counseling Program Admissions Committee. After collecting the applicant data, the Counseling Program Admissions Committee makes a recommendation about the application to the Dean of Graduate Studies. **The Dean sends an official reply to the applicant.**
- ☰ Faculty Advisor. Upon acceptance to the master's program, a Faculty Advisor will be assigned. Advisors are assigned according to the first letter of the student's surname, or by program (School Counseling or Marriage, Couple, and Family Counseling). Students should contact their advisor before or during enrollment in COUN 5011 or 6334 and complete a Temporary Study Plan.

Different Types of Admission Status for the Master's Degrees

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. Non-Degree Seeking. This status is reserved for individuals with a master's degree from another university wishing to take courses to complete LPC-Intern or LMFT-Associate academic coursework requirements.

NOTE: Students from another university program wishing to take COUN 6386, Internship will be required to take the complete practicum 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. Read the *Master's Degree Counseling Programs Student Handbook*. Students must read the handbook and *ACA Code of Ethics* (most recent) prior to signing a study plan.
3. Download a copy of the 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.
4. Consult with your Faculty Advisor (obtain name from Department Secretary or from COUN 5011 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 of confirmation on the Temporary Study Plan. Students must have both the Temporary Study Plan and initialed the disclosure statement prior to applying for Candidacy for the Degree.
5. Pre-register or register during the periods designated before the semester.
6. 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 18 Semester Hours of Coursework (Block 1) – Includes COUN 5011, 5364, 5392, 5385, and 5397 plus either 5333 [for school counseling] or 5379 [for CMHC]. MCFC students complete 6334, 6332, 5385, 5397, 5392, and 5379.

1. Counselor Potential Scales will be completed for all counseling courses at the end of each semester for all students by the course instructor (see Appendix B).
2. The various application forms for Candidacy for the Master's Degree are available to be downloaded from the Resources for Current Students link on the Counselor Education webpage at: <http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html> . Under the heading Candidacy Applications there are links to .pdf files for the M.Ed. in School Counseling, the M.A. in Counseling-Clinical Mental Health Counseling track, and the M.A. in Counseling-Marriage, Couple, and Family Counseling track.
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 to 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 prior to receiving approval to enroll in COUN 6376 Supervised Practice in Counseling. 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 to continue in the program.

Procedure for filing for Candidacy:

1. File Application for Candidacy with Department Secretary. Include an unofficial copy of SHSU transcript showing 18 semester hours completed in the SHSU Counseling Program, including COUN 5011, 5364, 5392, 5385, and 5397, plus 5333 (SC) or 5379 (CHMC). For the MCFC track Block 1 includes 6334, 6332, 5385, 5397, 5392, and 5379. Students must complete 18 semester hours at SHSU, and transfer hours are not applicable to meet this requirement. Therefore, students applying transfer credits to Block 1 courses will have different course requirements for the first 18 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, Application for Candidacy, and transcript copy.
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 she/he has been admitted as a candidate for the degree.

Students denied admission to candidacy 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 Counselor Education 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 Counselor Education 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. To understand the university's definition of "exemplary behavior in the classroom", each student should review the *Student Guidelines* at:

<http://www.shsu.edu/dept/dean-of-students/documents/2016-2018%20Student%20Guidelines.pdf>

Students are required to read the most recent version of 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 Scales are 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, 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 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 master's degree programs.

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

If, in the clinical judgment of the faculty, the applicant's limitations 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 from the Resources for Current Students link on the Counselor Education webpage at: <http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html>. You can access the .pdf directly at: http://www.shsu.edu/academics/counselor-education/documents/CNE6376DepartmentApprovalForm-Updated5-16-2011_000.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, American Counselors Association, or American Association of Marriage and Family Therapists). A copy of proof of insurance must be presented on or before the first night of class. Students may not counsel clients without liability insurance.

Semester Before Enrolling in COUN 6386 Internship

Internship packets are sent out on the counselor education listserv by the internship coordinator each semester. Obtain updated internship packets from the coordinator. Documents are also accessed from the Resources for Current Students link on the Counselor Education webpage at: <http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html> . There is a section dedicated to “Field Practicum” (Internship) and includes links to an approval form, activity plan, packet, a list (not exclusive) of internship sites, and FAQs.

