

# Student Handbook

Clinical Mental Health Counseling Program  
School Counseling Program

**STUDENT HANDBOOK**  
**Clinical Mental Health Counseling Program**  
**School Counseling Program**

**DEPARTMENT OF COMMUNICATION DISORDERS AND COUNSELING, SCHOOL, AND  
EDUCATIONAL PSYCHOLOGY**

**INDIANA STATE UNIVERSITY**

**Terre Haute, Indiana**

**Chris MacDonald, Ph.D. Chairperson,**  
**Department of Communication Disorders and Counseling, School, and Educational Psychology**

**Anna M. Viviani, Ph.D., Coordinator, Clinical Mental Health Counseling Program**

**Tonya Balch Ph.D., Coordinator, School Counseling Program**

**<http://www.indstate.edu/education/cdcsep/counseling>**

**May 2019**  
**(9<sup>th</sup> Edition)**

# Table of Contents

<b>UNIVERSITY MISSION STATEMENT .....</b>	<b>5</b>
<b>BAYH COLLEGE OF EDUCATION MISSION STATEMENT.....</b>	<b>5</b>
<b>DEPARTMENT OF COMMUNICATION DISORDERS AND COUNSELING, SCHOOL, AND EDUCATIONAL PSYCHOLOGY MISSION STATEMENT .....</b>	<b>6</b>
<b>DIVERSITY STATEMENT .....</b>	<b>7</b>
<b>THE SYCAMORE STANDARD.....</b>	<b>7</b>
<b>COUNSELING PROGRAMS MISSION STATEMENT .....</b>	<b>7</b>
<b>PROGRAM OBJECTIVES .....</b>	<b>8</b>
<b>ACCREDITATION .....</b>	<b>8</b>
<b>ACADEMIC INTEGRITY .....</b>	<b>8</b>
<b>PROFESSIONAL AND ETHICAL BEHAVIOR.....</b>	<b>9</b>
<b>COMPREHENSIVE EVALUATION OF STUDENT PROGRESS .....</b>	<b>9</b>
<b>STUDENT GRIEVANCE PROCEDURES.....</b>	<b>11</b>
<b>PREREQUISITES.....</b>	<b>12</b>
PROGRAM REQUIREMENTS .....	12
TRANSFER CREDIT .....	13
TIME LIMITATIONS - 7 YEARS.....	13
REFUND POLICY FOR FALL/SPRING SEMESTER .....	14
RETENTION .....	14
GRADING .....	14
GRADING APPEAL POLICY.....	15
REMEDIATION PLANS.....	15
CONTINUOUS ENROLLMENT/READMISSION .....	15
GRADUATION.....	15
ASSISTANTSHIPS AND SCHOLARSHIPS.....	16
FINANCIAL ASSISTANCE .....	17
<b>EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION POLICY STATEMENT.....</b>	<b>17</b>
<b>SEXUAL HARASSMENT .....</b>	<b>18</b>
<b>PROFESSIONAL LICENSURE AND CERTIFICATION .....</b>	<b>19</b>
<b>PROFESSIONAL ORGANIZATIONS .....</b>	<b>19</b>
AMERICAN COUNSELING ASSOCIATION (ACA).....	19
AMERICAN SCHOOL COUNSELOR ASSOICATION (ASCA) .....	19
OTHER PROFESSIONAL ORGANIZATIONS.....	20
CHI SIGMA IOTA.....	20
LIABILITY INSURANCE .....	21
CONFERENCES AND WORKSHOPS.....	21
<b>FACULTY AND STAFF INFORMATION .....</b>	<b>21</b>
FACULTY .....	21
STAFF .....	23
<b>CLINICAL MENTAL HEALTH COUNSELING .....</b>	<b>25</b>
PROGRAM MISSION STATEMENT.....	26
PROGRAM DESCRIPTION .....	26
INITIAL ADVISEMENT .....	26
PLANNING A PROGRAM OF STUDY .....	26

STUDENT COURSE LOAD.....	26
PROGRAM REQUIREMENTS - THE CURRICULUM .....	27
ELECTIVES .....	27
Department of Communication Disorders and Counseling, School, and Educaitional Psycholgy.....	27
Department of Criminology .....	27
ILLUSTRATIVE SCHEDULE OF STUDY .....	28
WRITTEN EXAMINATION.....	28
THESIS OPTION .....	29
CLINICAL EXPERIENCE .....	29
Practicum Training.....	29
Internship Training.....	30
Agency Policy .....	31
Agency Supervisors.....	31
Agency Benefits .....	31
COMPREHENSIVE EXAMINATIONS.....	32
Clinical Case Presentation.....	32
CREDENTIALING AND EMPLOYMENT RECOMMENDATION PROCEDURES.....	34
APPENDIX A - STUDENT EVALUATION FORMS .....	35
<b>SCHOOL COUNSELING PROGRAM.....</b>	<b>39</b>
MISSION STATEMENT.....	40
VISION STATEMENT .....	40
INTRODUCTION .....	40
PROGRAM DESCRIPTION .....	41
INITIAL ADVISEMENT .....	41
PLANNING A PROGRAM OF STUDY .....	41
GENERAL INFORMATION.....	41
PROGRAM OF STUDY .....	42
SCHEDULE OF STUDY.....	42
FIELD EXPERIENCE .....	43
ON-SITE SUPERVISOR BASICS.....	46
BAYH COLLEGE OF EDUCATION GRADUATE PROFECIENCIES .....	48
APPENDIX B- STUDENT EVALUATION FORMS.....	49

# University Mission Statement

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

## University Value Statements

We demonstrate integrity through honesty, civility, and fairness.

We value high standards for learning, teaching, and inquiry.

We foster personal growth within an environment in which every individual matters.

We uphold the responsibility of university citizenship.

We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

We embrace the diversity of individuals, ideas, and expressions.

We exercise stewardship of our global community.

# Bayh College of Education Mission Statement

To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

## BCOE Values

- **Honesty** - We have integrity and are trustworthy, ethical, and fair.
- **Collegiality** - We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.
- **Caring for Others** - We are compassionate and supportive of others.
- **Responsibility** - We are dedicated, dependable, and hard working.
- **Student Success** - We bring to bear scholarship, professionalism, respect, and high expectations for all students.
- **Openness to Change** - We prize creativity and support continual improvement.
- **Social Justice and Diversity** - We work to create environments that support and enable all members of our community to thrive.

## Conceptual Framework Becoming a Complete Professional

The overarching theme of Indiana State University's educator preparation programs is "Becoming a Complete Professional." Initially adopted in 1991, today our theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word complete in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word becoming is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component “Educator as Expert or Mediator of Learning” deals with an educator’s professional skill as a mediator of students’ learning and/or of the progress individuals make in achieving their potential. The component “Educator as Person” represents the traits and dispositions that make a successful educator justifiably respected and emulated by students. The component “Educator as Member of Communities” reflects the necessity of contributing to the various communities of which educators, as professionals, are members. To be proficient, an educator cannot simply be skillful as a mediator of learning or simply be respected and emulated by students or simply be a contributing member of relevant communities. Instead, a truly successful educator must at the same time be a competent expert or mediator of learning, a person committed to social justice and viewed as worthy of respect and even emulation by students, and a contributing member of the communities in which educators are expected to function.

## **Department of Applied Clinical and Educational Sciences Mission Statement**

Actively challenging, engaging, and supporting our students and colleagues to excel.

### **Vision Statement**

Our department is a learning community comprised of faculty, staff, and students who are welcoming, supportive, and nurturing. We value diversity in all forms, and actively seek to understand other perspectives and ways of knowing. Our engagement with diverse ideas stimulates innovation in the classroom, in our research, and in service both on and off campus. An important aspect of our programs is an ongoing partnership within the broader community, and collaboration with institutes of higher learning around the world.

Our faculty and students constitute a department of excellence due, in part, to our promotion of critical and creative thinking about complex problems. Faculty members and students are highly engaged with the content and process of teaching and learning, both in the classroom and in the larger community. Faculty members and students actively seek ways to employ technology creatively to further enhance teaching, research, and service. Due to our proactive and trendsetting practices, students are assured of positive educational outcomes, and are motivated to become lifelong learners.

### **Values**

**We value:**

- **Active Engagement**

We stimulate active engagement to ensure relevant teaching and scholarship as well as purposeful service. Active engagement serves as our foundation for teaching and learning.

- **Excellence**

We strive for excellence in every aspect of our professional practice including quality teaching, meaningful scholarship, and intentional service through a lens of inclusive practices which honors the different voices within the college and the communities we serve.

- **Critical Thought**

We foster critical thinking to support and challenge ourselves and others. Through critical thought, we aim to broaden our perspective to positively impact the learning environment.

- **Integrity**

We are committed to integrity. Integrity serves as our overarching guide in our interactions with others and our commitment to students, colleagues, and communities.

- **Social Justice**

We promote access, equity, and participation for all individuals. We are strong advocates for social, political, economic, and cultural change at the systems level to better our world.

○

## **Diversity Statement**

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

## ***The Sycamore Standard***

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars. As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

## **Counseling Programs Mission Statement**

Develop counseling professionals to promote well-being, educate, and serve others.

### **Vision Statement**

The counseling area is a supportive and welcoming learning community committed to the preparation of competent entry and advanced level practitioners. Critical aspects of our programs are outreach and engagement within the broader community and experiential learning in a variety of contexts, which include agencies, schools, and other settings where counselors provide professional services.

## Values

1. We value excellence in practice.

Responsive Actions: Recruit highly qualified individuals  
Facilitate experiential learning within a multitude of settings  
Emphasize academic rigor to include both coursework and field experiences  
Promote creative, critical and independent thinking  
Synthesize theory, research, and practice

2. We value diversity.

Responsive Actions: Affirm the diversity of individuals, ideas, and expressions  
Promote authentic practice with diverse populations  
Demonstrate culturally competent practice

3. We value professionalism.

Responsive Actions: Endorse and model a culture of professional behavior  
Embrace identity as complete professionals  
Demonstrate moral, ethical, and legal behavior

## Program Objectives

The program objectives below provide the basis for evaluating the Clinical Mental Health Counseling and School Counseling programs. The learning outcomes are based on standards from national professional organizations and their respective accrediting bodies.

