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- Planned Programs of Study
- Practicum and Internship Forms
- Certificate and Licensure Courses of Study
- Student Competency Progress Report
- Report of Concern
- Advancement to Candidacy Application
- Portfolio Defense Rubric
- Graduation Audit Checklist
- Signature Form
WELCOME LETTER

August 2015

Dear Counselor Education Students:

Congratulations and a warm welcome on your acceptance into the Department of Counselor Education! You have demonstrated both your desire and readiness to begin graduate studies to obtain a Master of Science degree in Counselor Education and become a professional marriage and family therapist, mental health counselor or school counselor.

Hopefully your time here at Stetson will be a journey filled with personal growth, the development of clinical skills, and an increased knowledge related to the counseling field. This is just the first step in what will hopefully be a life-long pursuit of knowledge and skills. The focus you place on your training during your tenure with us will be a beginning in the development of your skills as a professional counselor.

We ask that you take the time to get to know the faculty and staff as we all will play an integral role in your education. Additionally, your colleagues within the program will become an important part of your education and we hope that you build lasting relationships. Graduate school is a wonderful time to meet individuals that can play an important part in your time here at Stetson and beyond.

Please read the following pages thoroughly. The information in this handbook is your responsibility. Please have a good understanding of what is in the handbook and follow the contents for important information. It constitutes our agreement with you for providing your academic training in counselor education. We would appreciate feedback from you about how to make the handbook more user-friendly, clear, and helpful.

Again, we thank you for taking the time and energy to become a part of the Stetson community and are happy you have joined us.

Regards,

Department of Counselor Education Faculty and Staff
EDUCATIONAL MISSION of STETSON UNIVERSITY

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

THE VALUES AND VISION OF STETSON UNIVERSITY

From its founding, Stetson University has affirmed the importance of spiritual life and the quest for truth in its educational mission. The University motto, Pro Deo et Veritate (For God and Truth), is a symbol of this commitment, and it expresses our determination to integrate the pursuit of a liberal education with the search for meaning in our lives and in our communities. Chartered as an independent and comprehensive university, Stetson has had an historical relationship with the Christian community and the Baptist denominations. That relationship has shaped our commitment to build an inclusive community. Today, the University includes persons from diverse religious, ethnic, cultural, economic, and intellectual backgrounds. It is thus from varying perspectives that members of the University community have joined together to affirm collectively:

- the centrality of knowledge, examined ideas, and independent judgment in the life of an educated person;
- the importance of community in human life;
- the role of religious and spiritual quests for meaning in human experience;
- the value of diverse persons and differing ideas in an educational community;
- the responsibility we share to work toward social justice;
- the necessity for decisions to be guided by ethics and social responsibility; and
- the obligation of individual and communities to act as responsible stewards of the natural environment.
In our curriculum and co-curricular activities, we aim to infuse liberal education with the values of religious and spiritual life, ethical decision-making, human diversity and commonality, gender equity, community service, and environmental responsibility. We aspire to develop distinctive, innovative, and interdisciplinary undergraduate and graduate programs that are centered on vigorous intellectual inquiry, informed by these values, increasingly global in perspective, and worthy of local and national recognition.

DEPARTMENT OF COUNSELOR EDUCATION
MISSION, GOALS AND OBJECTIVES

Mission Statement

The mission of the Department of Counselor Education is to educate counseling students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept and demonstrate their professional counseling responsibilities with distinction. Students’ learn to behave ethically, become aware of their personal strengths and resiliency, as well as their professional counseling responsibilities in an effort to apply these skills and self-knowledge to a culturally diverse clientele.

Objective 1: An ethically informed professional identity.

The development of an ethically informed professional identity is achieved in various ways. Examples include: a) presenting students with multiple models of ethical theory; b) offering alternative approaches to ethical decision making; c) comparing ethical codes from various disciplines; d) utilizing self-exploration; e) applying ethical concepts, and f) examining ethical and legal issues.