1. Professional liability insurance is required for all students enrolled in COUN 6386 (should be maintained following COUN 6376 Supervised Practicum).
2. 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.

3. 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 30 hours of direct contact. In addition, the off-campus supervisor should be able to supervise from a family systems viewpoint.

During the semester of enrollment in COUN 6376 Supervised Practicum, all students (M.Ed. and M.A.) should take the Comprehensive Examination, depending on the Specialization

1. Take and pass the Counselor Preparation Comprehensive Examination (CPCE) as the comprehensive exam for students in the Counseling program at SHSU. The CPCE is scheduled three times each year. Testing dates are usually late March, October, and June. MCFC students will take the examinations for the first Key Performance Indicators (KPIs) at this time. Contact the MCFC advisor for more information.
2. Students must register to take the comprehensive examination during the semester they are enrolled in COUN 6376 Supervised Practicum by completing the Comprehensive Examination Application and submitting 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.
3. Once the application is accepted, students are directed to Counselor Preparation Comprehensive Examination (CPCE) website to register and obtain candidate IDs and to enroll at the SHSU Testing Center website for the exam.
4. For additional information please review the comprehensive examination guidelines and the Comprehensive Examination Application from the Resources for Current Students link on the Counselor Education webpage. <http://www.shsu.edu/academics/counselor-education/resources-for-current-students.html>. It is toward the bottom of the page, on the left.
5. Students must take the Comprehensive Examination during the semester they are enrolled in Supervised Practicum. MCFC students will take the CPCE and an examination for KPIs 1 & 2 in the semester following completion of Blocks 1 & 2 on the Temporary Study Plan. Students who fail to pass the examination may re-take it during the next semester. Students must pass the examination in order to graduate. If the examination is not passed by the semester in which the student plans to graduate, the student will **not** graduate but must enroll in an additional course the following semester and retake the exam which will postpone graduation until the exam is passed.

PROCEDURES FOR RECOMMENDING STUDENTS FOR CREDENTIALING AND EMPLOYMENT

Training students to become credentialed professional counselors (certified school counselors) and assisting students in securing positions as clinical mental health counselors and marriage, couple, and family counselors are the 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 certification or 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 with whom they have worked closely and who have a clear understanding of the student's professional skills for letters of recommendation and support for employment. The policy for recommending students from SHSU is up to the discretion of each individual faculty member.

REMEDIATION PROTOCOL FOR MASTER'S CANDIDACY APPLICANTS

The following protocol will be followed, with the potential for additions depending on the individual needs of the student, for any student who has been identified as having a concern or non-support from one or more faculty members during the completion of the core counseling courses. 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. 30).

- (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 or one F are automatically removed from the program at the time they receive the second C or first F, and will be required to reapply for admission to the program. They will also 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 may 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 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 express 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 may 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 may also be required to receive individual supervision during COUN 6376 with a full-time faculty member.
- (3) **Professionalism/Behavioral Issue:** concerns have been voiced regarding the student's 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 may include a reflection that sufficiently addresses how the student has improved the behavioral/professional issue identified. The student in writing must address thoughts, feelings, and actions the student took to develop as a professional in the area(s) delineated in the plan.
 - 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 between semesters, 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 point of candidacy 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 no more than one class (if any) in the semester of their remediation. If he or she does not complete her or his plan in one semester, or by the agreed upon date of completion, 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. 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 meets as a body and 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 may choose to 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 *ACA 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 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 as stated in the syllabus, 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 (60) 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. After an appeal to the chair of the division or department, if the academic grievance is still unresolved, 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. As pursuant to policy outlined in paragraph 4.01b, the department chair reserves the right to request the formation of an ad-hoc committee of department faculty members to review the student's grievance and make recommendations. The committee will not contain members of faculty involved in the grievance; however, the committee may request to interview both the student and the subject of the complaint.