1. Students will develop a knowledge base relevant to their profession.
2. Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
3. Students will develop knowledge of diversity in their academic career at ISU.
4. Students will develop appropriate counseling knowledge and skills.
5. Students will develop knowledge of professional ethics and standards based on applicable professional organizations and other applicable ethical standards (such as state licensure standards). In addition, students will apply these ethics and standards in their professional practice.
6. Students will develop an appropriate professional identification.
7. Students will demonstrate the disposition necessary to be an effective counselor and advocate.

## Accreditation

The Clinical Mental Health Counseling and School Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Clinical Mental Health Counseling

Program has been granted accreditation under the Mental Health Counseling Standards and the School Counseling program has been granted accreditation under the School Counseling Standards. Each program obtained accreditation valid through 2020. Any changes in CACREP standing will be communicated to students in a timely manner.

## **Academic Integrity**

Students are expected to adhere to the Code of Student Conduct. These standards are listed in the Sycamore Express for Graduate Students. Among other topics, the Code of Student Conduct covers matters related to academic honesty, plagiarism, and cheating. In addition, all students should become familiar with the Publication Manual of the American Psychological Association's definition of plagiarism and avoid behavior that would constitute plagiarism. It is the students' responsibility to be familiar with the guidelines within this code.

## **Professional and Ethical Behavior**

With regard to the Clinical Mental Health Counseling and School Counseling programs, the Counseling Area at Indiana State University has adopted the ACA Code of Ethics and Standards of Practice and the ASCA Ethical Standards as the principles for governing the professional behavior of its respective students. In addition, applicable professional specialty standards are implemented within the various programs. Students are expected to display the highest levels of professional and ethical behavior in their academic and clinical experiences. Students should be aware that conduct in their personal lives, including social media, can impact their professional career. Students are encouraged to seek clarity from faculty members and auxiliary professional resources (e.g. Indiana law, policy and code, site supervisors) when they have questions regarding professional and ethical behavior. The ACA Code of Ethics and Standards of Practice and ASCA Ethical Standards can be found at their websites.

## **Comprehensive Evaluation of Student Progress**

Students in counseling training programs should know at the outset of training that their faculty, training staff, and supervisors have a professional, ethical, and potential legal obligation to: (a) evaluate the *interpersonal competence and emotional well-being* of student trainees who are under supervision, and who provide services to clients, PK-12<sup>th</sup> grade students, and consumers, and (b) ensure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., K-12<sup>th</sup> grade students, client, collegial, professional, public, scholarly, and supervisory) in an effective and appropriate manner. Because of this commitment, departmental faculty, training staff, and supervisors strive not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, (c) within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, staff, and supervisors will evaluate their competence in a variety of areas such as personal disposition assessment, knowledge, skills, assistantships (if applicable), comprehensive examinations, and related program requirements.

These evaluative areas will also include, but not be limited to, demonstration of sufficient:

- interpersonal and professional competence (e.g., the ways in which students relate to K-12<sup>th</sup> grade students, clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)

- self-awareness, self-reflection, and self-evaluation (e.g., potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- content knowledge (e.g. ongoing intentional, sequential building of knowledge through a comprehensive program of study)
- counseling skill (e.g. techniques, interviewing, assessment, treatment monitoring, documentation, collaboration, termination)
- openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development and functioning)
- resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal counseling in order to resolve problems or issues), and
- graduate student professional identity (e.g. time management skills, class attendance, engaged participation, appropriate peer relationships, overall disposition).

### **Procedure**

The following guidelines articulate how the above aspects are systematically monitored and evaluated while students are enrolled in counseling programs in the Counseling Area at Indiana State University.

1. All incoming students will be presented with a student handbook that includes this retention and evaluation policy.
  2. All students will be regularly evaluated. This process will involve the evaluation of student's academic, clinical, and intrapersonal/ interpersonal functioning. Those students with an assistantship will also be evaluated in this area.
  3. Results of this evaluation are provided to all students. Notification will include the faculty's evaluation of the student's progress in academic, clinical, and intrapersonal/interpersonal functioning. When areas of concern are identified or performance does not meet expectations, notification will follow University due process guidelines.
  4. Faculty may review a student prior to the regular evaluation if there are concerns about the student's academic progress or disposition. As with the annual evaluation, students will be provided information about this review.
5. If a student's progress in the program is deemed unsatisfactory the student will be notified of the faculty's concerns. This process is conceptualized as developmental with the goal being successful remediation of the problem. The faculty discuss the concern and outline the remediation success plan. Depending on the nature of the concern, one or more faculty will meet with the student to discuss the concern(s) and the plan. The plan is developed with the student's input to create successful outcomes.
- a. The remediation success plan must include, but is not limited to the following:
    - 1) specific measures to be taken;
    - 2) time line for completing the plan;
    - 3) the means for determining whether the measures taken have resulted in resolution; and
    - 4) the consequences to the student if there is a failure to remedy the concern within the specified time line, which include recommendation of dismissal from the program.

- b. If the faculty, at the end of the designated time line, determines that the remediation efforts have been successful, the student will be notified of that determination.
- c. If the remediation success plan is not successfully completed, the faculty will meet with the student again to discuss options outlined in the remediation success plan,
- d. If the final decision is to dismiss the student from the program, the faculty will be responsible for facilitating this transition for the student.

## **Student Grievance Procedures**

In most instances a complaint or concern may be resolved informally, and to everyone's satisfaction, through direct, honest, and appropriate discussions of the concern between the parties involved. The informal process is characterized by a resolution that (a) involves only those individuals directly involved and those with whom the individuals seek confidential consultation and (b) is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and recognize and protect the rights, needs, experiences, and perspectives of each individual.

When a student has a grievance or believes that his/her rights are being impinged upon by a faculty member (or supervisor), and the concern cannot be resolved through the informal process, students are requested to consult the Bayh College of Education Handbook and the Graduate Catalog (Sycamore Express for Grad Students).

## **Admission Overview**

### **College of Graduate and Professional Studies**

The CGPS has organized all important information for graduate students into one home page. This page is called the Sycamore Express for Grad Students. Students are advised to bookmark this page and check it often for policy changes and updates.

### **Program Requirements**

Refer to the Department of Applied Clinical and Educational Sciences.

Students are admitted to the program from a variety of educational backgrounds; however, most have a substantial undergraduate background in the behavioral sciences. Scores on the Graduate Record Examination (GRE) are required with no predetermined cut-off score specified for admission to the Clinical Mental Health Counseling program.

### **Transfer Credit**

Work taken for graduate credit at other institutions may be transferred in partial fulfillment of degree requirements under the following conditions:

1. Transfer of credit will be considered for graduate work taken only at regionally accredited institutions or at institutions recognized by the Department of Education. Graduate credits earned from an international college or university will be evaluated by the Center for Global Engagement. Students are responsible for the cost of this evaluation.
2. The research requirement (if applicable) must be taken at Indiana State University. Graduate credits appropriate to the degree taken at Indiana State University may be accepted for transfer at the recommendation of the student's department-level curriculum committee.
3. For transfer credit requests on courses that are not part of a completed graduate degree, licensure, or post-bachelor's certificate program and that were taken outside of the time-to-degree completion guidelines, are the responsibility of department curriculum committees for evaluating the currency of the student's knowledge from courses presented for transfer.
4. Transfer credits approved at enrollment remain current within the specified time-to-degree completion period (seven years for masters, eight years for education specialists, and nine years for doctoral degrees).
5. Hours of credit may be transferred, but grades earned in courses taken at other institutions do not transfer.
6. Only graduate courses in which a student has earned a grade of B (or 3.0 on a 4.0 scale) or better may be considered for transfer.
7. Graduate courses taken at another university on a credit/no credit, pass/fail, or satisfactory/unsatisfactory option are not accepted as transferable unless approved by the appropriate academic unit.

## **Time Limitations - 7 Years**

“A student must complete all master's degree requirements, including completing a minimum of 32 semester hours of graduate credit, within seven years. No graduate credit will be counted toward the master's degree if the student enrolled for the work more than seven years before the completion of the degree. The Graduate Student Appeals Committee of the Graduate Council must approve exceptions to this policy.”

## **Refund Policy for Fall/Spring Semester**

Please contact Financial Aid for specific information regarding the refund policy for all courses.

## **Retention**

A student whose grade point average drops below a 3.0 (3.25 or 3.5 in certain programs) will be placed on probation, suspended from graduate study, or dismissed from the College of Graduate Studies. The dean of the College of Graduate and Professional Studies, in accordance with the regulations of the student's academic department and the College of Graduate and Professional Studies will make decisions in such matters. A student who is suspended from graduate study or dismissed from the College of Graduate and Professional Studies may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council.

Students who receive a C in specified courses will be required to retake that course. If the student earns a C the second time the course is taken, the student will be placed on a remediation success plan which may lead to dismissal from the program. Graduate courses may only be taken twice at ISU. It is expected that students will earn a B+ or better in all courses. The Program has the right to dismiss students for not meeting program specific expectations outlined in this handbook.

## Grading

The following grading standards apply to graduate work:

<u>Grade</u>	<u>Type of Graduate Work</u>	<u>Point Rate</u>
A	Excellent	4.00
A-		3.70
B+	Above Average	3.30
B	Average	3.00
B-		2.70
C+/C	Below Average	2.30/2.00
F	Failure	Less than 2.00
S	Satisfactory	
U	Unsatisfactory	
IP	In Progress (for clinical practice courses that span more than one semester)	

An average of 3.00 is required to remain in the College of Graduate and Professional Studies and for graduation from the program.

## Grade Appeal Policy

The Bayh College of Education maintains a grade appeal policy on the College website. The formal grade appeals policy can be found on the BCOE website.

## Continuous Enrollment/Readmission

Any student admitted to the College of Graduate and Professional Studies and to a department who has not enrolled and earned graduate credit for work at Indiana State University for a period of two consecutive years will have his or her admission automatically cancelled. In order to re-enroll in classes, a student whose admission has been cancelled must apply for readmission to the College of Graduate and Professional Studies and the department/program of interest. Students who are readmitted in the above manner will be governed by the policies and regulations in effect at the time of readmission.

