

# 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**

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## Table of Contents

University Mission Statement .....	6
University Value Statements .....	6
The Sycamore Standard .....	6
Equal Opportunity and Affirmative Action Policy Statement .....	6
Sexual Harassment.....	7
College of Graduate & Professional Studies (CGPS) .....	8
Admissions and prerequisites.....	8
Continuous Enrollment/Readmission.....	8
Graduation.....	8
Assistantships, Scholarships, & Financial Aid .....	9
Transfer Credit.....	10
Time Limitation.....	11
Retention .....	11
Grading .....	11
Bayh College of Education .....	12
Mission Statement .....	12
BCOE Values .....	12
Conceptual Framework: Becoming a Complete Professional.....	12
Grade Appeal Policy .....	12
CDCSEP Department.....	13
Mission Statement .....	13
Vision Statement.....	13
Values .....	13
Departmental Diversity Statement .....	13
Counseling Programs.....	15
Mission Statement .....	15
Vision Statement.....	15
Values .....	15
Program Objectives.....	15
Program Admission Requirements.....	16
Accreditation.....	16
Academic Integrity .....	17
Professional and Ethical Behavior.....	17
Comprehensive Evaluation of Student Progress .....	17

Evaluation Procedures and Appeals Process.....	18
<b>Professional Licensure and Certification.....</b>	<b>19</b>
School Counseling .....	19
Clinical Mental Health Counseling.....	19
<b>Professional Organizations .....</b>	<b>20</b>
American Counseling Association (ACA).....	20
American School Counselor Association (ASCA).....	20
Other Professional Organizations.....	20
Chi Sigma Iota .....	21
Iota Sigma Tau Chapter .....	21
Liability Insurance .....	21
Conferences and Workshops.....	22
Credentialing and Employment Recommendation Procedures .....	22
<b>Faculty and Staff Information .....</b>	<b>22</b>
Faculty .....	22
Staff.....	24
<b>Clinical Mental Health Counseling .....</b>	<b>25</b>
<b>Program Information .....</b>	<b>25</b>
<b>Program Mission Statement.....</b>	<b>26</b>
<b>Program Description .....</b>	<b>26</b>
<b>Initial Advisement.....</b>	<b>26</b>
<b>Planning a Program of Study.....</b>	<b>26</b>
<b>Student Course Load .....</b>	<b>26</b>
<b>Program Requirements - The Curriculum.....</b>	<b>27</b>
<b>Electives .....</b>	<b>27</b>
Department of Communication Disorders and Counseling, School, and Educational Psychology .....	27
Department of Psychology.....	28
Department of Criminology .....	28
<b>Illustrative Schedule of Study .....</b>	<b>28</b>
<b>Written Examination .....</b>	<b>29</b>
<b>Thesis Option.....</b>	<b>29</b>
<b>Clinical Experience .....</b>	<b>30</b>
<b>Practicum Training.....</b>	<b>30</b>

<b>Internship Training .....</b>	<b>30</b>
<b>Specific Internship Requirements .....</b>	<b>31</b>
Agency Policy.....	32
Agency Supervisors.....	32
Agency Benefits .....	32
<b>Comprehensive Clinical Examinations .....</b>	<b>32</b>
Clinical case presentation.....	32
Philosophy.....	33
Procedures.....	33
Case submission.....	33
Committee composition and formation.....	33
Evaluation criteria.....	34
<b>School Counseling.....</b>	<b>36</b>
<b>Program Information .....</b>	<b>36</b>
<b>Mission Statement.....</b>	<b>37</b>
<b>Vision Statement .....</b>	<b>37</b>
<b>Introduction.....</b>	<b>38</b>
<b>Program Description .....</b>	<b>38</b>
<b>Initial Advisement .....</b>	<b>38</b>
<b>Planning a Program of Study.....</b>	<b>38</b>
<b>General Information .....</b>	<b>39</b>
<b>Program of Study .....</b>	<b>39</b>
<b>Schedule of Study .....</b>	<b>39</b>
Year 1: Summer.....	39
Year 1: Fall.....	40
Year 1: Spring.....	40
Year 2: Summer.....	40
Year 2: Fall.....	40
Year 2: Spring.....	41
<b>Field Experience .....</b>	<b>41</b>
Year 1: Fall semester: Classroom developmental guidance.....	41
Year 1: Spring semester: Individual counseling.....	42
Year 2: Fall and spring semester: Internship.....	43
<b>On-Site Supervisor Basics .....</b>	<b>44</b>
<b>School Counseling Student Competencies .....</b>	<b>45</b>
<b>Bayh College of Education Graduate Proficiencies.....</b>	<b>47</b>

## **University Mission Statement**

Indiana State University, a doctoral research 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 value high standards for learning, teaching, and inquiry.
- We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.
- We demonstrate integrity through honesty, civility, and fairness.
- We embrace the diversity of individuals, ideas, and expressions.
- We foster personal growth within an environment in which every individual matters.
- We uphold the responsibility of University citizenship.
- We exercise stewardship of our global community.

## **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.

## **Equal Opportunity and Affirmative Action Policy 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 the 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. The Board of Trustees approved the following policy statement in December 1993.

Indiana State University does not discriminate on the basis of sex, race, age, national origin, sexual orientation, religion, disability, or veteran status. In line with its commitment to equal opportunity, the University will recruit, hire, promote, educate, and

provide services to persons based on their individual qualifications meeting established criteria.

Indiana State University is committed to affirmative action for employees and students through active recruitment, promotion, retention, and enrollment of minorities, women, persons with disabilities, and Vietnam-era veterans. The University subscribes fully to all federal and state legislation and regulation regarding discrimination.