PRACTICUM/CLINICAL INFORMATION

Philosophy

The faculty and staff of the Sam Houston State University Counseling Program 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 provide 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 practicum 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
- COUN 6386 I Internship
- COUN 6386 II Internship

In COUN 6376 and COUN 6386, practical experiences will involve providing counseling to clients who have been assigned to the student according to 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 Licensed Professional Counselor Intern or/and Licensed Marriage and Family Therapist Associate. 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

1. Individual practicum course requirements are as follows:
 - a. In COUN 6374, students are required to obtain 10 hours of direct counseling experience. 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 have 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. The Clinical Mental Health Counseling and School Counseling specializations are accredited by the *Council on Accreditation for Counseling and Related Education Programs* (CACREP). The Marriage, Couple, and Family Counseling specialization is also seeking CACREP accreditation. Per CACREP standards, students must earn 600 clock hours of total time involvement in COUN 6386 Internship (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 Intern academic requirements for practicum (300 hours total time and 100 hours face-to-face).
- d. In COUN 6386 I, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct counseling hours and 180 indirect hours. Students are required to have one hour of individual or triadic supervision weekly from a field site supervisor. For students in the MCFC specialization*, 30 of the 120 direct hours must be counseling with couples or family members. All students are required to have one hour of individual or triadic supervision weekly from a field site supervisor.
- e. In COUN 6386 II, students acquire 300 hours of total time involvement with clients and counseling activities. The 300 hours include 120 direct counseling hours and 180 indirect hours. Students are required to have one hour of individual or triadic supervision weekly from a field site supervisor. For students in the MCFC specialization*, 30 of the 120 direct hours must be counseling with couples or family members. All students are required to have one hour of individual or triadic supervision weekly from a field site supervisor.

* MCFC students should familiarize themselves with the LMFT rule 801.114 (b) (8) (a-c) related to total practicum experience, direct contact hours, and relational hours that are to be accumulated in COUN 6376, COUN 6386 I, and COUN 6386 II.

- 6. Class time for didactic, experiential, and group supervision is provided.
- 7. Individual supervision with clinical faculty during Supervised Practice in Counseling and Internship is provided.
- 8. Selected readings are required or recommended as warranted.
- 9. Audio- or video recording of counseling sessions is expected during COUN 6376 Supervised Practice in Counseling and during both semesters of COUN 6386 Internship.

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-third is reserved for group supervision. The second third of each class session is given to didactic learning and developmental activities. In the final third 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 Internship students, doctoral 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 and content disclosed will not be revealed to faculty for use in remediation or student evaluation. 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. Students must complete ten (10) hours of direct group counseling client contact in an outside process group experience which can be completed in 6374, 6376, or in 6386. COUN 6374 may be taken before or concurrently with COUN 6376. Professional liability insurance is required for COUN 6374.

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. Successful completion of COUN 6376 is a pre-requisite for COUN 6386 I and cannot be taken concurrently. For MCFC students, COUN 6333 Techniques of Couples Therapy or COUN 6338 Techniques of Family Therapy is a pre-requisite (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 practicum 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 direct client contact is required by CACREP for the "Practicum." To meet that standard, the Counseling program may apply 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. in Counselor Education program. **Supervision time typically is one-hour and 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 video-recording. Supervision is a process clearly distinguishable from 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 that are available:

1. Counseling to individuals (including play therapy) for those who are aware of unresolved personal difficulties in daily living;
2. Counseling for couples who are aware of some unresolved difficulties in their relationship or marriage;
3. Family counseling for families who are aware of conflict and problems in any part of the family system;
4. Divorce adjustment counseling for those persons who desire help in making an appropriate adjustment during separation and/or following divorce;
5. Group counseling for children, teenagers, and adults who can benefit from this approach (when enough participants are available); and
6. Career assessment and counseling for individuals desiring occupational information and help in making career decisions.

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 (936) 294-1121 located on the SHSU campus in Huntsville and/or at the SHSU Community Counseling Center (CCC) (936) 202-5012 at the SHSU campus in the Woodlands.

The administrative personnel 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 administrator 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 practicum students; however, a practicum student may request clients with specific issues in order to develop or enhance skills for working with individuals with those issues/concerns. There is a sliding fee for counseling with a maximum fee of \$25 per session. The fee for administration of any test is \$10.