## Graduation

Students who expect to complete a graduate degree during the academic year or subsequent summer must **file an Application** for Graduation in the College of Graduate and Professional Studies *no later than October 1 for December* (fall semester) graduation, *or February 1 for May* (spring semester) graduation, *or February 1 for August* (summer) graduation. Only students who meet these deadlines can be assured of having their names appear in the commencement program. In order to qualify for a degree, the student must complete all academic program requirements, all College of Graduate and Professional Studies requirements, and have submitted a completed Program of Study Form signed by the student, the student's advisor, and the dean of the College of Graduate and Professional Studies. It is the students' responsibility to complete all aspects of the Program of Study (except signatures) and submit it to the Director of their Program early enough to assure meeting the graduation application deadline.

While degrees are conferred in May, August, and December, commencement ceremonies are held only in May and December. Participation in commencement is not required, but it is encouraged as a memorable part of the University experience. Those attending the ceremony will be responsible to purchase or rent the appropriate cap, gown, and hood.

## **Assistantships and Scholarships**

A graduate student holding an appointment as a graduate assistant performs part-time work for the University as determined by the department or unit involved. A student holding admission to a graduate degree or certification program is eligible for appointment as a graduate assistant. Payment is on a regular basis during the academic year and at specified times during the summer. A student with a full-time graduate assistant position is expected to perform a maximum of 20 hours of work per week. In most cases, tuition scholarships are also offered. Summer appointments may also be available depending on funding. Assistantships are offered on a competitive basis. A student receiving a partial assistantship (one-third, one-half, or two-thirds) receives a stipend in proportion to the kind of assistantship awarded and has a service requirement of similar proportion.

Standards for assistantships are:

1. The student must have been admitted to a graduate degree or certificate program under a regular admission status.
2. The student must have completed requirements for the baccalaureate degree prior to the first semester of the appointment year.
3. International students who may be considered for appointments as assistants or fellows as indicated above must demonstrate proficiency in written and spoken English to the satisfaction of the department.

Assistantship assignments may be changed when warranted, although changes at semester breaks are preferable. Changes may be initiated by the Department Chair, graduate assistants themselves, or faculty members.

Information regarding scholarships and assistantships can be found at the College of Graduate and Professional Studies.

## **Financial Assistance**

Loans and grants are also available through the Office of Student Financial Aid, Indiana State University, Terre Haute, IN 47809, (812) 237-2215. The Office of Student Financial Aid is located in Rankin Hall.

## **Non-Discrimination and Affirmative Action Statement**

Indiana State University has long been pledged to principles of nondiscrimination and is firmly and unequivocally committed to the creation of a culturally diverse community among and between its faculty, staff, and students. Diversity within the University community advances academic purposes of the University, and an affirmative action policy is essential to achieving such diversity. Our expectation is that the University will do more than merely comply with the civil rights legislation and enactments.

920.3 Indiana State University does not discriminate on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes. Indiana State University is committed to providing equal opportunity in education and employment for all. Discrimination based upon any protected class is strictly prohibited.

920.4 Indiana State University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

The University subscribes fully to all federal and state legislation and regulations regarding discrimination.

Your help and cooperation are essential to transforming these words into equal opportunity and affirmative action.

## **Sexual Misconduct, Intimate Partner Violence, and Stalking**

Graduate students in the Department of Communication Disorders and Counseling, School, and Educational Psychology are engaged in a professional training program. As such, they are expected to adhere to all ethical, legal, and professional standards. Sexual harassment is one area that is relevant for students involved in the direct delivery of counseling, in supervision, and/or related activities. Department of Communication Disorders and Counseling, School, and Educational Psychology personnel, supervisors, and students will not engage in sexual harassment.

### 922.1 General Statement of Policy and Notice of Non-Discrimination.

Indiana State University (ISU) is committed to fostering an educational environment free from discrimination, including sexual misconduct, intimate partner violence, and stalking. ISU does not tolerate any form of sexual misconduct, whether physical, mental, or emotional in nature. Unlawful sex discrimination can interfere with a student's ability to participate in or benefit from university academic and non-academic programs, an employee's ability to function in the workplace, or a campus visitor's ability to utilize university programs and services. The university recognizes its responsibility to increase awareness of sexual misconduct, intimate partner violence, and stalking, prevent its occurrence, support victims, promptly and equitably investigate reports of misconduct, and deal fairly and firmly with those who are found in violation of the policy. The University recognizes that Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities receiving Federal Financial Assistance. Sexual violence and sexual harassment constitute forms of discrimination and will not be tolerated within the ISU community.

### 922.3 Options for Assistance.

Indiana State University has an obligation to address sexual misconduct, intimate-partner violence, and stalking when it knows or should have known about such instances. Any applicant, student, faculty member, staff member, independent contractor, guest or visitor is strongly encouraged to report a violation of this policy to the Title IX Director. In addition, many ISU employees are considered Responsible Employees who are required to share information with the Title IX Director. Any individual or group of individuals found to have violated this policy will be subject to disciplinary action, up to and including termination of employment or suspension from the University.

# Professional Licensure

## School Counseling

Graduates of the School Counseling program are eligible to become Licensed School Counselors upon completion of the Indiana CORE assessment. Information about the School Counselor license is available at the Indiana Department of Education. Additional requirements may need to be fulfilled to apply for a license in other states. Check with the licensing agency for the state in which you plan to become licensed for further information. Applicants should discuss documentation needs with the appropriate program director.

## Clinical Mental Health Counseling

Graduates of the Clinical Mental Health Counseling program are eligible to become Licensed Mental Health Counselor – Associate (LMHC-A) in Indiana leading to the Licensed Mental Health Counselor (LMHC). More information is available at the Indiana Professional Licensing Agency. Additional requirements may need to be fulfilled to apply for a license in other states. Check with the licensing agency for the state in which you plan to become licensed for further information. Applicants should discuss documentation needs with the appropriate program director well in advance of graduation.

## Professional Organizations

There are a number of professional organizations in the counseling and mental health field that work to support professionals through conferences, publications, etc. Students are required to join the professional organizations that best fit their professional goals. A list of primary professional organizations that students may consider joining is provided below.

### American Counseling Association (ACA)

Students in the Clinical Mental Health Counseling program are required to become a student member of ACA. Benefits of student membership in ACA include: liability insurance, health and life insurance, reduced rates at the ACA annual conference, professional affiliation with the Council for the Accreditation of Counseling and Related Educational Programs and free subscriptions to *Counseling Today*, *Journal of Counseling & Development*, and ACA News.

American Counseling Association (ACA)  
5999 Stevenson Avenue  
Alexandria, VA 22304-3303

### American School Counselor Association (ASCA)

School counseling students are required to join ASCA prior to beginning fieldwork. ASCA is the leading professional organization for school counseling in the United States. Benefits of student membership include access to the online resource library, liability insurance, and a subscription to *Professional School Counselor* and other ASCA publications.

ASCA  
1101 King St. Suite 625  
Alexandria VA 22314

## **Other Professional Organizations**

Indiana Counseling Association (ICA)  
500 S. 18<sup>th</sup> Street  
Terre Haute, IN 47803

Indiana School Counselor Association (ISCA)  
[www.indianaschoolcounselor.org](http://www.indianaschoolcounselor.org)

American Mental Health Counselors Association (AMHCA)  
801 N. Fairfax Street, Suite 304  
Alexandria, VA 22314

International Association of Marriage and Family Therapists (IAMFT) Dr. Robert Smith, Executive Director  
Texas A & M University - Corpus Christi  
College of Education  
6300 Ocean Drive  
Corpus Christi, TX 78412

American Association for Marriage and Family Therapy (AAMFT)  
1133 15<sup>th</sup> Street, N.W., Suite 300  
Washington, DC 20005-2710  
<http://www.aamft.org/>

## **Chi Sigma Iota Iota Sigma Tau Chapter**

Chi Sigma Iota Counseling Academic and Professional Honor Society International is the international honor society for individuals in the counseling profession. The recommendation of membership into Chi Sigma Iota is made by the Chapter according to the International and chapter by-laws. To be invited a student must have a minimum of a 3.5 GPA and have completed at least 9 semester credits of coursework. According to the official website, “The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.” For more information about Chi Sigma Iota go to their website.

## **Liability Insurance**

It is a departmental requirement that all students acquire liability insurance prior to seeing their first client. Students are expected to maintain liability insurance during all subsequent practicum, internship, or fieldwork experiences. Students’ liability insurance is a free service of ACA and ASCA student membership. With all professional organizations, one must first become a member to obtain their insurance. Application forms can be found on the ACA and ASCA websites. Proof of liability insurance must be kept on file with the Communication Disorders and Counseling, School, and Educational Psychology Department.

## Conferences and Workshops

Students are required to attend conferences and/or workshops in areas related to counseling. Consult program faculty whether opportunities are relevant to your program of study. The counseling faculty considers such activities to be important components for professionalism. Particularly recommended are the annual ACA conference and the state ICA & ISCA conference. Students must attend 24-32 hours of professional development per calendar year. Many low cost or free opportunities are offered each year. On-line trainings are not acceptable. Please submit appropriate documentation.

## Faculty and Staff Information

### Faculty

#### Balch, Tonya, C.

Dr. Balch's educational background includes a B.S. in Physics, M.Ed. in School Counseling, and a Ph.D. in Educational Administration (School Administration focus) all from Indiana State University. Dr. Balch is a licensed school counselor in the state of Indiana.