As part of developing an informed ethical identity, students become actively involved in professional organizations related to their chosen discipline at the local, state, and national levels (e.g., ACA, AAMFT, ASCA, AMHCA and Chi Sigma Iota).

Objective 2: An awareness of personal strengths and resiliency

The Department of Counselor Education embraces a strength and resiliency based model. This systemic approach is the foundation for self-evaluation.

During students’ tenure in the program, they integrate personal strengths, clinical skills, and professional identity and practices by way of classroom and experiential activities.
Objective 3: An appreciation of diverse cultures

Cultural awareness, sensitivity, knowledge, and skills are infused into all activities of the Department of Counselor Education. Students become mindful of their cultural worldview and increase their cultural self-awareness through reflection activities as well as through faculty and peer mentoring. Opportunities are provided for exposure to cultural others, peer learning, self-reflection, evaluation, faculty and site supervisor feedback, supervision, in addition to didactic instruction.

Objective 4: Critical thinking and creative expression

Critical thinking and creative expression are incorporated into the curriculum and related professional experiences. Students are challenged to engage in informed discussions related to the theory and practice of counseling. Through this process students are well prepared as they enter the counseling field.

Objective 5: Efficacious commitment to professional and community service

Program faculty assist students in developing a professional identity through experiential learning and related coursework. Additionally, students are provided opportunities to expand their professional identity. These experiences build upon one another in an effort for students to have knowledge about the community-at-large and become engaged as contributing members of their community.
PROGRAM FACULTY/STAFF CONTACT INFORMATION

Faculty Members

Burnett, Judith – Associate Professor
(386) 822-7239
jburnett@stetson.edu

DeLorenzi, Leigh – Assistant Professor
(321) 939-7614
ldeloren@stetson.edu

Jacobson, Lamerial – Brown Visiting Teacher/Scholar Fellow
(321) 939-7611
ljacobso@stetson.edu

Roach, Leila – Associate Professor and Chair
(386) 822-7238
lroach@stetson.edu

Thanasiu, Page – Assistant Professor
(386) 822-8892
pthanasi@stetson.edu

Staff Members

Brookshire, Donna
386-822-8992
386-740-3664 (Fax)
dbrooks@stetson.edu

Graduate Studies Office

Belian, Diana
386-822-7075
dbelian@stetson.edu
FREQUENTLY USED TELEPHONE NUMBERS

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
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<tr>
<td>Admissions</td>
<td>386-822-7100</td>
</tr>
<tr>
<td>Learning Technologies</td>
<td>386-822-7182</td>
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<tr>
<td>University Bookstore</td>
<td>386-822-7160</td>
</tr>
<tr>
<td>Office of Information Technology</td>
<td>386-822-7217</td>
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<tr>
<td>duPont Ball Library</td>
<td>386-822-7175</td>
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<td>Financial Aid</td>
<td>386-822-7120</td>
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<td>Human Resources</td>
<td>386-822-8710</td>
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<tr>
<td>Medical Emergencies</td>
<td>911 – if Life-threatening</td>
</tr>
<tr>
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<td>386-822-7300 for others</td>
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<tr>
<td>Public Safety/Parking</td>
<td>386-822-7300</td>
</tr>
<tr>
<td>DeLand Police Department</td>
<td>911 – if Life-threatening</td>
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<td>734-1711</td>
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<tr>
<td>Registrar</td>
<td>386-822-7140</td>
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<td>Student Accounts (Billing Questions)</td>
<td>386-822-7050</td>
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STUDENT/FACULTY COMMUNICATION

Students are strongly encouraged to communicate with faculty regarding departmental activities and individual student concerns. Students are STRONGLY encouraged to check their Stetson email account on a regular basis as that is the primary way faculty have in communicating with students.

Additionally, a student meeting is held at the beginning of each fall academic term. All new and current students are STRONGLY encouraged to attend this meeting. Students are notified of the meeting date in early summer.