Procedures for Counseling Sessions. In the intake session, the practicum student 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. In some instances, the practicum student may obtain Intake and Client Data information.

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

The practicum student is responsible for maintaining a clinical record for each client, couple, family, or group seen during Practicum. The record contains a Consent Form, Client 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 practicum student 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. Refer to the Texas Health and Safety Code Chapter 611 related to mental health records.

All records are the property of the Counseling Practicum and must not be removed without consent of the clinical coordinator of either the Jack Staggs Counseling Center or the Community Counseling Center.

In accordance with Sam Houston State University policy, full written clinical records are kept for a period of seven years for all clients.

Clinical records (audio or video recordings, test results, clinical notations) may be used for educational and/or a research purpose only with the client's consent, provided that 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 Institutional Review Board guidelines, must be procured.

Audio- and Video-recording. The JSCC and CCC are equipped to video-record counseling sessions. However, students are responsible for supplying their own audio-recorders for audio-recording their sessions. Students will audio-record all of their sessions. All students must learn how to operate and care for the video equipment. All sessions occurring in the clinics are video recorded on DVDs (at the CCC) or digitally recorded (at the JSCC). Students are responsible for starting/stopping DVD or digital recorders in the counseling room in which the intern will be counseling clients. If the student changes counseling rooms, it is the student's responsibility to make sure the DVD is changed to the recorder assigned to the new counseling room or to stop/start the recording at the JSCC. No DVDs or digital recordings may be taken from or used outside the Practicum area without permission of the professor teaching COUN 6376. However, doctoral students supervising interns may, with permission of the professor teaching COUN 6376, check-out the intern/supervisee's DVD or digital recording of counseling sessions to be used for supervision purposes. Copies of the recordings may not be made without permission of the faculty.

Student Liability Insurance. During Practicum, students can be held responsible legally and financially for the results of their professional activities. Each student is required to obtain professional liability insurance 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. Students who are student members of TCA, ACA, or AAMFT may obtain liability insurance through these organizations at a reasonable cost. Teachers may find that their practicum 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 students, 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 students 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 *ACA Code of Ethics* from the point of entry into the program through graduation. Practicum students 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. Practicum students 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 video-recording 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, 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 that indicates an immediate physical danger to any individual or to the client him/herself may be communicated to the appropriate authority or professional worker, even without the client's consent. The Supervisor must 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 student's competence.
6. A student 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 frowned upon. 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 students 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 Internship I and II

During both semesters of COUN 6386 Internship each student will see clients at an off-campus site. The student intern is responsible for finding his/her own placement and a qualified supervisor (LPC, Licensed Psychologist, LCSW, LMFT, or Licensed Psychiatrist). Students can obtain a list of suggested field sites from the Internship coordinator.

Pre-class Procedures.

1. While still enrolled in COUN 6376, students download a Departmental Approval Form, complete and submit to the faculty Internship coordinator.
2. Obtain Internship packet from Internship Coordinator. This is typically sent out over the counselor education listserv.
3. Secure an internship placement site and a qualified off-campus supervisor prior to the first day of class. Failure to secure either one can necessitate blocking 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. This is the same insurance required for COUN 6374 and COUN 6376.
5. MCFC students must secure an internship site where at least 30 hours of the client contact will be with couples and families in each semester. 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.

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APPENDIX A Temporary Study Plan

MA in Counseling with a specialization in Clinical Mental Health Counseling

Department of Counselor Education

College of Education

Sam Houston State University

Student's Name _____ Student ID # _____

Degree Plan: Master of Arts (60 hours)/ Counseling

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 18 SUCCESSFULLY COMPLETED GRADUATE HOURS.