Dr. Balch's teaching responsibilities and interests include Introduction to School Counseling, Supervised Field Work, Research and Program Evaluation, Organization and Administration of Guidance Programs, Practicum, Internship, Multi-cultural Education, Career Development, and Professional Seminar. Her professional interests include leadership relative to counseling, school drop-out prevention, and action research in PK-12 schools. Dr. Balch is strongly committed to providing and supporting professional development for practicing school counselors. She has been integral in developing and growing Counselor Day on Campus at ISU. Additionally, she serves as a liaison for the Professional Development Schools partnership. She is currently the Coordinator for the School Counseling program. She serves regularly on site visitation teams for AdvancED, accrediting schools throughout Indiana. Dr. Balch is a member of many professional organizations including American School Counseling Association, Indiana School Counseling Association, Association for Supervision and Curriculum Development, Chi Sigma Iota, and Delta Kappa Gamma Society International.

Dr. Balch's personal interests include traveling, skiing, both water and snow, gardening, and reading.

#### Roberts-Pittman, Bridget

Dr. Roberts-Pittman earned a B.A. from Indiana University in Psychology, M.S. in Marriage and Family Therapy and PhD in Counseling Psychology from Indiana State University. She completed her pre-doctoral internship at Quinco Behavioral Health Systems in Columbus, IN. She holds license as a Marriage and Family Therapist, a Licensed Addiction Counselor, and a Psychologist as well as endorsement as an HSPP in the state of Indiana.

Her teaching responsibilities have included courses in Treatment of Substance Abuse Disorders, Groupwork, Marriage and Family Therapy, and Diagnosis Across the Lifespan. Her research interests include bullying

among college students and the implementation of effective interventions to address bullying among school-age children.

Dr. Roberts-Pittman's interest include swimming, scrapbooking, gardening, and anything Disney.

Wagner, Nathaniel

Dr. Wagner received a B.A. in Psychology from Bryan College, an M.A. in Community Agency Counseling from East Tennessee State University and a Ph.D. in Counselor Education & Supervision from the College of William & Mary in Virginia (with a cognate in Marriage and Family Therapy). He has worked as a community mental health counselor in a residential facility for adolescents and as an out-patient therapist with children and families. Licensed as a Mental Health Counselor in Florida and Indiana, Dr. Wagner is a generalist who has worked with clients and their families dealing with a wide variety of struggles.

His teaching and professional interests include counselor identity development, research methodology, ethical issues, and supervision. His research interests include gerontological counseling issues, issues that affect the family and family therapy, and issues and ethics in counselor education. Dr. Wagner is a member of American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), North Central Association for Counselor Education and Supervision (NCACES), and the Association for Adult Development of Aging (AADA). He serves on the older adult task force on AADA and is an ad-hoc reviewer for the Counseling and Values Journal.

When not working, he spends the majority of his free time with family and friends, cycling, hiking, juggling, solving puzzles, photography, traveling, and having conversations about random topics.

Viviani, Anna M.

Dr. Viviani had a B.S. in Social Services and Psychology and a M.A. in Community/Agency Counseling from Bradley University. She earned her Ph.D. in Counselor Education & Supervision at the University of Iowa (with an emphasis on School Counseling). She has worked as a community mental health counselor in in-patient, partial-hospitalization, out-patient, and private practice settings with a specialization in childhood sexual abuse and eating disorders. She is a Licensed Mental Health Counselor in Indiana, a Licensed Clinical Professional Counselor in Illinois, and an Approved Clinical Supervisor through NBCC/CCE.

Her teaching interests include techniques/microskills, career development, assessment, and supervision. Her professional interests include childhood sexual abuse, trauma, and related unresolved grief. Her research interests include childhood sexual abuse and its ramifications throughout the lifespan. She also has interest in counselor training specific to violence against women and children, trauma related grief, and practice issues. Dr. Viviani is a member of ACA, Association for Counselor Educators and Supervisors, and Chi Sigma Iota (CSI). She serves as the chapter faculty advisor for the CSI Sigma Iota Tau chapter.

Dr. Viviani enjoys spending free time with family and friends, traveling, gardening, and reading.

**Staff**

Ball, Dori

Dori began working in the Norma and William Grosjean Clinic at University Hall in January of 2011 as an Administrative Assistant. Among her responsibilities are maintaining and entering undergraduate clock hour

and KASA data, maintaining GCUH student employee records, student payroll, client fee billing and receivables, providing assistance as needed by reception desk personnel, materials room personnel, students, and faculty. Dori enjoys spending time with her family, friends, and pets.

#### Cramer, Paula

Paula began working for the department in February 2016 as a Student Services Assistant. As a Student Services Assistant, Paula is responsible for the undergraduate and graduate Counseling programs of the CDCSEP Department. Along with the reporting to program directors and faculty members within the department, she is in constant contact with the students to assist them with program-related problems and keep them informed of current and proper procedures and events. Paula has a B.S. Degree in Accounting from Ball State University. In her free time Paula enjoys spending time with her family and friends.

#### Eldridge, Michelle

As Administrative Assistant to the Department Chair and Business Manager to the department, Michelle keeps busy with faculty and student travel, departmental budgets and reports, class scheduling, purchasing, and numerous other responsibilities. Michelle graduated from Northview High School. She worked for Pizza Hut for 9 years working her way up from waitress to store manager. She has also worked for a local internet company and another local company running their online stores. Michelle has a daughter, Courtney, in college at Ivy Tech going for a degree in Business Management and working at Boston Scientific Corporation full time. Michelle enjoys spending time with her family, her fur babies, reading, listening to music, a good horror movie and going to festivals with her mom and aunts.

#### Poindexter, Rebecca (Becky)

Becky began working for the Department as a Student Services Assistant and Grosjean Clinic Receptionist in August 2018. As a Student Services Assistant, Becky is responsible for the undergraduate and graduate Communications Disorders and School Psychology programs of the CDCSEP Department. Along with the responsibilities to program directors and faculty members within the department, her duties include assisting students with program-related problems and keep them informed of current and proper procedures and events. As the Grosjean Clinic Receptionist Becky provides direction, information and a friendly face to the Clinic clients, as well as, providing assistance to Faculty and Staff of the Clinic. Becky has a B.S. Degree in English from Ball State University and was previously employed as a medical secretary for many years in hospital and clinic settings. For fun and relaxation, Becky enjoys spending time with loved ones, playing with her dogs and photographing the beauty of Indiana.

# **Clinical Mental Health Counseling Program Information**

**Anna M. Viviani, PhD, LMHC/LCPC, ACS  
Program Coordinator**

## **Program Mission Statement**

The program's philosophy is student-centered and developmentally based. Academic and fieldwork experiences are intended to foster a commitment to clinical knowledge and skills, improve problem solving skills and critical thinking, and develop effective intervention techniques. In addition, program faculty are committed to promoting interpersonal values which support and inform our professional relations with others. These values include compassion, self-awareness, genuineness, a commitment to justice, and an authentic appreciation for diversity.

## **Program Description**

The program is 60 semester credit hours and includes 1,000 clock hours of supervised clinical experience. In general, the program allows the student to be eligible for Indiana's Licensed Mental Health Counselor - Associate (LMHC-A) credential and may meet the requirements of other states' mental health/professional licenses requiring 60 semester hours of training.

Students take courses and must demonstrate proficiency in eight core areas of counseling: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, appraisal, and research and evaluation.

## **Advisement**

New students will be advised at an orientation meeting held in June. At this time, students will meet each other and the counseling faculty, be given an overview of the program, and be informed as to the classes in which they are to enroll for the first fall term. Actual registration occurs via the web. Students will be advised about the registration procedure regarding this process prior to and at orientation. The program coordinator serves as the advisor for all students enrolled in the program. Advisement will be ongoing throughout the program of study.

All students are required to obtain a Criminal Background Check from Indiana State University and the Bayh College of Education by the end of their first summer term. Please work closely with the program to complete this step prior to July 1<sup>st</sup>.

## **Planning a Program of Study**

During the orientation meeting, the Program Coordinator will advise incoming students regarding registration for the fall and spring terms and discuss the students' program schedule for the remainder of the program.

## **Student Course Load**

During a regular semester, the normal student course load is 9-12 credit hours per semester. Students with a Graduate Assistantship must take at least 5 credit hours per semester and are not to exceed the 12 credit hour limit. However, it is usual and customary for graduate assistants in the Counseling Programs to take 9 hours. Within the Clinical Mental Health Counseling Program, the maximum total course load for the two summer terms within a single year is 12 semester credit hours.

## Program Requirements - The Curriculum

COUN 533	Techniques of Counseling	3
COUN 534	Foundations of Mental Health Counseling	3
COUN536	Marriage Counseling & Family Therapy	3
COUN 615	Introduction to Group Work	3
COUN 620	Foundations of Research	3
or EPSY 620	Foundations of Research	
COUN626	Diagnosis & Psychopathology for CMHC: Across the Lifespan	3
COUN 628	Psychological Appraisal in Counseling I	3
COUN 633	Theories of Counseling	3
COUN 634	Counseling Practicum	3
COUN 635	Career Development	3
COUN 642	Treatment of Addictive Behaviors	3
COUN 645	Family Violence, Trauma, & Crisis Interventions	3
COUN 666	Multicultural Counseling	3
COUN 710	Community Counseling	3
COUN 738D	Ethics of Professional Practice	3
COUN 739D	Internship	3
COUN740D	Advanced Internship	3
EPSY 621	Development Through the Lifespan	3
Rotating Content		6
<b>Total</b>		<b>60</b>

## Rotating Content

Content is based on the needs of the clients and the community.

## Illustrative Schedule of Study

### Year One

#### Summer I:

COUN 534	Foundations of Mental Health Counseling (3 hrs.)
COUN 738D	Ethics & Professional Practice (3 hrs.)*

#### Summer II:

COUN 633	Theories of Counseling (3 hrs.)
COUN 635	Career Development (3 hrs.) <b><u>OR</u></b>
COUN 645	Family Violence, Trauma, & Crisis Interventions (3 hrs.)

#### Fall Semester

COUN 533	Techniques of Counseling (3 hrs.)*
COUN 666	Multicultural Counseling (3 hrs.)
COUN 626	Diagnosis & Psychopathology for CMHC: Across the Lifespan.)*

### Spring Semester

COUN 634	Counseling Practicum (3 hrs.)*
COUN 615	Introduction to Group Work (3 hrs.)*
COUN 536	Marriage Counseling & Family Therapy(3 hrs.)