Responsibility for implementing the educational and employment decisions in accordance with the University's equal opportunity and affirmative action policy rests with the vice presidents, deans, directors, other heads of units, faculty, and staff. The Office of Diversity is responsible for overall compliance with all federal and state legislation and regulations regarding discrimination and for coordination of the University's affirmative action programs. You may contact the Office of Diversity at 237-2877 or <http://www.indstate.edu/diversity/>.

Furthermore, Indiana State University will not tolerate any form of sexual harassment, intimidation, or coercion. Allegations of any form of harassment will be promptly and thoroughly investigated, and offenders will be subject to disciplinary action (2011-2012 Graduate Catalog).

### **Sexual Harassment**

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.

Sexual harassment may be broadly defined as repeated and unwanted advances of a sexual nature by one holding some degree of power or authority over another. Sexual harassment is a form of sex discrimination and is an abuse of power or authority. In the policy outlined in the Indiana State University Handbook (2001) [updated 2003], sexual harassment is defined as:

Sexual harassment refers to the unwelcome imposition of sexual attention often in the context of a relationship of unequal power. The policy applies to men and women equally with regard to both opposite sex and same sex harassment. Sexual harassment is any conduct, physical or verbal, that is sexual in nature and which has the effect of unreasonably interfering with an individual's or group's educational or work performance or which creates an intimidating, hostile, or abusive educational or work environment.

Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting can constitute sexual harassment, if:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.  
[http://www.indstate.edu/ao/ISUPolicy\[1\].sexHarass.pdf](http://www.indstate.edu/ao/ISUPolicy[1].sexHarass.pdf)

### College of Graduate & Professional Studies (CGPS)

The CGPS has organized all important information for graduate students into one home page.

This page is called the Grad Express and may be accessed at:

<http://www.indstate.edu/gradexpress/>. Students are advised to bookmark this page and check it often for policy changes and updates.

#### Admissions and prerequisites

Information about graduate school prerequisites is available online at the College of Graduate and Professional Studies one-stop information page:

<http://www.indstate.edu/gradexpress/>

#### 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 student's 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. Candidates for the Ed.S., Psy.D., or Ph.D. degrees must have completed all degree requirements prior to participation in a commencement ceremony. Those attending the ceremony will be charged a fee to purchase or rent the appropriate cap, gown, and hood.

### **Assistantships, Scholarships, & Financial Aid**

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 bi-weekly basis and 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 fellowships are also offered. Summer appointments may also be available. A student receiving a partial assistantship (one-half) receives a stipend in proportion to the kind of assistantship awarded and has a service requirement of similar proportion.

Standards for appointment 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. The student must be enrolled as a full-time student. Exceptions will be made for students enrolling in the Ph.D. Technology Management or other ISU-approved consortium programs.
4. The student must have a minimum cumulative grade point average of 3.0 at the time of award (undergraduate if the first term of graduate work, or graduate grade point average on nine graduate hours after the first term of enrollment, or grade point average of 3.5 on nine graduate hours after the first term of enrollment in the doctoral programs in the Bayh College of Education). At their discretion, however, individual academic units may set higher standards above this minimum requirement.
5. International students who may be considered for appointments as assistants or fellows as indicated above must meet the above criteria and possess a valid passport and appropriate visa at the time of award and be in good standing and in compliance with United States Homeland Security and United States immigration

laws and regulations (2011-2012 Graduate Catalog).

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 and at <http://www.indstate.edu/finaid/>. Further information on assistantships, scholarships, and financial aid is available online at the CGPS Grad Express webpage: <http://www.indstate.edu/gradexpress/>

### *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 International Programs and Services before being considered for transfer into an ISU degree program.
2. The research requirement 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. 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, must be sent to the College of Graduate and Professional Studies.
4. Each department's curriculum committee is responsible for evaluating the currency of the student's knowledge from courses presented for transfer.
5. Transfer credits approved at enrollment remain current within the specified time-to-degree completion period (seven years for master's, eight years for education specialist's, and nine years for doctoral degrees).
6. Hours of credit may be transferred, but grades earned in courses taken at other institutions do not transfer.
7. 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.
8. 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.

Transfer credit limitations for master's, educational specialist's, and doctoral degrees are provided under the specific degree section in this *Catalog* (2011-2012 Graduate Catalog). [http://catalog.indstate.edu/content.php?catoid=14&navoid=305#trans\\_cred](http://catalog.indstate.edu/content.php?catoid=14&navoid=305#trans_cred)

### **Time Limitation**

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 (2011-2012 Graduate Catalog).

<http://catalog.indstate.edu/content.php?catoid=8&navoid=150&bc=1>

### **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 School of Graduate Studies. The dean of the School of Graduate Studies, in accordance with the regulations of the student's academic department and the School of Graduate Studies, will make decisions in such matters. A student who is suspended from graduate study or dismissed from the School of Graduate Studies may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council (2011-2012 Graduate Catalog). This information is available at:

<http://www.indstate.edu/gradexpress/standing.htm>

### **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	3.50
B	Average	3.00
B-		2.70
C+/C	Below Average	2.50/2.00
F	Failure	Less than 2.00
S	Satisfactory	
U	Unsatisfactory	
IP	In Process (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.

## 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." More information about this framework is available on the BCOE web pages. 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.

### Grade Appeal Policy

Information on grade appeals is available on the Bayh College of Education's web pages, at: <http://coe.indstate.edu/resources>

## CDCSEP Department

### Mission Statement

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

### 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 excellence in practice.**
  - Responsive Actions: Reflecting on our practice; Being creative and innovative in delivery; Inquiring intellectually; Providing leadership.
- **We value collegiality.**
  - Responsive Actions: Creating collaborative relationships; Demonstrating integrity in all we do; Having passion for and enjoyment of our roles and responsibilities.
- **We value social justice.**
  - Responsive Actions: Embracing diversity; Accepting differences; Being socially responsible; Advocating for others.