Setting up your Stetson email account can be done by contacting the Information Technology Helpdesk or by calling 386-822-7217. Additionally, please inform the DeLand office of any telephone or mailing address change.

COUNSELOR EDUCATION OFFICE

Stetson University – DeLand Campus (224 Davis Hall)

Stetson University
Department of Counselor Education
421 N. Woodland Blvd., Unit 8389
DeLand, FL 32723
Phone: (386) 822-8992
Fax: (386) 740-3664

Stetson University – Celebration Campus (Counseling Center)

Stetson University Center
Department of Counselor Education
800 Celebration Avenue, Counseling Center
Celebration, FL 34747-4612
Phone: (321) 939-7609
Fax: (321) 939-7606
COMMITMENT TO DIVERSITY

Stetson is dedicated to creating and enriching an inclusive community that reflects an awareness and appreciation of the contributions of the different traditions reflected in a pluralistic society. The Stetson community is committed to instilling the values of ethical decision-making, global awareness, environmental awareness, community service and civic responsibility. Hence, we believe in the value of class equity, gender equity and race equity and vigorously strive to achieve an environment that creates and sustains these values.

As a university, therefore, Stetson recognizes that women and men of diverse racial, ethnic, religious, cultural and socioeconomic backgrounds are fundamental to the process of education. For this reason, the University's diversity plan articulates the University's belief that diversity is integral to education. Specifically, Stetson strives to express the following commitments:

- To create and foster a diverse community that appreciates, encourages, and protects all of its members
- To establish an environment in which all members participate in the intellectual, spiritual, and social life of the institution as well as in its decision-making process.
- To provide contact with a diverse group of students, faculty, and staff, as well as foster an intellectual experience that recognizes, understands, and esteems the distinctive contributions of these diverse groups.
- To encourage our students to become well informed, responsible, and positive world citizens who have an appreciation and capacity to relate to people of differing cultures.
- To regularly investigate the status, success, and/or shortcomings of our efforts and to make these results public.

The Department of Counselor Education is committed to recruiting students and faculty from diverse populations.

A Commitment to Inclusiveness

The central goal of Stetson University is the creation of an inclusive community - a place where all paths are explored, where social responsibility is an emphasis, and where groups work collaboratively rather than competitively. That goal finds its voice in our core values:

- The dignity, worth, and equality of all persons
- The importance of community in human life
- The inherent strength and value of diversity in any community of active learners
- The value of diverse opinions and ideas, even when different from one's own
- The mandate for ethical decision-making and social responsibility as a central component or community.
DEPARTMENT OF COUNSELOR EDUCATION
GRADUATE ADMISSIONS PROCESS

The program faculty sets the admissions standards for the Counselor Education Program based on the standards set forth by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), Florida Department of Health, and the Graduate Council of Arts and Sciences. These standards are reviewed on an on-going basis, with concerns placed on the agenda and discussed in faculty meetings. Program faculty provide an information session and conduct group interview sessions for all prospective students. The assessment during the group interview is considered along with an applicant’s undergraduate GPA, their score on the Graduate Record Examination (GRE) or Miller Analogy Test (MAT), letters of recommendation, and personal statement to determine a formal offer of admission into the program.

The Program Faculty (Graduate Council of Counselor Education) make final decisions on all applicants. The appropriate committee considers appeals and resultant recommendations are brought to the program faculty Graduate Council and to the Graduate Council of Arts and Sciences.

For admission into the Graduate Program of Counselor Education a prospective student must:
1) Submit an application with the specified fee.
2) Provide official undergraduate transcripts.
3) Obtain three letters of recommendation.
4) Participate in a group interview and writing exercise.
5) Obtain a score on the Graduate Record Exam (GRE) or Miller Analogy Test (MAT)*.
6) Have acquired an undergraduate GPA of 3.0 or higher in upper division coursework.