### Summer I Semester

EPSY 621	Development Through the Lifespan (3 hrs.)*
COUN 710	Community Counseling (3 hrs.)

### Summer II Semester

Rotating Content	Rotating Content (3 hrs.)
COUN 635	Career Development (3 hrs.) <b><u>OR</u></b>
COUN 645	Family Violence, Trauma, & Crisis Interventions (3 hrs.)

## Year Two

### Fall Semester

COUN 739D	Internship (3 hrs.)*
COUN 642	Treatment of Addictive Behaviors (3 hrs.)
COUN 628	Psychological Appraisal in Counseling I (3 hrs.)*

### Spring Semester

COUN 740D	Advanced Internship (3 hrs.)*
COUN 620	Foundations of Research (3 hrs.)
Rotating Content	Rotating Content (3 hrs.)

## Thesis Option

Students seeking to complete a master's thesis are required to take 6 semester credit hours of COUN 699 – Thesis as part of their program of study. In addition, EPSY 612 – Statistical Methods is strongly recommended as the other three semester credit hours of elective. Students who elect the thesis option should confer with their advisor early in the program concerning the process of pursuing the thesis. The [Handbook for Theses and Dissertations](#) can be accessed through the ISU website. If the thesis is not completed within the semester in which thesis hours (COUN 699) were first registered, students are required to continue registering for COUN 699 each Fall and Spring semester until the thesis is completed. Students must successfully defend their completed thesis in an open (to all faculty with graduate faculty status) meeting before a three person graduate faculty committee. The Chairperson and at least one other member of the committee must be a member of the Department of Communication Disorders and Counseling, School, and Educational Psychology.

COUN 699	Thesis	6
EPSY 612	Statistical Methods (strongly recommended)	3

## Clinical Experience

A minimum of 1,000 clock hours of supervised practicum and internship experience are required during the program, with a minimum of 400 hours of direct services. 100 hours of the 1,000 clock hours are

earned during practicum. The additional 900 hours are gained during the 2<sup>nd</sup> year internship and advanced internship. Clinical experiences vary from site to site, but typically include assessment; individual, group, relationship, and career counseling; crisis intervention; consultation and advocacy; substance abuse treatment; case management; mental health education; and community intervention. Training settings include community mental health centers, alcohol and substance abuse treatment facilities, college and university counseling centers, integrated health care, state correctional facilities, and specialized juvenile treatment centers. Students receive a minimum of one hour of individual supervision per week, and one and one-half hour of group supervision per week. During the second year of full-time study, most classes and group supervision are scheduled into one full day and evening per week to allow students flexibility in scheduling clinical and assistantship assignments. Students graduate with a minimum of 100 hours of individual and group supervision.

## **Practicum Training**

The practicum consists of 100 clock hours in placement and includes a minimum of 40 hours of direct service (30 Individual & 10 Group) with a minimum of one hour per week of individual supervision and one and one half hours of group supervision. The majority of hours are completed in the Grosjean Clinic. Some additional group or special population service hours may be delivered at sites identified by the program faculty members. During the practicum experience, individual and group supervision is generally provided by program faculty, licensed adjunct faculty members, and doctoral students. Doctoral students providing supervision do so under the supervision of program faculty. The Program faculty facilitates that group experience through the Grosjean Clinic or one of our community collaborations.

The practicum experience provides an opportunity for students to develop the counseling skills, while under supervision, they learned in earlier courses. Program faculty members provide didactic and experiential training which serve as the foundation for the development of skills necessary for counseling in real world settings. These skills are also the foundation for future clinical experiences during the internship experiences.

*Practicum placement is not guaranteed, and is dependent upon students' performance both dispositionally and academically. Students will be notified during the fall semester if they will progress to Practicum. If students are not recommended to enroll in Practicum, they will meet with program faculty to determine a plan to work toward program completion*

## **Internship Training**

During the spring semester of the first year, students will apply for internship placements for the following fall semester. Program faculty provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. *Internships are not guaranteed, and approval to enroll in internship is dependent upon students' performance both dispositionally and academically. Students will be notified during Practicum if they will progress to Internship. If students are not recommended to enroll in Internship, they will meet with program faculty to determine a plan to work toward program completion.*

## **Specific Internship Requirements**

Students are eligible for internship placement after a minimum of two semesters of graduate study, pending the approval of the faculty. Students must have successfully completed one semester of practicum. They must have completed courses and experiential training in techniques of counseling and psychopathology including the use of the current DSM and clinical interventions.

The internship and advanced internship consists of a combined 900 clock hours in placement and follows completion of practicum. Within the 900 hour requirement, the intern shall provide a minimum of 360 hours of direct service (330 Individual and 30 Group). Students will complete two academic semesters at their placement site and be expected to maintain their internship position regardless of hours completed. During COUN739D Internship, interns will complete a minimum of one hour per week of individual supervision with a faculty supervisor, a minimum of one hour per week individual supervision with their site supervisor, and a minimum of one and one half hours of group supervision. During COUN740D Advanced Internship, students will complete a minimum of one hour individual supervision with their site supervisor and one and one half hours of group supervision on campus. Individual site supervision is generally provided by a designated agency-based clinical supervisor and group supervision is typically provided by program faculty. If doctoral students are supervising students in Internship or Advanced Internship, they would be under the supervision of program faculty.

Agency supervisors have a minimum of a master's degree in counseling or related field, appropriate certification and/or licensure, two years of professional experience, and knowledge of the program's goals, expectations, requirements, and evaluation procedures for students.

Interns have the opportunity to become familiar with a variety of professional activities in their placement. These opportunities include a combination of assessment, individual and group counseling, crisis intervention, consultation, community outreach, prevention education, case management, and community development. This list is intended to be illustrative rather than all-inclusive. This is an opportunity to become familiar with community agencies and hone their clinical skills.

Interns are required to audio and/or video record interactions with clients for use in supervision and gain experience with professional resources such as assessment instruments or computer programs appropriate to their level of training.

Interns function within the personnel policies and practices of the agency to which they have been assigned. The intern will be oriented by agency staff at the beginning of placement as to the policies and expectations of the placement.

Formal evaluations of the intern's performance and disposition will be conducted periodically during the internship by a program faculty supervisor in consultation with the agency supervisor. Interns formally evaluate their supervisors at the conclusion of their internship.

Program faculty members remain readily available throughout intern placement to assist and consult with agency supervisors. Program faculty will make at least one on-site visit during the year.

Agency supervisors certify and sign off each month on the intern's report to the Counseling Area regarding his/her accumulation of hours in placement and clinical service through Time2Track.

Interns are required to maintain appropriate professional liability insurance and provide proof of coverage to the Program Coordinator and the agency administration of their internship site at the beginning of the placement.

Interns function as professionals-in-training operating in compliance with the ethical standards of the American Counseling Association and ethical standards of their sites.

## **Agency Policy**

Students are expected to conform to the agency's policies and procedures while placed in practicum (as appropriate), internship, or advanced internship. Appropriate attire is one important part of agency policy. When working with clients, dress as a professional would who represents the counseling field. Each agency may have different guidelines for what is considered appropriate attire when conducting work. Students are to follow the guidelines according to the agency's policy.

## **Agency Supervisors**

Agency supervisors are responsible for orienting interns to the policies and procedures of the agency. They are also responsible for on-site supervision, certifying intern reports of clinical activity, and insuring that interns are getting the kinds of experiences consistent with the program's goals. Agency supervisors will complete an evaluation of student progress each semester and will contact the program coordinator if they have concerns about student's progress.

## **Agency Benefits**

Continuing education and accredited CEUs will be granted for participating in ongoing training related to clinical supervision and will be offered free of charge by ISU.

Interns will be in continuous placement for approximately 20-25 hours per week for a minimum of two semesters. They may be in placement for a longer period in order to amass the required number of hours in placement allowing for continuity of client care and for the agency to derive substantial utility from the intern.

## **Comprehensive Clinical Examination**

For a typically progressing student, during the spring semester of their last year in the program, students complete a comprehensive examination in the form of a written and oral case study. The intent of the comprehensive examination is to provide a structured review in which didactic and clinical learning are integrated. Additionally, the student demonstrates the ability to interact in a professional evaluative forum. Demonstration of the ability to engage in successful counseling and psychotherapy is only one facet of clinical skill development. Trained counselors must also be able to communicate with colleagues, both orally and in writing, their understanding and conceptualization of individuals and systems placed under their care. This examination serves as the student's culminating experience.

**Culminating Clinical Case Defense:** The written case conceptualization and oral examination over their clinical work are administered by the program faculty. Students develop a clinical case study drawn from their advanced internship placement. The case study includes all supporting documentation, a recording of a session, and a formal paper describing their conceptualization of the case and relevant clinical issues. Students will be graded by their faculty supervisor and the site supervisor. If the site supervisor is unable to attend, additional course faculty members will grade the oral presentation. The oral exam follows the same format as the written case study, but adds a discussion component where

students should be able to adequately answer questions about the case from faculty and supervisors. The Defense is held in April each year. Dates are provided at the beginning of the Spring semester.

Philosophy: Students will demonstrate the ability to perform a comprehensive assessment from their chosen theoretical orientation, make an accurate diagnosis, compose a detailed treatment plan, implement a counseling intervention based on that plan, and document the treatment in a manner which is mutually consistent and appropriate to the case. Attention will be paid to ensure that the treatment plan and intervention is theory-driven.

Procedures: Case presentations are to represent the independent work of the student and are to be drawn from their on-going clinical caseload at their site. The required components such as the diagnosis and treatment should represent the work of the student and not the work of another member of the agency. The on-site supervisor will provide verification to the program coordinator that the case and work sample presented are actually drawn from the intern's case load. Students should take care to preserve the client's confidentiality by altering the name and identifying information presented in case material. A copy of all materials will also be provided to the site supervisor(s) attending the clinical examination. The student will secure a parking pass in advance for the site supervisor.