***Pre-requisite: Wellness Counseling or Abnormal Behavior**

***You must attend a Program Orientation before classes begin (Check with department for date)**

Courses designated with "OL" may be offered either online or face-to-face

***Note: Students are NOT guaranteed online or off campus seating.**

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Required Courses:	Proposed Enrollment Date	Actual Completion
COUN 5311 (5011) Intro to the Counseling Profession & Ethical Practice		
COUN 5364 Theories of Counseling		
COUN 5379 Methods of Research		
COUN 5385 Pre-Practicum Techniques of Counseling		
COUN 5392 Cross Cultural Issues in Counseling		
COUN 5397 Human Growth & Development	(OL*)	
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 5394 Crisis and Trauma in Counseling		
COUN 6363 Assessment in Guidance & Counseling	(OL*)	
Ethics II (currently being created)		
Diagnosis/Pharmacology (currently being created)		
Elective (see options below)		
COUN 5393 Community Counseling		
COUN 6364 Counseling for Addictions (prereq 5364)		
COUN 6332 Theories of Marriage & Family Therapy (prereq 5364)		
COUN 6376 Supervised Practice in Counseling (prereq Candidacy/6363/6374/5334) (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 will 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)	Spring & Summer
___ COUN 5398	Sandtray		Summer & Fall
___ COUN 5399	Play Therapy Basics	(prereq 5364, 5397)	Summer & Fall
___ COUN 6331	Advanced Play Therapy	(prereq 5399)	Spring
___ COUN 6337	Counseling for Sexual Concerns	(prereq 5334, 6332)	Fall & Spring
___ COUN 6333	Techniques of Marriage & Family Therapy	(prereq 6332)	Fall
___ COUN 6338	Family Therapy Techniques	(prereq 6332)	Summer

Temporary Study Plan

M.A. in Counseling with a Specialization in Marriage, Couple, and Family Counseling

Department of Counselor Education
College of Education
Sam Houston State University

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

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 18 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.

Program Pre-requisites: Wellness Counseling or Abnormal Behavior

You must attend a Program Orientation before classes begin (Check with department for date)

	Required Courses:	Proposed Enrollment Date	Actual Completion Date
B L O C K	COUN 6334 Ethical Issues in MFT <i>sum</i>		
	COUN 6332 Theories of Marriage & Family Therapy		
	COUN 5385 Pre-Practicum Techniques of Counseling		
	COUN 5397 Human Growth and Development (OL)		
	COUN 5392 Cross-Cultural Issues in Counseling		
	COUN 5379 Methods of Research		
	COUN 5364 Theories of Counseling		
	COUN 6363 Assessment in Guidance & Counseling (OL)		
	COUN 5370 Career Counseling Across Lifespan (prereq 5397) (OL)		
	COUN 6374 Practicum in Group Counseling (prereq 5364/5385)		
	COUN 5334 Effective Human Behavior (prereq 5397) (OL)		
	COUN 5394 Crisis and Trauma Counseling (prereq 5364)		
	COUN 6338 Techniques of Family Therapy (prereq 6332) <i>summer</i>		
	COUN 6364 Counseling for Addictions (prereq 5334)		
	COUN 6333 Techniques of Couples Therapy (prereq 6332) <i>fall</i>		
	COUN 6370 Family Therapy Applications (prereq 6332 & taken with 6376 or 6386) <i>spring</i>		
	COUN 6337 Counseling for Sexual Concerns (prereq 5334/6332)		
	COUN 6376 Supervised Practice in Counseling (prereq 5334/5393/6363/6374) (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

Temporary Study Plan M.Ed. in School Counseling

Department of Counselor Education
 College of Education
 Sam Houston State University

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

APPLICATION FOR ADMISSION TO CANDIDACY MUST BE SUBMITTED FOR REVIEW TO COUNSELING FACULTY PRIOR TO ENROLLMENT BEYOND 18 SUCCESSFULLY COMPLETED GRADUATE HOURS.

- *Pre-requisite: Wellness Counseling or Abnormal Behavior
- *You must attend a Program Orientation before classes begin (Check with department for date)
- 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:	Proposed Enrollment Date	Actual Completion Date
	COUN 5311 (5011) <i>Orientation to the Counseling Profession</i>		
B L O C K 1	COUN 5364 <i>Theories of Counseling</i>		
	COUN 5392 <i>Cross Cultural Issues in Counseling</i>		
	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</i>		
	COUN 5334 <i>Effective Human Behavior (prereq 5397)</i> (OL*)		
	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 6363 <i>Assessment in Guidance & Counseling</i> (OL*)		
	COUN 5391 or 5399 <i>Child and Adolescent Counseling/Play Therapy Basics</i>		
	COUN 6376 <i>Supervised Practice in Counseling (prereq Candidacy/6363/6374/5334) (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 will 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 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)	Fall, Spring & Summer