*Each student is required to submit scores from the Graduate Record Exam or Miller Analogies Test. (Scores in the 50th percentile or better on the Graduate Record Examination (GRE) or a score of 410 or better on the Miller Analogies Test (MAT)). However, an undergraduate grade point average of 3.0 in upper-division courses may assist a student whose standardized test scores do not meet the minimum criteria. A student with an earned Master’s degree from an accredited university is not required to submit test scores (GRE or MAT).

OTHER ADMISSIONS

Students Seeking Certification and Licensure

Counselor Education accepts post-baccalaureate or post-graduate degree students for such purposes as satisfying certification or licensure. For those students who need specific coursework for certification (school counseling) or licensure (marriage,
couple and family counseling and clinical mental health counseling), you would need to meet with the Program Coordinator of that program to outline a possible course of study. It is important to note that there are some courses that students may not be able to take unless formally accepted into the graduate program. See Appendices for courses of study.

**Six Credit (6) Hour Rule**

Students are permitted to enroll in courses up to six credit hours prior to admission into the program. This is an option for students who have not been able to meet all requirements for formal admission and need some extra time to do so. Once the 6 credit hours have been obtained, a prospective student cannot enroll in more coursework until formally admitted into the graduate program in the Department of Counselor Education.

**Change of Program**

Students are admitted into one of the following programs within the Department of Counselor Education:

Clinical Mental Health Counseling  
Marriage, Couple and Family Counseling  
School Counseling

Admission to one program does NOT constitute admission to another program. In addition to the university, college, and department formal admission requirements (e.g., previous GPA(s) or GRE scores), the number of faculty advisors available may restrict the number of students that can be admitted to an academic major during any particular academic term. Therefore, a student must complete a change of program form specifying the student's current program, the program to which the student seeks admission and the academic term the desired change is to be effective. The department chairperson will notify the student if additional application materials and/or additional interviews are necessary to evaluate the request. The department chairperson also will notify the student of the decision regarding the change of program request.

**STUDENT COMPETENCY AND RETENTION POLICY**

According to the 2016 CACREP standards, the program faculty conducts a developmental, systematic assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development.

The student’s knowledge, interpersonal skills, and counseling skills are consistently evaluated to determine if the student is competently progressing, if remedial work is
necessary, or if a student should be withdrawn from the program. Faculty members address specific concerns related to individual students at each faculty meeting and adhere to the guidelines for reviewing student competency when decisions indicate a need for student remediation or withdrawal.

**Guidelines for Reviewing Student Competency**

**Qualities of an Effective Counselor**

In addition to academic performance, students need to demonstrate personal qualities, dispositions, and behaviors that are consistent with becoming an effective counselor. Students need to communicate an awareness of personal values, attitudes, beliefs and behaviors and their influence on the counseling process. Students are also required to demonstrate the ability to avoid imposing personal values on clients and a commitment to understanding the diverse backgrounds of others.

Students need to demonstrate emotional stability, a commitment to personal and professional growth and development and the ability to identify personal strengths and areas for growth, communicate with respect, effectively manage stress and tolerate ambiguity.

**Formal Evaluation Courses**

**COUN 503 – Human Relations & Skills**

At the conclusion of COUN 503, Human Relations, the instructor completes an initial formal evaluation of each student and meets individually with each student to review the student’s progress and the formal evaluation. *If a student receives a B- or less as a final grade in the course and/or a score of less than 3 on any of the skill based components of the Student Competency Progress Report, the student MUST retake the course at Stetson.*

Each student receives a copy of the completed evaluation titled, Student Competency Progress Report (see Appendix) and a copy of the report is placed in student’s file.