Case Submission: Students will present each member of the examining committee with the following material by April 1<sup>st</sup>: (1) a complete intake including presenting concern, history, mental status, and diagnostic impression; (2) a comprehensive treatment plan including both long-term and short-term goals, methods of intervention, and evaluation criteria; (3) all case notes related to the client's treatment keyed to the treatment plan; (4) a formal, referenced, theoretically driven case conceptualization written in APA style; and (5) a recorded session with the client who is the subject of the above documentation.

Committee Composition and Formation: Two-member examining committees will be appointed on an ad hoc basis by the program director with one faculty member serving as chair. The second member will be the student's on-site supervisor. Due caution will be exercised to prevent conflicts of interest or other ethical compromises which might adversely affect the objectivity of the committee. Committee members will familiarize themselves with the materials presented by the student prior to the oral examination. Case study documents and the oral presentation are evaluated using a rubric created by program faculty members and available to students and supervisors prior to the exam. In order to pass the exams, students must attain a minimum score of 80% on each part (written and oral) of the exam. If the material supplied by the student is not sufficient to continue, the student will be required to develop a new case presentation, using a different client. If the material supplied is adequate, the student will continue with the oral portion of the examination. Questions asked during the oral examination will focus on, but not necessarily be limited to, the case material, formulation, and recorded session presented by the student.

Evaluation Criteria: Students must demonstrate the knowledge-base and competency in performing each of the component tasks assessed in the clinical comprehensive examination. Student performance will be evaluated in light of the following:

Case Documentation: Committee assessment of the case documentation presented will be keyed to adequacy and comprehensiveness of the intake and assessment given the presenting problem. Due considerations will be given to the specific requirements of the internship site. However, documentation must allow for a thorough understanding of the case. Is there sufficient documentation in the history and assessment to support the diagnostic impression? Is documentation consistent across intake, diagnosis, treatment plan, and case notes? Is material organized and presented in a clear and concise manner using objective professional language? Is the treatment plan individualized to the client and are objectives stated

in a verifiable manner? Are proposed interventions appropriate to the stated problem and within the scope of the intern's professional capacity? Are case notes concise and reflective of the treatment plan? Is there evidence of continued case monitoring and appropriate adjustments made to the diagnosis and treatment plan?

Case Conceptualization: The formal case conceptualization is a companion piece to the case documentation. While the case documentation states what happened, the case conceptualization reveals how the student arrived at that position. It reveals the student's thinking or conceptual process. The case conceptualization should be broad enough and reflect sufficient depth to accommodate most all of the information available about the client. It should evidence some degree of complexity in that it reflects the application of human development and cultural understandings as well as psychopathology and counseling theory. All domains of client functioning must be addressed, e.g., mood state, behavior, cognition, contextual, educational and career (see rubric), in the formal conceptualization. The choice of intervention(s) should be clearly stated and justified in terms of research and/or currently accepted practice. Organization and presentation of the case conceptualization, consistency with case documentation, and citation of appropriate supportive references will also be taken into consideration in the overall evaluation.

Recorded Interview: The recorded interview represents a work sample and is illustrative of how the treatment plan was operationalized. It should demonstrate basic facilitative interpersonal skills and the development of a working therapeutic alliance with the client. The recording must also demonstrate the intern's understanding and application of their theoretical orientation. Counselor sensitivity and responsiveness to client needs and functional capacity should be evidenced. The session provides an opportunity for the student to demonstrate the implementation of specific counseling interventions called for in the treatment plan and case conceptualization paper.

Feedback and Disposition of Materials: Committees will provide feedback to the student at the conclusion of the written and oral examination. Scores will be recorded and filed in the students' clinical file in the program office. If the committee cannot come to a consensus, a third individual will be recruited by the Program Director to review the material and conduct a second oral examination of the student. In the case where there are three members of the examination committee, final disposition decisions occur by a vote of the majority of the exam committee. In all cases (regardless of the number of committee members) outcome decisions may include any of the following: 1) The student passes both the written and oral components of the exam, 2) The student passes one component of the exam, but is required to complete a remedial assignment to pass the other portion, 3) Remedial assignment, experiences, or coursework, are required prior to conducting an additional case presentation or 4) The student fails the exam. If the student fails the exam, the counseling faculty members will meet to decide whether to 1) develop a remedial education plan which must include an additional case presentation or 2) eliminate the student from the program. Only in rare circumstances are students dismissed from the program. Only the summative results of the committee's deliberations will be communicated to the student. Supporting written documentation from the committee chair will follow. All case materials and supporting recordings will be returned to the student who will be responsible for returning said materials to the internship site for final disposition.

## **Licensure Examination**

All students are required to take the National Counselor Examination (NCE) in their final semester (during Advanced Internship). While this examination is costly (refer to the NCE website), it serves as a licensure examination for many state licensing agencies including Indiana and Illinois. Because our

program is CACREP accredited, our students are able to sit for this exam while still in their program of study which significantly decreases the time necessary to navigate the licensure process.

## **Credentialing and Employment Recommendation Procedures**

Recommendations for credentialing and/or licensure and employment will be provided for students who (1) receive favorable faculty program evaluations, (2) successfully complete their Clinical Comprehensive Defense, and (3) complete all degree requirements, including clinical requirements.

# **Appendix A**

## **Student Evaluation Forms**

# INDIANA STATE UNIVERSITY

Department of Communication Disorders and Counseling, School, and Educational  
Psychology

## Clinical Mental Health Counseling Program

### STUDENT PROGRESS REPORT

Student \_\_\_\_\_ SID# \_\_\_\_\_ Advisor \_\_\_\_\_

Date Entered Program \_\_\_\_\_ Status (pt/ft) \_\_\_\_\_

Areas of Progress	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Year 2	Year 3 (if needed)
<b>ACADEMICS</b>				
Program of Study				
Academic Course Work				
Chair Selected (thesis option only)				
Committee Selected (thesis option only)				
Assistantship (if applicable)				
<b>PROFESSIONAL SOCIALIZATION</b>				
Professional Organizations				
Staff & Peer Relationship				
Profession Development				
Personal Growth				
<b>CLINICAL TRAINING</b>				
Amenability to Supervision				
Ethical Behavior				
Interpersonal Relationships				
Clinical Competence				
Clinical Hours				
Recommend Clinical Placement	Practicum	Internship	Internship	Other

**Possible Ratings: E = Exceeds Expectations M = Meets Expectations D = Does Not Meet Expectations**

**N/A = Not Applicable**

**\*NOTE: Student should receive copy after each evaluation period**

**FACULTY COMMENTS**

**EVALUATION #1:**

Faculty Signature  
Student Signature

Date \_\_\_\_\_  
Date \_\_\_\_\_

**EVALUATION #2**

Faculty Signature  
Student Signature

Date \_\_\_\_\_  
Date \_\_\_\_\_

**EVALUATION #3:**

Faculty Signature  
Student Signature

Date \_\_\_\_\_  
Date \_\_\_\_\_

**EVALUATION #4:**

Faculty Signature  
Student Signature

Date \_\_\_\_\_  
Date \_\_\_\_\_

## Personal Dispositions

	Does Not Meet	Meets	Exceeds Expectations
<b>Respect for Others</b> a. Presents opinions and comments in a non-threatening and non-antagonistic manner b. Demonstrates tactfulness in conversations Example or Comment:			
<b>Personal Responsibility</b> a. Takes ownership of successes and failures b. Demonstrates an internal focus-of-control c. Demonstrates a proactive approach to professional development d. Accepts feedback from others in a nondefensive manner Example or Comment:			
<b>Perceives and Honors Diversity *</b> a. Demonstrates an appreciation for diversity b. Understands and respects diverse backgrounds c. Seeks feedback about multicultural knowledge and skills Example or Comment:			
<b>Commitment to the Profession</b> a. Demonstrates interest in coursework b. Desires to learn material beyond class expectations c. Work reflects quality effort Example or Comment:			
<b>Self-Reflection</b> a. Able to identify personal strengths and weaknesses b. Demonstrates a desire to improve and grow as a counselor c. Demonstrates ability to think about and change behavior Example or Comment:			
<b>Personal Integrity</b> a. Demonstrates honesty in responses to others b. Understands own personal values and beliefs and how these affect interpersonal Relationships Example or Comment:			
<b>Interpersonal Competence</b> a. Demonstrates ability to work as an effective team member b. Interacts with others in a positive, professional manner c. Demonstrates active involvement in teamwork Example or Comment:			
<b>Personal Maturity</b> a. Demonstrates positive work attitude and enthusiasm for task at hand b. Internalizes importance of professional work behaviors Example or Comment:			
<b>Self-Care</b> a. Addresses personal issues that may affect professional life b. Demonstrates desire for wellness and balance Example or Comment:			

(\* adapted from Minnesota State U. & The University of Tennessee, Knoxville, ACES 10/07) Key SC – School Counseling CMH – Clinical Health Counseling

**School Counseling  
Program Information**

**Tonya Balch, Ph.D.  
Coordinator**

## Mission Statement

The mission of the Indiana State University School Counseling Program is to educate prospective school counselors as advocates and leaders who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

## Program Description

The School Counseling program is a 48 semester credit hours that includes 760 hours of field-based experiences. Completion of the program and passing the Indiana Core Assessment for School Counselors will lead to licensure in Indiana. The program coordinator verifies program completion with Education Student Services.

The School Counseling Program admits students once a year each March. Students go through the program together in a cohort. During the summer sessions, classes usually meet every day during the week. During the Fall and Spring semesters the School Counseling Cohort meets one weekend a month on campus at Indiana State. Classes usually run from 9-5 on Saturdays. Between the monthly class meetings, students to work on-line and meet with their supervisors on the internet and at agreed sites in their area. Students establish a two-year field practice relationship with an elementary, middle school, and high school.

## Advisement

New students will be advised at an orientation meeting held during the first course. At this time, students will meet each other and the counseling faculty, and be given an overview of the program. The program coordinator will serve as the assigned advisor for each student.

## Planning a Program of Study

During the orientation meeting, the Program Coordinator will advise incoming students regarding registration for the summer, fall, and spring terms and discuss the students' program schedule for the remainder of the program. Students will sign their Program of Study during Orientation and paperwork completed for any courses to be transferred from another college or university.