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

1	2	3	4	5	6	7
Very limited at this time	Low potential at this time		Average potential at this time		High potential at this time	

Areas

1	4	7
Very Low	Identifiable Interest in Welfare of Others	Very High

1	4	7
Very Low	Receptivity to Feedback	Very High

1	4	7
Very Low	Academic Potential	Very High

1	4	7
Very Low	Interpersonal Skills	Very High

1	4	7
Very Low	Participation	Very High

1	4	7
Very Low	Acceptance of Diverse Ideas and Values	Very High

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

Revised January 2017

**COUN 5385 Pre-Practicum Techniques of Counseling
Proficiencies Required for a Grade of "B" or Above**

Student: _____ Date: _____

Proficiency Checklist

1. _____ Student is able to consistently establish a working relationship when counseling peers in practice sessions.
2. _____ Student consistently demonstrates how to open a counseling session
3. _____ Student attends to the practice client using SOLER
 - S - Squarely faces the client
 - O - Open Posture: arms and legs are not crossed
 - L - Leans toward the client to indicate interest
 - E - Eye contact conveys understanding
 - R - Relaxed in nonverbal behavior

4. _____ Student accurately identifies own and client nonverbal behaviors in sessions.
5. _____ Student accurately identifies the presenting problem of practice clients.
6. _____ Student accurately identifies and reflects the content of the practice client's statement.
7. _____ Student accurately identifies and responds to the practice client's feelings by reflecting at minimum of a Carkuff Level 3.
8. _____ Student accurately identifies and responds to the practice client's thoughts
9. _____ Student demonstrates consistent ability to form accurate open-ended questions
10. _____ Student demonstrates consistent ability to identify and reflect verbal discrepancies in practice client's statements.
11. _____ Student demonstrates consistent ability to accurately identify and reflect nonverbal discrepancies in practice client's statements.
12. _____ Student demonstrates consistent ability to use immediacy accurately in session
13. _____ Student demonstrates ability to use appropriate self-disclosure in session
14. _____ Student consistently demonstrates how to close a counseling session
15. _____ Student demonstrates how to appropriately set goals for counseling session
16. _____ Student consistently demonstrates ability to accurately critique role-play sessions.

Course Instructor: _____

APPENDIX D: Supervised Practice in Counseling Proficiencies

In order to complete COUN 6376, all proficiencies must be met with a rating of average or better.

Novice: Minimal to no demonstration of the stated proficiency. Student has been unable to apply the necessary skill in their practice with clients.

Competent: The student has been able to demonstrate an ability to utilize the stated proficiency appropriately at a basic level, albeit inconsistent. Practice is required in order to improve the implementation of the skill with clients.

Proficient: The student demonstrates an ability to appropriately implement the stated skill on a consistent basis with clients. Skills are applied in a way that demonstrates an in-depth understanding of client therapeutic needs.

Rubric			
Standards	Novice (1)	Competent (2)	Proficient (3)
1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (CMHC D.2)			
2. Applies current record-keeping standards related to clinical mental health counseling. (CMHC D.7)			
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC H.3); Demonstrates the ability to use procedures for assessing and managing suicide risk. (MCFC D.4);			

PRACTICE SKILLS	Novice (1 pt.)	Competent (2 pts.)	Proficient (3 pts.)
Counseling, Prevention, and Intervention			
4. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CMHC D.1);			
5. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CMHC D.9);			
6. MCFC Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling (MCFC B.1)			
7. MCFC Uses systems theories to implement treatment, planning, and intervention strategies (MCFC D.3)			
Diversity & Advocacy			
8. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC F.3); Demonstrates the ability to provide effective services to clients in a multicultural society (MCFC F.1).			
Assessment			
9. Selects appropriate comprehensive assessments interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CMHC H.1); Uses systems assessment models and procedures to evaluate family functioning. (MCFC H.2)			

10. Demonstrates skill in conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CMHC H.2); Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective. (MCFC H.1)			
Research Skills			
11. Develops measureable outcomes for clinical mental health counseling programs, interventions, and treatments. (CMHC J.2); Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments. (MCFC J.2).			