### Departmental 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.

## 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

- **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.
- **We value diversity.**
  - Responsive Actions: Affirm the diversity of individuals, ideas, and expressions; Promote authentic practice with diverse populations; Demonstrate culturally competent practice.
- **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 clinical 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.

### **Program Admission Requirements**

Refer to the Clinical Mental Health Counseling Admission Requirements:

<http://www1.indstate.edu/coe/cdcsep/counseling/mhapplication.htm>

Refer to the School Counselor Admission Requirements:

<http://www1.indstate.edu/coe/cdcsep/counseling/schoolcounseloradmissions.htm>

Students are admitted to the program from a variety of educational backgrounds; however, most have a substantial undergraduate background in the behavioral sciences. While scores on the Graduate Record Examination (GRE) are required for admission to the CMHC program with no predetermined cut-off score specified for admission to the department, scores on the general tests may be used by the College of Graduate and Professional Studies in determining eligibility for assistantships and scholarships. The School Counseling program does not require GRE scores for admission.

**Note:** Students are required to undergo a comprehensive criminal background check during their first course in the program. Background checks are facilitated by the Educational Student Services Office. Background checks are required by all school corporations and the majority of human services agencies as well as licensing agencies. Students who have a criminal background should consult an attorney prior to entering the program. A criminal history will, in most cases, make the student ineligible for any placements leading to graduation and is likely to prevent licensure or certification in most states.

### **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 Clinical Mental Health Counseling Standards, and the School Counseling program has been granted accreditation under the School Counseling Standards. Each program obtained accreditation for eight years with the next accreditation visit scheduled for 2012. We anticipate a site visit in September of 2012, which should lead to 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 University Standards for the Code of Student Conduct and Rights of Students. These standards are listed in the University Standards of Indiana State University, which includes the Code of Student Conduct and Rights of Students. All students may access the handbook via the internet at <http://www.indstate.edu/sjp/code.htm>. The Student Judicial Programs guide to Academic Integrity can be found at <http://www.indstate.edu/academicintegrity/studentguide.pdf>. 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 Psychology Association's definition of plagiarism and avoid behavior that would constitute plagiarism.

## **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 as the principles for governing the professional behavior of its 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. Also, students are encouraged to seek clarity from faculty members and auxiliary professional resources when they have questions regarding professional and ethical behavior. The ACA Code of Ethics and Standards of Practice, and other applicable professional standards can be found at: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

## **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, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training, staff, and supervisors will evaluate their competence in a variety of areas such as personal disposition assessment, coursework, seminars, assistantships, comprehensive examinations, and related program requirements.

These evaluative areas will also include, but not be limited to, demonstration of sufficient: (a) 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); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) 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); and (d) 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).

### **Evaluation Procedures and Appeals Process**

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 routinely evaluated in a specially designated program committee meeting at least once per year. This process will involve the evaluation of student's academic, clinical, and intrapersonal and interpersonal functioning. Those students with an assistantship will also be evaluated in this area.
3. Results of this evaluation are provided to all students in writing. Notification will include the counselor education faculty's evaluation of the student's progress in the four areas of functioning. When areas of concern are identified or performance does not meet expectations, notification will follow University due process guidelines.
4. Faculty may present a student for review prior to the regular evaluation if there are concerns about the student's progress. As with the annual evaluation, students will be provided information about this review in writing.
5. If a student's progress in the program is deemed unsatisfactory the student will be notified in writing of the evaluation committee's concerns. This process is conceptualized as developmental with the goal being remediation of the problem. The student will be asked to contact his or her advisor to discuss these concerns. The advisor and student will develop a plan of remediation. If that plan is not successful at remediating the problem, the following step(s) may be taken:
  - a. The program committee prepares a statement of concerns (outlining problems or inadequacies), and in a meeting with the student, discusses these concerns along with the steps necessary for remediation. The remediation 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 remediation;

- 4) the consequences to the student if there is a failure to remedy the problem within the specified time line, which include being dropped from the program or Graduate School;
  - 5) notification of the student's rights in this process. A copy of the letter, the plan for remediation, and a summary of the committee meeting will be given to the student, program director, and department chair.
- b. If the program committee, at the end of the designated time line, determines that the remediation efforts have been successful, all individuals listed in 5. a. 5) of the Procedures above will be notified by letter of that determination.
  - c. If the program committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full program committee. The program committee will make a recommendation based on input from the student and the student's committee.
  - d. If the recommendation is made to drop the student from the program, the committee will prepare a statement reiterating the grievances and forward it to the individuals listed in 5. a. 5) of the Procedures above as well as the Dean of the Bayh College of Education and the Dean of the College of Graduate and Professional Studies.
  - e. The Graduate Dean will give the student an opportunity to respond, and will then make a decision regarding the committee recommendation.
  - f. If the final decision is to drop the student from the Graduate School, the program advisory committee will be responsible for facilitating this transition for the student.

## **Professional Licensure and Certification**

### **School Counseling**

Graduates of the School Counseling program are eligible to become Licensed School Counselors (LSC). Information about the LSC is available at the Indiana Division of Professional Standards at <http://www.doe.in.gov/student-services/student-assistance/school-counseling-guidance>. 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 Counselors (LMHC) in Indiana. More information is available at the Indiana

Professional Licensing Agency at <http://www.in.gov/pla/2888.htm>. 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.