**COUN 517, 518, 519 - Practicum & Internship**

During clinical coursework, COUN 517 Practicum in Counselor Education, COUN 518 Internship I and COUN 519 Internship II, the university supervisor/course instructor completes a Student Competency Summary and Requirements Form if a student’s counseling skills or personal qualities limit his or her effectiveness as a competent counselor. During clinical coursework, student competency concerns should be identified by mid-semester evaluations or as soon as possible following mid-semester evaluations.
ONGOING EVALUATION OF PERSONAL AND PROFESSIONAL QUALITIES

Students training to be professional counselors are expected to behave in a manner that demonstrates suitability for the counseling scope of practice. Although meeting rigorous academic standards required by Stetson University and the Department of Counselor Education are critical to success, there are less quantifiable, but no less important, personal characteristics students are expected to exhibit. Therefore, students are regularly evaluated, formally and informally, to assess personal qualities that have been identified as essential for those in the field of counseling and psychotherapy.

Upon matriculation into one of the three counseling tracts, there is anticipation by faculty that students have an interest in other people, are psychologically well adjusted, are capable of engaging in effective interpersonal relationships, and are able to willingly receive and integrate feedback from faculty and other students. In addition, students are expected to give feedback to others in a way that is constructive and respectful. Furthermore, faculty pay attention to the cognitive and behavioral characteristics that demonstrate a student’s commitment to personal growth and professional development. The process of self-reflection and responsiveness to feedback by the student is continuously assessed. All faculty in the Department of Counselor Education believe that it is vital and ethical that students be prepared to examine aspects of their own lives and be willing to do what their future clients will be asked to do. An important role of counselor educators is acting as gatekeepers for the counseling profession. This role serves to protect the public seeking counseling services from those who are incompetent, unqualified, or unfit to practice. This role also serves to protect unsuitable students and the university from potential liability due to substandard counseling practices.

For all the reasons outlined above, the faculty will routinely monitor not only a student’s academic performance but also specific personal qualities that will affect their ability to be effective in their function as professional counselors. The primary purpose of this ongoing evaluative process is to ensure that graduates of all Stetson University counseling programs are sufficiently prepared on all levels to provide services and reflect the high standards of the Department of Counselor Education.

Personal Performance Standards

Faculty will monitor and evaluate students on the dimensions below considered essential for counselors to possess. Student’s ability to exhibit these qualities will be reviewed by individual faculty during classes and by the entire faculty at the conclusion of each semester. The dimensions are:

1. Knowledge of subject material
2. Exhibition of counseling skills
3. Openness to new ideas
4. Cooperation with others
5. Willingness to accept and use feedback
6. Application and Integration of coursework and skills
7. Appropriate and effective expression of feelings
8. Awareness of impact on others
9. Ability to accept personal responsibility and deal with differences
10. Attention to ethical practice and legal considerations
11. Flexibility
12. Ability to deal with conflict
13. Initiative and motivation
14. Interpersonal relationships with colleagues and faculty
15. Involvement with professional associations

Faculty Procedures for Assisting Students in Becoming Effective and Competent Counselors

Faculty members identify and address student concerns as they emerge throughout the program. The students’ knowledge, interpersonal skills and counseling skills are routinely evaluated to determine if the student is competent, if remedial work is necessary or if a student should be withdrawn from the program.

If a student is not demonstrating personal qualities and skills related to becoming a competent and effective counselor, the instructor completes a Student Competency Summary and Requirements Form and Report of Concern. (See appendix.) The instructor meets with the student, reviews the concerns and remediation requirements and provides the student with a copy of the Student Competency Summary and Requirements form. The instructor also informs the student of their right to appeal.

If the student believes the review is unjustified or does not want to adhere to the requirements, the student needs to follow these procedures.

Student Procedures for Appealing Remediation Requirements or Withdrawal

Student

1. The student must submit a written appeal documenting the rationale for the appeal. The appeal must be given to the department chair within three weekdays or the right to appeal is forfeited and the student is required to follow the instructor’s requirements.

Instructor

2. The instructor provides a copy of the Student Competency Summary and Requirements form to the department chair. During the next faculty meeting, the instructor provides an informational report regarding the student concern and outcome of the meeting.
Student

3. If the student chooses to adhere to the instructor’s recommendations regarding (a) remedial procedures or (b) exit from the program, the following procedures will not be implemented.