Assessment of Treatment Planning and Transcript			
Evaluative Item	Novice (1)	Competent (2)	Proficient (3)
12. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CMHC D.5)			
13. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CMHC J.3)			

In order to complete COUN 6376, all proficiencies must be met with a rating of average or better.

Proficiencies	Poor	Below Ave.	Average	Above Average	Excellent
Practice					
Able to develop rapport and a beneficial counseling relationship					
Responds accurately to content					
Responds accurately to feelings					
Responds accurately at Carkhuff Level 4					
Is timely and thorough in documentation					
Personal					
Demonstrates ethical behavior					
Demonstrates use of good judgment in counseling skills					
Is able to accept and learn from feedback					
Is an asset to the profession					

Appendix E

CACREP MCFC Key Performance Indicators

KPIs for Level I-Beginning level:

- 1) Ability to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. (M/C)
 - a) Novice is not able to distinguish between the major models and theories of MCFC and/or cannot identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. This is demonstrated by being unable to correctly answer 21 of 30 m/c questions.
 - b) Competent is able to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan. This is demonstrated by being able to correctly answer 21 or more of 30 m/c questions.
 - c) Proficient is able to distinguish between the major models and theories of MCFC and can identify 5 common couple or family dynamics of distressed couples and families, which occur over the lifespan at an exemplary level. This is demonstrated by being able to correctly answer 27 or more of 30 m/c questions.

- 2) Able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. (M/C)
 - a) Novice is not able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being unable to correctly answer 14 of 20 m/c questions.
 - b) Competent is able identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being able to correctly answer 14 or more of 20 m/c questions.
 - c) Proficient is able to identify key ethical dilemmas of MCFCs, licensure procedures for LMFT, and MCFC professional organizations. This is demonstrated by being able to correctly answer 18 or more of 20 m/c questions.

KPIs for Level 2-Practicum/First Internship level:

- 3) Using one couple and one family case study, and using different theories or models of MCFC for each *case study*, conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Horizontal stressors include family histories and multi-generation stressors, etc.; and vertical stressors include medical issues, addictions, abuse, and other

special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.

- a) Novice is unable to apply or differentiate between theories or models of MCFC in both a couple and a family *case study*, and/or cannot describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and/or is unable to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families.
 - b) Competent is able to apply or differentiate between theories or models of MCFC in both a couple and a family *case study*, and can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and is able to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families.
 - c) Proficient is able to apply and differentiate between theories or models of MCFC in both a couple and a family *case study*, and can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques; and is able to conceptualize and create a theory/approach specific treatment plan in each case study that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. This is done with complexity and detail.
- 4) Able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. (M/C)
- a) Novice is unable to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations; and/or cannot expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. This is demonstrated by being unable to correctly answer 14 of 20 m/c questions.
 - b) Competent is able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings. This is demonstrated by being able to correctly answer 14 or more of 20 m/c questions.
 - c) Proficient is able to identify key ethical dilemmas of MCFCs, licensure rules for LMFT, and MCFC professional organizations. Can expand the treatment frame to include and interface with payment for services and management of client records in a range of settings at an exemplary level. This is demonstrated by being able to correctly answer 18 or more of 20 m/c questions.

KPIs for Level 3-Final Internship level:

- 5) Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. (*Internship case presentation*)
- a) Novice is unable to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and/or cannot apply a wellness focus to the treatment plan and intervention; and/or the student does not use one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and/or the student cannot describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording)
 - b) Competent is able to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and can apply a wellness focus to the treatment plan and intervention; and the student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording)
 - c) Proficient is able to implement treatment in a couple or family internship case of at least four sessions, using case management skills and addressing ethical dilemmas as they arise (through supervision); and can apply a wellness focus to the treatment plan and intervention; and the student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families; and the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques used. Scored by internship instructor and one additional MCFC faculty member (assessment of video recording). This is done with complexity and detail.
- 6) Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (*essay/paper*)

- a) Novice is unable to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. Graded by two MCFC faculty.
- b) Competent is able to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. Graded by two MCFC faculty.
- c) Proficient is able to articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. This is done with complexity and detail. Graded by two MCFC faculty.