### **Professional Organizations**

There are a number of professional organizations in the counseling and mental health field that work to support professionals through conferences, publications, and professional development. While students are required to join ACA or ASCA in order to encumber liability coverage, they are encouraged to join other ACA divisions or outside associations to deepen their involvement with the larger community of professional counselors.

#### **American Counseling Association (ACA)**

Students are encouraged to become student members of ACA. Benefits of student membership in ACA include: liability, 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 the National Board for Certified Counselors, and free subscriptions to *Counseling Today*, *Journal of Counseling & Development*, and *ACA News*.

American Counseling Association (ACA)

5999 Stevenson Avenue  
Alexandria, VA 22304-3303  
<http://www.counseling.org/>

#### **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. Membership gives students access to the online resource library, liability insurance policies for purchase, and a subscription to *Professional School Counselor* and other ASCA publications.

ASCA

1101 King St. Suite 625  
Alexandria VA 22314  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

#### **Other Professional Organizations**

Indiana Counseling Association (ICA)

500 S. 18<sup>th</sup> Street  
Terre Haute, IN 47803  
<http://www.indianacounseling.org/>

Indiana School Counselor Association (ISCA)

<http://www.isca-in.org>

American Mental Health Counselors Association (AMHCA)

801 N. Fairfax Street, Suite 304

Alexandria, VA 22314

<http://www.amhca.org/>

International Association of Marriage and Family Counselors

Dr. Robert Smith, Executive Director

Texas A & M University - Corpus Christi

College of Education

6300 Ocean Drive

Corpus Christi, TX 78412

<http://www.iamfc.com/index.html>

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/>

Association for Play Therapy

3198 Willow Ave, Suite 110

Clovis, CA 93612

<http://www.a4pt.org/>

### **Chi Sigma Iota**

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

Chi Sigma Iota 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 chapter by-laws. To be invited a student must have a minimum of a 3.5 GPA and have

completed at least 9 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: [http://csi-](http://csi-net.org/index.cfm)

[net.org/index.cfm](http://csi-net.org/index.cfm).

### **Liability Insurance**

Students must carry professional liability insurance at all times during the program. Students

may be insured via membership in ACA or ASCA or via a private insurer. Students must provide

proof of membership and insurance during their first summer session on campus prior to working

with any clients or students.

## **Conferences and Workshops**

Students are required to join ACA (CMHC) or ASCA (SC) in order to obtain liability coverage. Additionally, students are required to join the state-level organizations (ICA or ISCA). Students must attend four professional development days per academic year. Many low cost or free opportunities are offered each year. Particularly recommended are the annual ACA conference and the state ICA conference.

## **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 present a case study from their clinical work (Clinical Comprehensive Oral Exam), and (3) complete all degree requirements, including clinical requirements.

## **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 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 Ed, accrediting schools throughout Indiana. Dr. Balch is a member of many professional organizations including American School Counseling Association, Indiana School Counseling Association, Chi Sigma Iota, and Delta Kappa Gamma Society International.

#### **Roberts-Pittman, Bridget**

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

Her teaching responsibilities have included courses in Practicum and Internship, Treatment of Substance Abuse Disorders, Group Psychotherapy, and Marriage and Family Therapy. She currently serves as the Director of Clinical Training for the Counseling Psychology doctoral

program at ISU. Her research interests include bullying among college students and the implementation of effective interventions to address bullying among school-age children.

### **Sperry, Linda**

Linda Sperry has a B.S. in biology and a B.A. in Spanish from Nebraska Wesleyan University. She earned an M.S. in Educational Linguistics from the University of Pennsylvania and a Ph.D. in educational psychology from the University of Chicago. Her research interests include language socialization, narrative development, emergent literacy, and the socialization of self. She uses qualitative methods within an ethnographic approach. She teaches a broad range of courses on human development in addition to multicultural education and qualitative research methods. Another strong teaching interest is working with students on their own research. She enjoys working on faculty affairs and foundational studies issues. She currently serves as Department Chairperson.

### **Tucker, Catherine**

Catherine Tucker has a B.S. in Public Health Education and a M.Ed. in Counseling with a school counseling emphasis from University of North Carolina at Greensboro. Her doctorate in Counselor Education was earned from the University of Florida. She holds a School Counseling license and is a Licensed Mental Health Counselor in the state of Indiana. She is currently the coordinator of the CMHC program.

She is a member of ASCA, ACA, the Association of Counselor Educators & Supervisors, the Association for Play Therapy, and the Association for Creativity in Counseling. She is the founder and recent past advisor of ISU's Chi Sigma Iota chapter. Her research areas focus on the intersections of class, race, and social class in mental health and educational settings. She is an experienced play therapist with special interest in treating childhood trauma.

### **Viviani, Anna M.**

Dr. Viviani has a B.S. in Social Services and Psychology and a M.A. in Community/Agency Counseling from Bradley University. She earned her PhD in Counselor Education & Supervision at the University of Iowa. Dr. Viviani 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 Clinical Professional Counselor in Illinois.

Dr. Viviani's teaching interests include techniques/microskills, career development, group, 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. She utilizes qualitative research methods to explore those issues. Dr. Viviani is a member of ACA, ASCA, ACES, and Chi Sigma Iota (CSI). She serves as a reviewer for CSI's Counselor's Bookshelf.

## **Staff**

### **Ball, Dori**

Dori began working in the University Hall Clinic in January of 2011 as an Administrative Assistant. Among her responsibilities are maintaining and entering clock hour and KASA data, maintaining UHC student employee records, and providing assistance as needed by reception desk personnel, materials room personnel, and students. Dori enjoys spending time with her family, friends, and pets as well as reading and home improvement projects.