4. When a student appeals, the department chair meets with the student and instructor and seeks a resolution. (If the department chair is also the instructor who has completed the Competency Review and Requirements form, another tenured program faculty member reviews the appeal.)

Department Chair

5. If no resolution is reached, the department chair appoints an ad hoc hearing committee of three (3) faculty members normally within three (3) weekdays of receipt of the student’s appeal.

Student, Instructor & Committee

6. The student and instructor must submit a written statement to the committee. The committee meets, reviews each written statement and holds an oral hearing where the views of the instructor and the student are heard.

Committee

7. The committee determines whether the student continues in the program without restriction, continues in the program with remedial work, or is withdrawn from the program. The committee makes specific written recommendations within ten (10) days of its appointment. The decision is conveyed to the instructor, the student, and the department chair in writing.

Student

8. The student has ten (10 days) to appeal in writing said ruling to the dean of the college of arts and science. The dean confers with the department chair. All decisions made by the dean and the chair are final.

Department Procedure

9. All records are filed in the student’s departmental file.

Future Formal Evaluation of the Student

10. Once a Student Competency Summary and Requirements form is completed for a student, all of the student’s future instructors complete a Student Competency Progress Report form during mid-semester.
STUDENT SELF-SELECTION FROM THE PROGRAM

If at any time during a student’s course of study in the graduate programs in Counselor Education there is uncertainty or questions about the appropriateness of continuing in the program, students are urged to contact their advisor. Advisors will help students explore their professional concerns and help them examine options regarding their future profession in counseling. During these conversations the student’s advisor may recommend personal counseling or may advise the student to contact the career services department at Stetson University. Career services will be able to help students examine their career options and determine their suitability for continued success in their program in counselor education.

ETHICAL & PROFESSIONAL REQUIREMENTS

1. The following professional standards statements are provided under expressed, written permission from the respective copyright holders.

2. The ethical and professional standards statements presented herein are evaluated and revised continuously by their authors. Users of this Handbook should check the designated sources to determine if the versions printed here are up to date.

3. The academic programs in Counselor Education are established to prepare graduates of the programs to become professional Marriage, Couple and Family Counseling Therapists, Clinical Mental Health Counselors, and School Counselors. The term "professional" in this context refers to persons practicing an occupation/career for which there is a known body of theoretical and research knowledge that disciplines professional practice, an identified set of skills relevant to efficacious performance, and a set of ethically informed behavioral standards which members of the profession agree to follow. As a student admitted to a program in the department, you have begun preparation for a career as a professional. Therefore, upon admission, the faculty and staff expect you to act in accordance with the highest professional standards (such as those presented in this section).

4. It is not possible to convey in this Handbook all the aspects of professional responsibility pertinent to the various activities in the department. What is possible is to present a basic guideline.

IF YOU HAVE ANY CONCERN ABOUT APPROPRIATE PROFESSIONAL BEHAVIOR FOR YOU OR FOR OTHERS, CONSULT YOUR FACULTY ADVISOR or the DEPARTMENT CHAIRPERSON. Remember: A cardinal principle of ethical discourse is the mandate to consult in all things; it is through thoughtful conversation that clarity emerges.
Student Rights and Responsibilities

Admission to Stetson University is a privilege granted to those persons who meet both high academic qualifications and high standards of health, character, and conduct. Commensurate with this privilege is the responsibility to abide by university regulations considered essential to sustaining a climate of disciplined inquiry, which allows all members of the University community to exercise their rights as citizens and as scholars.

Information contained in this section has been edited from source documents. Should questions arise as to specific meaning and interpretation of student rights, student responsibilities, or student judicial processes relating to the Student Conduct Code, the source documents for this section include Florida State Statutes, Chapter 6C Florida Administrative Code, Chapter 6C1 Florida Administrative Code, the Undergraduate Catalog, the Stetson University Conduct Code and the Stetson University Graduate Student Handbook.