## General Information

General requirements of all students in the School Counseling Program include:

- Student membership in the American School Counselor Association;
- Student membership in the Indiana School Counselor Association (ISCA);
- Attendance at 4 professional development days (approximately 32 hours each year) to include the ISCA Fall Conference each year or pre-approved substitution;
- All students are required to obtain a Criminal Background Check as required by Indiana State University and the Bayh College of Education upon admission to the program.

## Program of Study

Required Coursework	Credit hours
COUN 533                      Techniques of Counseling	3

COUN 535	Introduction to School Counseling	3
COUN 615	Introduction to Group Work	3
COUN 620	Foundations of Research	3
or EPSY 620	Foundations of Research	
or CIMT 610	Research in Education	
COUN 623	Counseling Children and Adolescents	3
COUN 628	Psychological Appraisal I	3
COUN 634	Counseling Practicum	3
COUN 635	Career Development	3
COUN 666	Multicultural Counseling	3
COUN 731	Organization and Administration of Guidance Programs	3
COUN 738B	Professional Seminar	3
COUN 739B	Internship	6
COUN 793B	Supervised Field Work: School Guidance and Counseling	3
EPSY 621	Lifespan Development	3
ELAF 608	School and Society	3
	Total	48

## Schedule of Study

### Year One:

#### Summer I:

- EPSY 621 Development Through Lifespan (3 hrs.) 8 weeks
- COUN 535 Introduction to School Counseling (3 hrs.) 4 weeks (2 weeks on campus, 2 weeks on-line)

#### Summer II:

Complete EPSY 621

Fall: 5 Saturdays in August, September, October, November and December

- COUN 793B Fieldwork (3 hrs.)
- COUN 623 Counseling Children & Adolescents (3 hrs.)
- COUN 533 Techniques of Counseling (3 hrs.)

Spring: 5 Saturdays, January, February, March, and April (2 meetings either in March or April)

- COUN 634 Practicum (3 hrs.)
- COUN 628 Psychological Appraisal in Counseling (3 hrs.)
- COUN 620 Foundations of Research (3 hrs.)

### Year 2:

#### Summer I:

- COUN 615 Introduction to Group Work (3 hrs.) 4 weeks on campus
- COUN 666 Multicultural Counseling (3 hrs.) 4 weeks on campus

#### Summer II:

- COUN 635 Career Development (3 hrs.) 4 weeks on-line

Fall: 5 Saturdays in August, September, October, November and December  
COUN 739B Internship (3 hrs.)  
COUN 731 Organization and Administration of Guidance Programs (3 hrs.)  
EDLR 608 School and Society (3 hrs.) on-line

Spring: 5 Saturdays, January, February, March, and April (2 meetings either in March or April)  
COUN 739B Internship (3 hrs.)  
COUN 738B Professional Seminar (3 hrs.)

Total: 48 credit hours

### Year 1: Summer

Students gain important foundational knowledge and skills during their first summer in the program. They take Life Span Development and Introduction to School Counseling. The Introduction to School Counseling class exposes students to many of the core issues facing school counselors today, which include issues of advocacy, the achievement gap between poor, rural, and minority youth and their more advantaged peers, educational reform, and personal/social issues.

### Year 1: Fall

Students begin to put their foundational knowledge to work in the fall of their first year. During this semester, they explore the role and function of the school counselor and how this differs from elementary to middle to high school by shadowing their on-site supervisors. Students shadow the district's school counseling staff and observe in a number of classrooms. While they are learning about curriculum development, learning styles, and the latest educational research in their Field Work course, they are in the classrooms helping deliver developmental guidance lessons. In Counseling Children and Adolescents, students explore a variety of counseling theories. . Students also enroll in Techniques of Counseling where they learn and practice basic counseling skills.

### Year 1: Spring

In the Spring semester, counseling students work on individual counseling skills with students at all levels during the practicum experience. They also take Psychological Appraisal which focuses upon data and test interpretation and appraisal instruments appropriate for school counselor use. Finally, through their class on Research and Program Evaluation, they develop an action research project which addresses problems in practice.

### Year 2: Summer

During their second summer, students take Introduction to Group Work which teaches the students psychoeducational and task group facilitation skills. They also take Career Development which focuses upon the career development needs of students and their families. In Multi-Cultural Counseling, they explore multi-cultural issues impacting education, communities, and our society.

### Year 2: Fall

This begins the internship year: Students continue to counsel individual students and conduct classroom guidance lessons. Additionally, they conduct small group counseling sessions, work with special education students, and collaborate with teachers and parents. They also get more involved in the "inner workings" of the school by attending faculty meetings, joining school improvement teams, etc. Students begin to develop their leadership skills in the Organization and Administration of Guidance program. There is a strong focus on the

ASCA National Model for program development and Indiana's Gold Star program. Additionally, students enroll in EDLR 608, an on-line course that looks at education through a social lens.

### Year 2: Spring

Students continue with their internship responsibilities while enrolling in Professional Seminar for School Counselors where they focus on legal and ethical concerns. Issues. There is a strong focus on the ethical decision making models and ASCA Mindsets and Behaviors for Student Success.

## **Field Experience**

### Year 1: Fall Semester: Classroom Developmental Guidance

School Counseling students are required to (at each level):

1. shadow the school counselor and perform duties as assigned (no individual social/personal counseling until the Spring semester);
2. Students must observe/teach in classrooms at each of the four developmental levels K-12 (16 total hours).
3. Complete a minimum of one classroom developmental guidance unit (a minimum of 4 lessons, 20 minutes each) at one level (primary, intermediate, middle school, or high school levels);
4. video-record each lesson; and
5. keep a time/task log of all activities which will be turned into their ISU supervisor monthly.

Students should accumulate a combined minimum total of four classroom developmental guidance lessons. They will also spend time observing in classrooms. They need to complete 60 hours total in the schools, at least 15 of which must be "face to face." Face-to-face hours include classroom observations and classroom teaching/guidance lesson delivery. Students may start accumulating hours once the school counselor has met with either the program director or faculty member and has reviewed the contents of the Field Experience Manual.

Students will also receive supervision from ISU faculty monthly during this semester. The on-site supervisor will be asked to provide feedback on curriculum development and classroom guidance delivery skills. On-site supervisors are encouraged to periodically monitor student progress through direct observation and/or recorded review of the student's activities.

### Year 1: Spring Semester: Individual Counseling

School Counseling students are required to:

1. complete a minimum of 80 individual counseling sessions. (including sessions at each level, primary, intermediate, middle, and high school.)
2. obtain parental permission for each student client;
3. video record each session;
4. provide case and consultation notes, research and prepare for the counseling sessions for a minimum of 60 hours; and
5. maintain a time/task log of all activities which will be turned into their ISU supervisor monthly.
6. Complete a minimum of 100 hours

Students will also receive supervision from ISU faculty weekly via email and twice a month face-to-face during this semester. The on-site supervisor are asked to provide feedback on clinical skill development and to

provide supervision each week. On-site supervisors are encouraged to periodically monitor student progress through direct observation and/or recorded review of the student's activities. Students having serious emotional problems are not appropriate referrals for this practicum experience.

Year 2: Fall and Spring Semester: Internship

Hours	<b>Total</b>	High School Minimum	Student Choice
Face-to-Face	<b>240</b>	45	195
Other	<b>360</b>	65	295
Total	<b>600</b>	110	490

1. School Counseling students are required to complete at least 600 hours of experience during Year 2.
2. Students will work with their on-site supervisor at each level during the Spring Semester of Year 1 to develop an Individualized Internship Education Plan (IIEP). This plan delineates the student's responsibilities during the internship year. While interns will have some minimum requirements, it is important that the on-site supervisor work to develop activities and projects that will be helpful for the supervisor and the school/community.
3. There is a minimum of at least 110 hours at the high school level; the remaining 490 hours will be spent at either the elementary or middle level. Each student and their assigned ISU supervisor will determine how the hours will be distributed and at what level.
4. There is a minimum of 240 face-to-face hours, with a minimum of 45 hours at the high school level. Face-to-face activities include:
  - individual and small group counseling and guidance
  - classroom developmental guidance presentations
  - consultation with parents, administrators, teachers, etc.
  - presentations to parents, teachers, school boards, etc.
5. Activities which may be counted within the additional 360 hours may include:
  - on-site supervision
  - preparation for and reflection upon face-to-face activities:
    - lesson planning
    - reading and researching related activities
    - treatment planning and documentation
  - attending education related meetings such as:
    - school improvement committees
    - student assistance teams
    - case conferences
    - faculty and team meetings
    - school board meetings
    - town council, Chamber of Commerce, etc., meetings where education issues are discussed
  - all activities related to the research/program evaluation project:
    - meetings
    - data collection, input, and analysis
    - report/presentation preparation and delivery, etc.
  - all school counselor job-related activities that do not involve face-to-face contact, such as:
    - clerical duties

- test preparation and administration (Caution: May not total more than 10% of the hours in a building.)
  - schedule data entry
  - scholarship organization
  - career interest inventory preparation
  - preparation of time/task log
6. Students will lead small group counseling sessions at each level. Some taping will be required during small group counseling sessions.
  7. Taping is required throughout internship and will be specifically noted in the syllabus for the course. This will include group and individual counseling.
  8. Students will conduct career guidance and counseling activities at each level.
  9. Students are required to keep a time/task log and turn it in monthly to ISU supervisors.

Supervision during Year 2 will focus upon the specific activities delineated in the IIEP. As in Year 1, supervision between the three levels should add up to approximately one hour per week.

Students will also receive supervision from ISU faculty twice a month during this semester. Additionally, ISU supervisors will contact the on-site supervisor several times during the semester to monitor student progress.

### **On-Site Supervisor Basics**

Students should spend at least 60 minutes each week in supervision with their on-site supervising counselors. The actual amount of time spent in supervision at each level will vary by the amount of time that the students have spent at each level that week. For example, if students spend equal time at all levels during the week, supervision with each on-site supervisor may only be 20-30 minutes, which totals 60-90 minutes of supervision. On the other hand, if students spend all their hours at one building during the week, supervision at that level should probably add up to about 60 minutes. While supervision does not have to happen all at once, i.e. in one segment of time during the week, it is helpful if school counseling students are able to sit down with their supervisor and talk about specific issues. The content of supervision sessions will be determined by the type of field experience in which the student is engaged. Please see the Field Experience section below.