### **Edwards, Sandie**

Sandie began working in the Counseling Department in January of 2005 as a Student Services Assistant. She has also worked in the College of Nursing, Physical Education, and Life Sciences Departments on campus. Among her responsibilities are the assistantships and scholarships, and management of files for all of the counseling programs. Sandie enjoys spending time with her family and working in her yard.

### **Meeks, Karen**

As Administrative Assistant to the Department Chair and Business Manager to the department, Karen keeps busy with faculty and student travel, departmental budgets and reports, class scheduling, purchasing, and numerous other responsibilities. Karen graduated from Ivy Tech State College with a degree in Computer Information Systems and worked for a private business before coming to ISU in 1995. Karen has one son, Matthew, in college at ISU. Karen enjoys reading, music, cooking out, watching a good movie, and spending time with her family.

### **Snyder, Patty**

As Student Services Assistant, Patty is secretary to the undergraduate and graduate programs of the CDCSEP Department. Along with the responsibilities 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. She was previously employed with Hanover College as Executive Administrative Assistant. Patty joined ISU in October of 2008 and enjoys working with all kinds of people. Patty enjoys writing, reading, crocheting, and spending time playing with her grandchildren.

**Clinical Mental Health Counseling  
Program Information**

**Catherine Tucker, PhD, LMHC  
Program Coordinator**

## **Program Mission Statement**

The program's philosophy is student-centered and developmentally based. It is designed to provide the highest quality training in professional mental health service delivery. Academic and fieldwork experiences are intended to foster a commitment to scientific investigations, 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 (LMHC) credential as well as other mental health/professional licenses requiring 60 semester hours of training in other jurisdictions. 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.

## **Initial Advisement**

New students will be advised at an orientation meeting held in July. 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, and then students will proceed to the Office of the Controller, Parson's Hall, Room PH100 to pay fees. Students will be advised about the registration procedure and hints regarding this process. All students are required to obtain a Limited Criminal History Check from the Indiana State Police upon admission to the program.

## **Planning a Program of Study**

During the orientation meeting, the Program Director will advise incoming students regarding registration for the fall and spring terms and discuss the students' program schedules 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 Program 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
COUN 595K	Special Topics: Substance Abuse	3
COUN 615	Introduction to Group Work	3
COUN 620	Foundations of Research	3
or EPSY 620	Research in Education	
or CIMT 610	Foundations of Research	
COUN 628	Psychological Appraisal I	3
COUN 633	Theories of Counseling	3
COUN 634	Counseling Practicum	3
COUN 635	Career Development	3
COUN 666	Multicultural Counseling	3
COUN 710	Community Counseling	3
COUN 738D	Professional Seminar	3
COUN 739D	Internship	6
EPSY 621	Development Through the Lifespan	3
PSY 558	Psychopharmacology	3
PSY 568	Psychopathology	3
Electives		9
<b>Total:</b>		<b>60 semester hours</b>

### Electives

The most common electives chosen over the past several years are listed below. This should be considered a dynamic list that is constantly changing. Students are free to take graduate courses throughout the University provided they meet the prerequisites and the courses are applicable to their training goals. Students are encouraged to seek out opportunities to study abroad during their course of study.

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

#### Regular Departmental Offerings:

COUN 536	Marriage Counseling and Family Therapy	3
COUN 690	Individual Study in Counseling	3

#### Workshops and Special Interest Courses:

COUN 631	Introduction to Supervision	3
COUN 631	Family Violence	3
COUN 631	Play Therapy	3
COUN 631	Crisis & Disaster Intervention	3
COUN 631	Ethics	3

## Department of Psychology

PSY 575	Biological, Psychological, and Sociocultural Models of Addiction	3
PSY 603	Proseminar: Learning and Cognition	3
PSY 662	Theories of Personality	3

## Department of Criminology

CRIM 602	Correctional Counseling	3
CRIM 603	Correctional Group Therapy	3

## Illustrative Schedule of Study

### Year One

#### Summer

EPSY 621	Human Development (3 hrs.)
COUN 534	Foundations of Mental Health Counseling (3 hrs.)

#### Fall Semester

COUN 533	Techniques of Counseling (3 hrs.)
COUN 633	Theories of Counseling (3 hrs.)
COUN 635	Career Development (3 hrs.)

#### Spring Semester

COUN 634	Counseling Practicum (3 hrs.)
COUN 628	Psychological Appraisal (3 hrs.)
PSY 568	Psychopathology (3 hrs.)

#### Summer I Semester

COUN 666	Multicultural Counseling (3 hrs.)
COUN 710	Community Counseling (3 hrs.)

#### Summer II Semester

COUN 615	Introduction to Group Work (3 hrs.)
Elective	(3 hrs.)

### Year Two

#### Fall Semester

COUN 595K	Special Topics: Substance Abuse (3 hrs.)
COUN 739D	Internship (3 hrs.)
PSY 558	Psychopharmacology (3 hrs.)

#### Spring Semester

COUN 620	Foundations of Research (3 hrs.)
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COUN 739D            Internship (3 hrs.)  
Elective              (3 hrs.)

**Summer I Semester**

COUN 738D            Professional Seminar (3 hrs.)

**Summer II Semester**

Elective              (3 hrs.)

**Written Examination**

In the spring semester of the last year in the program students are required to take the National Counselor Examination, which covers the eight core areas of counseling theory and practice. Examination results provide students with feedback regarding their relative strengths and weaknesses as compared with other graduate students across the nation and can serve to prepare them for state administered licensing examinations.

Students who obtain an appropriate score may be able to use the results for state licensure as a professional counselor in some states (Licensed Professional Counselor, Licensed Mental Health Counselor, etc.) or to become a National Certified Counselor. There are different licensure requirements in various states. Consult the licensing department in the state you wish become licensed for more information.