Student Rights

1. The right to give and receive respect for personal feelings and reasoned opinions, to treat others with dignity and be treated with dignity, and to pursue an education of the highest quality.

2. The right to participate in self-governing student bodies which provide channels of communication and offer means for using democratic processes to solve problems. The constitutional rights of freedom of expression and assembly.

3. The right of freedom to hear and participate in dialogue and debate and to examine diverse views and ideas.

4. The right of freedom to write and distribute printed material for reasons that are not commercial without the exercise of prior restraint.

5. The constitutional rights of freedom of the press for all student publications.

6. The right of due process in disciplinary procedures in accordance with rules of procedures prescribed in the Student Conduct Code.

Student Responsibilities

1. The responsibility of facing the consequence(s) of one's own actions.

2. The responsibility for knowing and observing established University policies presented in official University publications.

3. The responsibility to see that free discussions meet the standard of scholarly inquiry characteristic of an academic community.

4. The responsibility for filing a statement of intent to make the distribution of all printed material conform to the Student Conduct Code, and all laws of the city, state, and nation governing freedom of expression.

5. The responsibility to exercise journalistic ethics. The responsibility to insure that no student organization, constitution or other organizational document
includes discriminatory clauses pertaining to race, creed, religion, color, sex, national origin, disability, or sexual preference.

6. The responsibility to become acquainted with the University Catalog, Counselor Education Graduate Student Handbook and other relevant publications.

Academic Honesty

Academic honesty and integrity are essential to the well-being and proper functioning of an academic community. Any time students attempt to gain access to information pertaining to their normal course of study through dishonest means, they not only show little concern for their own personal sense of integrity, but they infringe on the rights of all other members of the academic community. The following definitions and examples should be referred to as forms of academic integrity violations.

1. Cheating
   a. No student shall use or attempt to use unauthorized materials, notes, or information from another student about normal course work that is intended to be done on an individual basis, either in class or out of class. Examples include, but are not limited to, copying from another person's research, paper, test or quiz using testing aids during a test where no permission has been given by the particular section's instructor, copying reports, laboratory work, computer work, programs or files; collaborating on laboratory or computer work without specific permission for the particular section's instructor; taking an exam for another.

2. Fabrication and Falsification
   a. No student shall, either through intentional or unauthorized means, alter any information or citation in their academic work. Examples include, but are not limited to inventing or providing false data, information or results; producing a false record concerning academic internships; altering the record of data; altering grade reports; providing a false citation of a source of information; providing false information regarding excuses from classes, laboratories, exams, quizzes and/or practicum experiences.

3. Multiple Submissions
   a. No student shall submit a paper, test or quiz, or any portion thereof, which was obtained from a paper, test or quiz previously submitted for academic credit for any course.

4. Plagiarism
   a. No student shall intentionally or knowingly present the work of another person without the expressed permission of the original author. Examples include, but are not limited to, the use of another's complete sentence, syntax, key words, graphs, and charts or given only the ideas and information provided by another.
b. Computer programs and files must also be utilized only with the inclusion of a citation referring one to the original source of the file and/or program.

5. Abuse of Academic Materials
   a. No student shall destroy, steal or make inaccessible any academic resource material. Examples include, but are limited to, the hiding of library resource material, reference material, intentionally altering another student's laboratory work/results.

6. Complicity in Academic Dishonesty
   a. No student shall knowingly assist, offer guidance or support for another student's attempt, or be personally involved in an attempt to obtain in any deceptive or unauthorized manner, information or documents such as tests, examinations, roll books, reports, etc., that were considered to be the confidential or private property of other students, faculty, administrative personnel, or the University. Examples include, but are not limited to, knowingly permitting another to copy one's own paper/work, or paper/work of another; distributing or providing others with test or research material/questions; taking an exam for another, collaborating with another student with the intent of submitting work intended to be presented as original.