Supervisors also serve as the liaison contact for students, providing case assignments, referrals, and opportunities to provide individual and group counseling services for a wide range of presenting problems. Thus, they need to be available to serve as the on-site backup for consultation and crises as well as provide contact and referral information concerning agencies outside the school system, especially those related to drug and alcohol abuse, pregnancy, and other emergencies.

Additionally, supervisors are asked to provide feedback to students and their instructor concerning both the student progress and the supervisor's reactions and ideas concerning the program's curriculum and field experience.

### **Licensure**

During the spring semester of internship, students will be encouraged to create an account through LVIS on the Indiana Department of Education's website. They will post all required elements for licensure. When there coursework is done or nearly done, they will register and take the CORE Assessment to obtain their license as a School Counselor in Indiana. The Program Director will notify Education Student Services of students completing their Master's Degree in School Counseling who are eligible for licensure.

**Appendix B**  
**Student Evaluation Forms**

# School Counseling Program – Student Progress Report

## INDIANA STATE UNIVERSITY

Department of Communication Disorders and Counseling, School, and Educational Psychology

### School Counseling M.Ed. Program

#### STUDENT PROGRESS REPORT

Student \_\_\_\_\_ SID# 991- \_\_\_\_\_ Advisor \_\_\_\_\_

Date Entered Program \_\_\_\_\_ Status (pt/ft) \_\_\_\_\_

Areas of Progress	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
<b>ACADEMICS</b>				
Program of Study				
Academic Course Work				
Assistantship (if applicable)				
<b>PROFESSIONAL SOCIALIZATION</b>				
Professional Organizations (ASCA& ISCA)				
Criminal History Check				
Staff & Peer Relationships				
Profession Development				
Personal Growth				
<b>K-12 FIELD EXPERIENCES</b>				
Amenability to Supervision				
Ethical Behavior				
Interpersonal Relationships				
Field Experience Hours on target				
Remediation Plan progress				
Recommend Field Experience Placement	Practicum	Internship	Internship	Other

**Possible Ratings: E = Exceeds Expectations M = Meets Expectations D = Does Not Meet Expectations**

**N/A = Not Applicable**

**\*NOTE: Student should receive copy after each evaluation period**

**FACULTY COMMENTS**

**EVALUATION #1:**

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

**EVALUATION #2**

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

**EVALUATION #3:**

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

**EVALUATION #4:**

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_

## Disposition Assessment Rubric: Advanced Programs

4-3-13

### Professional Department – The Educator as a Person

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectation (1)
<b>Dress and Appearance.</b>	Candidate's appearance and manner of dress is appropriate to the setting at all times and encourages others to be professional.	Candidate's appearance and manner of dress is appropriate to the setting at all times.	Candidate's appearance and manner of dress is appropriate to the setting with only occasional deviations from this.	Candidate's clothing and appearance are commonly inappropriate to the setting.
<b>Attendance and Punctuality.</b>	Candidate can be depended upon to be where he or she needs to be, on time, every time. He or she helps other candidates and students understand the important of this behavior.	Candidate has no unexcused absences from class or responsibility. He or she is always on time for class or responsibility.	Candidate has one unexcused absence from class or responsibility but is always on time <b>or</b> he or she has lacked punctuality on two occasions but has no unexcused absences.	Candidate has demonstrated one or more instances in which he or she has had unexcused absences and/or has lacked punctuality.
<b>Preparedness for Class.</b>	Candidate is always ready for the assigned task (including material and/or equipment needs), whether for a class, presentation, meeting, or other expectation.	Candidate is consistently ready for the assigned task with one minor exception (or was ready but disruptive to the flow of class due to material or equipment needs).	Candidate is commonly ready for the assigned task with only two minor exceptions.	Candidate has demonstrated one or more minor instances in which he or she lacked preparation for an assigned task <b>or</b> one or more instances in which he or she was unprepared for a major assigned task.
<b>Courtesy and Respect.</b>	Candidate is a leader in modeling courtesy and respect for others and positively encourages the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates courtesy and respect for all persons and does not impede the free expression of ideas of colleagues.	In expressed thoughts and actions, the candidate demonstrates basic courtesy and respect for those around him or her.	In expressed thoughts and actions, the candidate demonstrates a lack of courtesy or respect for all persons and/or impedes the free expression of ideas of colleagues.
<b>Positive influence on climate.</b>	Candidate supports and encourages others to impact the climate through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate impacts the climate in a positive manner through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor.	Candidate does not impact the climate in a negative manner, yet provides little positivity.	Candidate impacts climate in a negative manner.

### Educational Philosophy: The Educator as Mediator of Learning

Criterion	Exceeds Expectations (4)	Proficient (3)	Adequate (2)	Below Expectation (1)
<b>Research Consumer and Contributor.</b>	Candidate is a regular presenter or is published in his or her career field.	In written work or verbal interaction, the candidate can articulate best practices relative to his or her current work and attempts to capture that effort for the sake of publishing or presenting.	In written work or verbal interaction, the candidate understands best practices and has a desire to contribute to the profession through research.	In written work or verbal interaction, the candidate does not understand best practices or has a desire to contribute to the profession through research.
<b>Reflection/Flexibility.</b>	Candidate creates opportunities for others to share reflections so that all can benefit from others' experiences.	Candidate usually participates in reflection and guides others to do the same relevant to self-improvement.	Candidate often participates in thoughtful reflection relevant to self-improvement.	Candidate does not participate in thoughtful reflection relevant to self-improvement.
<b>Mental Models/Assumptions.</b>	In verbal interaction, the candidate can lead larger groups in understanding the relationship.	In written work or verbal interaction, the candidate helps others understand the relationship.	In written work or verbal interaction, the candidate understands the relationship.	In written work or verbal interaction, the candidate does not understand the relationship.

	between his or her values, beliefs, and organizational values and beliefs.	between his or her values, beliefs, and organizational values and beliefs.	between his or her values, beliefs, and organizational values and beliefs.	between his or her values and organizational values and beliefs.
<b>Commitment to Organizational Success.</b>	Candidate takes the lead and is successful in helping school change and improvement.	Candidate is proactive in assisting the change and improvement of the school.	Candidate minimally supports the change and improvement of the school.	Candidate does not support change or improvement of school.
<b>Commitment to Individuals' Success.</b>	Candidate is able to assist peers as they learn to accurately critique others, provide feasible alternatives for addressing weaknesses, and engage in formal or informal interactions to support the professional development of colleagues.	Candidate accurately critiques others, provides feasible alternatives for addressing weaknesses, and engages in formal or informal interactions to support the professional development of colleagues.	Candidate is able to professionally critique others and can provide feasible alternatives for addressing individual weaknesses.	Candidate is unable to professionally critique others or provide feasible alternatives for addressing individual weaknesses.
<b>Collegiality among Faculty, Peers, and Community.</b>	Candidate develops opportunities to collaborate with teachers and other professionals in the building to improve practice. He or she offers positive suggestions for team and individual efforts and take/use advice from other professionals.	Candidate seeks out opportunities to collaborate with teachers and other professionals in the building to improve practice. He or she takes/uses advice from other professionals to improve practice.	Candidate is open to suggestions from other individuals and team members within the school but does not seek out collaborative relationships.	Candidate does not seek out or establish relationships with other individuals or team members within the school.

### **Commitment to Ethical Practice: The Educator as a Member of Communities**

<b>Criterion</b>	<b>Exceeds Expectations (4)</b>	<b>Proficient (3)</b>	<b>Adequate (2)</b>	<b>Below Expectation (1)</b>
<b>Honesty.</b>	Candidate provides exemplary behavior and is regarded as a role model in influencing students to embrace and practice honesty.	Candidate has a reputation built around honesty and helps students understand this virtue.	Candidate has not demonstrated any behaviors related to cheating, lying, or plagiarism in an academic capacity.	Candidate contributes directly or indirectly to cheating, plagiarism, or lying in an academic capacity.
<b>Credibility and Citizenship.</b>	Candidate is regarded as a role model across the university and community regarding virtue and civic responsibility and influences others in this regard.	Candidate maintains a strong reputation for virtue and civic responsibility in the university and community.	Candidate has not participated in or contributed to situations that bring discredit to himself or herself or the university.	Candidate has participated in or contributed directly or indirectly to situations that bring discredit to himself or herself or the university.
<b>Trustworthiness.</b>	Candidate has built a reputation of being one of the most trusted people in the university and community and through such contributes to cultures of trust.	Candidate has a reputation of being trustworthy that extends beyond the boundaries of his or her educational program.	Candidate can be trusted to perform any duties related to serving as an educator.	Candidate cannot be trusted to perform any duties related to serving as an educator.
<b>Commitment to Safety.</b>	Candidate is considered as a primary resource when the issue of safety is at risk, providing leadership when change is needed and through proactive, risk-prevention efforts in times of normal educational operations.	Candidate makes special efforts to seek out means for providing a safer environment for those he or she works with and is given supervision over, and reacts with prudence and safety consciousness in times of risk.	Candidate has demonstrated a concern for the safety of those he or she works with or have been given supervision over.	Candidate has demonstrated a lack of concern for or inability to act with the safety of those he or she works with or has been given supervision over.
<b>Provider of an Environment of Trust.</b>	Candidate provides leadership in issues related to trusting others by creating opportunities for trust to happen.	Candidate trusts others in many situations and encourages others to do the same.	Candidate trusts others to perform duties related to serving as an educator and delegates appropriately.	Candidate does not trust others to perform any duties related to serving as an educator and/or does not delegate appropriately.

<b>Role Model.</b>	Candidate helps or inspires other candidates and students to adopt behaviors and dispositions worthy of role-model status.	Candidate serves as role model for other candidates and students.	Candidate has not compromised his or her capacity to become a role model.	Candidate is not an acceptable model for other candidates and students.
--------------------	--	---	---	---