**Thesis Option**

It is exceedingly rare for a student to complete the thesis option while completing the other requirements for graduation. Students who desire to complete a thesis should plan to spend at least one additional semester on campus. Students should make the decision to complete a thesis during their first year in the program.

Students seeking to complete a master's thesis are required to take 6 semester credit hours of COUN 699 Thesis as part of their electives. In addition, EPSY 612 – Statistical Methods is strongly recommended as the other three semester credit hours of elective. Students who elect to complete 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 web pages at [http://www.indstate.edu/sogs/forms/thesis\\_dissertation\\_handbook\\_2009.pdf](http://www.indstate.edu/sogs/forms/thesis_dissertation_handbook_2009.pdf)

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, that includes a minimum of 400 hours of direct services. One hundred 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.

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 public and special-need schools, community mental health centers, alcohol and substance abuse treatment facilities, college and university counseling centers, psychiatric hospitals, 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 hours 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 University Hall 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 and licensed adjunct faculty members.

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 interpersonally and academically.

### **Internship Training**

At the end of spring semester of the first year, students apply for internship placements for the following fall semester. The internship is the heart of the master's degree training program in Clinical Mental Health Counseling at Indiana State University. Program faculty provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. The internship operationalizes this training and, in the

person of the clinical supervisor, personifies the profession with which the intern ideally identifies.

Successful internship training can only occur when program faculty and clinical supervisors working in affiliated agencies form a close collaborative relationship with the mission of providing quality training and the development of the intern as a whole person. Internships are not guaranteed, and approval to attend internship is dependent upon students' performance both interpersonally and academically.

### **Specific Internship Requirements**

Students are eligible for internship placement after a minimum of two semesters of graduate study, pending the approval of the CACREP Programs Committee. Students must have successfully completed one semester of practicum. They must have completed courses and experiential training in techniques of counseling, psychopathology including the use of the DSM-IV-TR, and clinical interventions. The Clinical Mental Health Counseling Program Committee and the Program Director must approve all applications for internship placement.

The internship consists of 900 clock hours in placement and follows completion of practicum. Within the 900-hour requirement, the intern provides a minimum of 360 hours of direct service with a minimum of one hour per week of individual supervision and a minimum of one and one half hours of group supervision. Individual supervision is generally provided by a designated agency-based clinical supervisor and group supervision is typically provided by program faculty. Clinical 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 professional activities which fall within the scope of the agency's mission and may 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.

Interns have opportunities to develop audio and/or video recordings of 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 clinical 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 clinical supervisors. Program faculty will make at least one on-site visit during the

year. Clinical 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. Interns function as professionals-in-training operating in compliance with the ethical standards of the American Counseling Association.

### **Agency Policy**

Students are expected to conform to the agency's policies and procedures while placed in practicum or internship. Appropriate attire is one important part of agency policy. When working with clients, dress as any professional would. 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 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 Examinations**

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 in the internship course. The intent of the comprehensive examinations 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, about their understanding and conceptualization of individuals and systems placed under their care. These examinations serve as the student's culminating experience.

#### **Clinical case presentation.**

The written case conceptualization and oral examination regarding a student's clinical work are administered by the program faculty. Students develop a clinical case study drawn from their internship placement. The case study includes all supporting documentation, a video or audio

recording of a session, and a formal paper describing their conceptualization of the case and relevant clinical issues. Oral presentations will be made in the internship class with classmates, course faculty, and if possible, the student's site supervisor present. Students will be graded by their faculty supervisor and, when possible, the site supervisor. If the site supervisor is unable to attend, two 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 answer adequately questions about the case from fellow students and/or faculty and supervisors.

### **Philosophy.**

Students will demonstrate the ability to perform a comprehensive assessment, 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 are 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. The on-site supervisor will provide verification to the program director 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 2nd: (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) either an unedited audio or video recorded session with the client who is the subject of the above documentation. Students are forbidden to use voice activated recordings for this work sample. All audio recordings must be full size; no micro-cassettes are to be used. Digital recordings are acceptable at the discretion of the committee.

### **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. When possible, 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 will be 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. At least two or more domains of client functioning must be addressed, e.g., mood state, behavior, cognition, context, etc., 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 audio or video 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. 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.***

The committee will provide feedback to the student at the conclusion of the written and oral examination. The score will be recorded and filed in the student's 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. In the case where there are three members of the examination committee, the final disposition decision will 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 Clinical Mental Health Counseling Program Committee 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. Option (2) is only utilized in rare circumstances. 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.

**School Counseling  
Program Information**

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## Mission Statement

The mission of the Indiana State University School Counseling Program is to educate prospective school counselors for the 21<sup>st</sup> century as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

## Vision Statement

We believe that:

- **all** K-12 students are capable of high achievement and deserve to be surrounded by an environment of high expectations;
- **all** K-12 students, regardless of their economic, racial/ethnic, and geographic makeup, have the right to opportunities for learning and developing skills for full participation in our society;
- **all** K-12 students deserve knowledge and experiences gained through curriculum, instruction, and services that are designed to develop high achievement and life-long learning;
- **all** K-12 students need knowledgeable individuals who are dedicated to providing a wide variety of educational and career options, and who are full partners in the student's development; and,
- **all** K-12 students, parents, educators, and members of the community share the responsibility for the general welfare and success of each individual.

We believe that school counselors play an important role in the creation of an educational environment which fosters these stated beliefs. School counselors are in the unique position to understand the needs of students and their families and to design and coordinate learning experiences to meet those needs. They are accountable for services to students, parents, and teachers and are knowledgeable concerning comprehensive school counseling programs. They are committed to quality educational opportunities and foster high achievement for all.