Appendix F

Rubrics used for assessing the Key Performance Indicator for the MCFC Specialty area Assessment III during COUN 6386 (second)

MCFC Specialty area KPI:

The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the lifespan. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The student has the ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

Assessment Structure (for general reference):

Level 1 Assessment (after 6332, 6334, and 8 core classes)	Level 2 Assessment (Completed during COUN 6333 class)	Level 3 Assessment (Completed during COUN 6386 II)
30 multiple choice questions related to theories and dynamics	Apply MCFC knowledge and skills to a case study. During 6333 examinations.	Case presentation addressing all knowledge and skills
20 multiple choice questions related to MCFC profession and ethics		Essay addressing MCFC professionalism and licensure

Students in the second COUN 6386 Internship will make a case presentation and turn in an essay/paper addressing MCFC professional

development and licensure.

Rubric: Completed during MCFC Assessment III in 6386
II

Ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, addressing ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. Capacity to conceptualize and create a treatment plan that integrates knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Vertical stressors include family histories and multi-generation stressors, etc.; and horizontal stressors include medical issues, addictions, abuse, and other special issues. Additionally, the MCFC can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques in each case study.

Evidence	Novice	Competent	Proficient
Create a hypothesis that is consistent with the systems theory or approach chosen. The hypothesis synthesizes the conceptualization of the case in one paragraph.			
Treatment plan is systemic and addresses impact of larger systems			
Treatment plan is systemic and addresses vertical stressors from family history and multi-generational issues			
Treatment plan is systemic and addresses horizontal stressors such as addictions and abuse			
Treatment plan is systemic and addresses horizontal stressors such as medical issues, accidents, and other unpredictable events			
Describe the approach-related formal and informal assessments.			
Describe the differential and DSM/ICD diagnostics			
Describe the approach-related intervention techniques			

Describes the use of three case management skills that follow the internship site protocols AND are systemic.			
Illustrates how two ethical dilemmas were identified, discussed, and resolved with the help of the supervisor.			
Articulates the application of a wellness focus through specific treatment plan statements and specific interventions.			

(Assessment continued on next page...)

Rubric for essay/paper: Completed during MCFC Assessment III in 6386 II

Articulates a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC. (essay/paper)

Evidence	Novice	Competent	Proficient
Articulates a plan for employment, including the plans for implementation for each employment goal. Minimum three paragraphs.			
Writes about the plan for licensure and/or certification in a minimum of one paragraph.			
Describes the preferred model of ethical decision making, with reference(es). Minimum two paragraphs.			
Develops a one year, five year, and ten year plan for professional involvement as a MCFC. Minimum one paragraph.			

Appendix G: Writing Standards

The Counselor Education 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
Counselor Education Department
WRITING STANDARDS**

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Sixth Edition, 2010.*

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, relevant evidence 	<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 contradictory use of evidence

**Sam Houston State University
Counselor Education Department
WRITING STANDARDS**

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Sixth Edition, 2010.*

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
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)

**Sam Houston State University
Counselor Education Department
WRITING STANDARDS**

NOTE: All written work must adhere to *The Publication Manual of the American Psychological Association (APA), Sixth Edition, 2010.*

Evaluation Categories	A Academic Excellence <i>Mastery in All Areas</i>	B Acceptable Performance <i>Competent Understanding</i>	C Insufficient Achievement <i>Elementary Understanding</i>	F Failure <i>Lacks Understanding</i>
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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**Sam Houston State University
Counselor Education Department
WRITING STANDARDS**

NOTE: All written work must adhere to The *Publication Manual of the American Psychological Association (APA), Sixth Edition, 2010.*

Evaluation Categories	A Academic Excellence	B Acceptable Performance	C Insufficient Achievement	F Failure
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

Handbook location:

<http://www.shsu.edu/dotAsset/0239c576-aa70-41f5-ab76-bd4e72f81eac.pdf>