The School Counseling Program at Indiana State University will provide a variety of opportunities in which students will gain knowledge and experience in:

- applying an understanding of educational, political, economic, systemic, and psychosocial forces in the development of programs to meet the diverse needs of society, the community, and the individual learner, whether in a rural or urban community;
- developing collaborative programs based upon student needs among schools, community, business, industry and government;
- applying an understanding of the needs of low-income, minority, and at-risk students and their families in the development of programs and activities designed to “close the achievement gap”; and,
- applying a global perspective to the career and life planning needs of all students and their families.

This vision will become a reality when the school counselors, particularly graduates of the School Counseling Program at Indiana State University, have 100% of their students:

- achieve appropriately in a rigorous course of study;
- have a variety of caring individuals who are actively involved in their education; and,
- aspire to and experience success in post-secondary educational experiences.

### **Introduction**

To achieve our vision, the School Counseling Program strives to create highly proficient advocates of high achievement for all students; collaborators who work with school personnel, parents, and community leaders; and agents of change who can assess, develop, implement, and evaluate accountable programs which enable Indiana youth to become full participants in our diverse society. To this end, ISU's School Counseling Program is developmental and systemic. The curriculum and field experiences are designed to help students acquire and be able to apply knowledge and skills effectively to impact positively students and adults of all ages, as well as the larger educational and community systems.

The field experience portion of the program is critical to the student's development. Students establish a two-year relationship with the counselors, administrators, teachers, students, and parents of an elementary school, middle school, and high school (preferably a feeder system). During the program's two years, school counseling students are able to see the development of the PK-12 students as they grow and transition from building to building to post-secondary life. Additionally, knowing that School Counseling students will be in the building for two years allows on-site counselors to use the student more effectively in the delivery of their school counseling program.

### **Program Description**

#### **Initial Advisement**

New students will be advised at an orientation meeting held prior to 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 the orientation meeting.

## 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) and the Indiana Counseling Association (ICA);
- Attendance at four professional development days to include the ISCA Fall Conference each year or pre-approved substitution; and,
- All students are required to obtain a Limited Criminal History Check from the Indiana State Police and purchase TK20 from Indiana State University 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:	3
	School Guidance and Counseling	
EPSY 621	Development Through the Lifespan	3
EDLR 608	School and Society	3
<b>Total:</b>		<b>48 credit hours</b>

## Schedule of Study

### Year 1: Summer

Students gain important foundational knowledge and skills during their first summer in the program. They take Development Through the Lifespan and Introduction to School Counseling. The Intro 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 these differ 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 classic and contemporary theories of counseling as applied to children and adolescents. They also take Techniques of Counseling where they learn basic counseling skills.

### **Year 1: Spring**

In the Spring semester, counseling students work on individual counseling skills with students at all levels. They also take Psychological Appraisal which focuses upon data and test interpretation and appraisal instruments appropriate for school counselor use. Additionally, students enroll in EDLR 608, an on-line course that looks at education through a social lens.

### **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 also take Organization and Administration of Guidance Programs. This course focuses on program development that links the activities of the school counselor to the achievement goals of the school (School Improvement Plan) and deals with accountability issues. Students learn how to work as effective change agents within the school and community. They also learn how to facilitate a whole school improvement process that meets the requirements of state and federal law and places guidance at the heart of educational reform. Finally, through their class on Foundations of Research, they develop a plan to evaluate a program or activity or to look at student data in a way that focuses on raising student achievement levels.

## **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.

## **Field Experience**

### **Year 1: Fall semester: Classroom developmental guidance**

School Counseling students are required to:

1. Shadow the school counselor and perform duties as assigned (no individual social/personal counseling until the Spring semester);
2. Complete a needs assessment at one school;
3. Observe classes at several different grade levels;
4. 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);
5. Video record each lesson; and,
6. Keep a time/task log of all activities which will be turned in to the course instructor periodically during the semester.

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 is on contract for the school year and at the school counselor’s convenience.

Supervision during this semester should focus on:

- curriculum development;
- lesson plan creation;
- scope and sequence of topics;
- lesson delivery skills;
- developmental guidance materials and resources; and,
- administrative orientation that includes the following:
  - general administrative policies and procedures;
  - institutional policies and procedures specific to handling emergencies, reporting abuse and/or neglect, and reporting instances where a client has threatened harm to self or others;
  - process for securing client/parental consent to receive counseling services;
  - assignment of student interview room(s) for confidential interviews; and, procedures regarding on-site back-up should immediate supervision and/or help be needed.

Students will also receive supervision from ISU faculty twice a month 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 monitor student progress periodically 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: elementary, middle, and high school);
2. Obtain parental permission for each student client;
3. Audio record each session;
4. Consult with teachers, parents, and administrators concerning their student clients for a minimum of 10 hours;
5. Provide case and consultation notes, research and prepare for the counseling sessions for a minimum of 60 hours;
6. Maintain a time/task log of all activities which will be turned into their ISU supervisor monthly; and,
7. Complete a minimum of 100 hours total.

Supervision during this semester should focus on:

- development of rapport;
- basic counseling skills;
- solution-focused counseling techniques;
- case conceptualization;
- treatment planning;
- appropriate documentation;
- appropriate referral skills; and,
- consultation/collaboration with appropriate parents and other professionals (teachers, physicians, etc.).

Students will also receive supervision from ISU faculty weekly during this semester. The on-site supervisor will be asked to provide feedback on clinical skill development. On-site supervisors are encouraged to monitor periodically 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. Please wait to refer these students during Year 2.

**Year 2: Fall and spring semester: Internship**

Hours	Total	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 to develop an Individualized Internship Education Plan (IEP). 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. Students focus on two levels during their internship; one must be the high school level. There is a minimum of at least 110 total hours at the high school level. This allows students and supervisors 490 hours to schedule as desired.
4. There is a minimum of 240 face-to-face hours. Face-to-face activities include:
  - Individual and small group counseling and guidance;
  - Classroom developmental guidance presentations;
  - Consultation with parents, administrators, teachers, etc.; and,
  - 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; and,
    - 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; and,
    - 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, analysis; and,
    - 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; and,
  - Preparation of time/task log.
- 6. Students will lead small group counseling sessions at each level. Taping will be required during small group counseling sessions.
- 7. Taping is encouraged (and may be required) during classroom guidance, individual counseling sessions, and other activities.
- 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 periodically to the course instructor.

Supervision during Year 2 will focus upon the specific activities delineated in the IEP. Supervision between the two 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 supervisors are encouraged to monitor student progress periodically through direct observation and/or recorded review of the student's activities.

### **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 above.

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.

## School Counseling Student Competencies

Upon completion of the Master of Education Degree, School Counseling students will be able to demonstrate knowledge and appropriate application of:

1. The foundations of school counseling, including history, philosophy, current research trends, and best practices in K-12 curriculum, school-to-work, student achievement, school reform efforts, etc., for both regular and special-needs students.
2. Theories and intervention techniques to impact positively issues which may affect the academic achievement and life-span development of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, depression, substance abuse, underachievement, etc.).
3. Theories and intervention strategies to impact positively student achievement (e.g., learning styles, teaching strategies, dimensions of learning, multiple intelligences, study skills, time management skills, peer tutoring, conduct disorders, homelessness, etc.).
4. Comprehensive local, state, and national assessment theories and methods related to emotional, intellectual, physical, and social characteristics as these affect learning performance in a diverse student population.
5. Planning, developing, implementing, monitoring and evaluating a comprehensive developmental guidance and counseling program which:
  - Identifies specific student competencies/outcomes;
  - Involves students and their families/care-givers, as well as the total school, corporation, and community;
  - Is systematically integrated into the total school curriculum;
  - Addresses social, cultural, diversity, and equity issues;
  - Fosters a safe, positive learning environment;
  - Is based upon the Educational and Career Services and Student Assistance Services set forth in IAC511: Section 4-1.5, and as described in *Promoting Student Success: Indiana Educational and Career Services Implementation Guide K-Adult* and the *Student Assistance Services Manual*; and,
  - Contains the program components delineated in the American School Counselors Association's *National Standards for School Counseling Programs*.
6. Systems theories and intervention techniques to impact positively relationships between family/care-giver systems and school systems and how they interact to influence the student and affect both systems.
7. Intervention strategies designed to reduce or eliminate community, environmental, and institutional barriers that impede students' academic achievement and life-span development.
8. The gathering, analysis, and dissemination of achievement, education and career related information to impact positively student success.
9. Developmental approaches and constructive interventions to assist students and their families/care-givers in resolving problems that impact students' success in

- school, and effectively move through educational transition (e.g., elementary school, middle school, high school transitions; postsecondary educational options; vocational and career options).
10. Individual, group, and classroom guidance approaches that are systematically designed to assist children and adolescents with developmental tasks.
  11. Referral and advocacy skills for children and adolescents with special needs.
  12. Organizational and systemic change theories and leadership techniques that assist the total school community to create quality educational opportunities and foster high achievement for all students.
  13. Seeking, applying for, and securing alternative funding for programs.
  14. Student assistance counseling which employs individual and small group, developmentally appropriate brief strategic interventions for use with student and their families/care-givers for problems and concerns not severe enough for outside referral.
  15. A wide variety of methods and strategies designed to foster students' personal management skills, academic and career exploration, and planning.
  16. Theories, models, and strategies of collaboration/consultation for promoting, developing, and enhancing effective teamwork within the school and larger community.
  17. Assisting parents, guardians, families, and other caring individuals to be full partners with the school in students' development and positively impact student's academic achievement.
  18. Methods which positively impact social, cultural, diversity, and equity issues, including the possible effects of culture, race, stereotyping, family, socio-economic status, gender and sexual identity, language, and values on student development and progress in the school setting.
  19. Methods and techniques for prevention and early intervention in order to maximize school success for students.
  20. Coordination, collaboration, and training of teachers, parents, support personnel, and community resources to create, promote, implement, and evaluate program objectives, enhance a positive classroom and school climate, and facilitate successful student development and achievement.
  21. Planning, presentation, training, and verbal and written communication skills (e.g., parent education programs, materials used in classroom guidance, school board presentations, community organization presentations, teacher in-service programs, counseling intervention plans, letters to parents, college recommendations, etc.).
  22. Technology in planning, implementing, and evaluating school counseling and guidance programs designed to raise student achievement.
  23. Current policies, laws and legislation that impact, enable, or constrain school counselors, educators, and/or students and their parents.
  24. Ethical standards and guidelines of the American School Counselor Association.

## **Bayh College of Education Graduate Proficiencies**

**Upon completion of the Master of Education Degree, School Counseling Program, students will:**

1. Be prepared to use a variety of technologies for personal productivity.
2. Be able to determine, when appropriate, how educational technologies can be used to augment the learning environment.
3. Actively incorporate, when appropriate, the use and application of technology to solve problems.
4. Have worked with diverse populations (which include English language learners and students with exceptionalities) in a clinical setting or field experience.
5. Have acquired knowledge and skills to incorporate diversity into their teaching or establish a classroom/school climate that values diversity.
6. Have exhibited cultural competency by incorporating multicultural perspectives into their teaching or service.
7. Have demonstrated the knowledge and skills to work with diverse families.
8. Have showed proficiency relative to diversity and can develop a plan to improve their practice.