The following policies will cover acts of dishonesty

1. On the first occurrence in any course, the minimum penalty will be a zero on the paper, test, or examination. The maximum penalty will be failure in the course. The instructor will confer with the accused student and inform him/her as to what specific penalty, within these limits, he/she intends to impose. Generally, the first occurrence of academic dishonesty is handled by the instructor of the course, but may be referred to the Dean of the College of Arts and Sciences for adjudication.

2. Once a charge of academic dishonesty has been resolved, notice of the occurrence will be sent to the Dean’s office to become a part of the student's record.

3. Upon receipt of a report of a second occurrence in any course by the same student, the Dean’s office will initiate appropriate action under the Student Code of Conduct.

4. Administrative disciplinary action for academic dishonesty is not to be considered in any way a substitute for an academic penalty imposed by the instructor.

*Other definitions, examples, and policies covering acts of dishonesty appear in Connections: The Campus Life Handbook and Calendar.*
Student Code of Conduct

Students found in violation of the University's established policies or Student Code of Conduct face varying degrees of disciplinary sanctions. Judicial procedures of the University are explained in detail in the Student code of conduct printed in Connections: The Campus Life Handbook and Calendar.

Disciplinary Suspension and Disciplinary Expulsion

A student who is determined to have violated the Student Code of Conduct and who has had the sanction of either disciplinary suspension or disciplinary expulsion imposed for such violation, shall have his or her enrollment terminated and shall be excluded from the University for the period specified in the terms of suspension or expulsion. During the period of the suspension or expulsion, the student shall not be permitted to enroll in any course offered by the University, either in residence or in correspondence, nor shall credit be given by the University for academic work taken at other institutions. In addition, the individual is not permitted to visit the campus community without obtaining prior permission from an appropriate University official. Conditions for readmission may be specified.

For the American Counseling Association Code of Ethic and Standards of Practice, please visit their website at www.counseling.org.

PROFESSIONAL LIABILITY INSURANCE

Litigation involving practitioners in the counseling profession has increased dramatically in recent years and every professional is a potential target for litigation. Adherence to professional ethical standards and high standards for personal and professional conduct may help avoid litigation. Nevertheless, since there is no "foolproof" way to avoid litigation, most practicing professionals now consider insurance to be a necessity.

Students must obtain professional liability insurance prior to beginning practicum and internship experiences. (Students can obtain professional liability insurance through professional organizations such as the American Counseling Association (ACA), American Association for Marriage and Family Therapy (AAMFT), and the American Mental Health Counselors Association (AMHCA), and the American School Counselor Association (ASCA).

THE DEPARTMENT REQUIRES YOU TO PURCHASE PROFESSIONAL LIABILITY INSURANCE. If you become involved in litigation as a result of activities required of practicum or internship students, you MAY or MAY NOT be entitled to the services of the University attorneys and/or the attorneys representing the practicum or internship site. HOWEVER, remember that University and practicum & internship site attorneys are employed to represent the interests of the University and practicum & internship site FIRST.
**Academic Appeal Policy**

The authority for academic matters in a particular course, including establishing the requirements and assigning grades, is the responsibility of the instructor of the course. Students are entitled to full and clear explanations of their grades. Students have the right to protection from capricious action. A student who desires to appeal a decision on a semester grade must follow the procedure listed below.

1. The student shall first request an explanation of the grade from the appropriate faculty member. The faculty member should be prepared to discuss and produce records that correspond to the basis of grading in the class outlined in the course syllabus.

2. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal to the appropriate department or division chairperson (or in the absence of such a Chair, to the appropriate Dean). The appeal must be made in writing and must state the student’s version of the grievance, and must be initiated no later than the last day to drop courses without academic penalty in the spring or fall semester immediately following the term of the course in question. The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have affected improperly the assigning of the grade. The Chairperson shall investigate the matter by collecting a report from the faculty member as well as the student. The faculty report will provide appropriate documents and supporting evidence, but not necessarily written defense of the grade in question. The Chairperson shall make a decision within ten working days. If the Chairperson sustains the appeal, the faculty member shall be advised to assign a new grade. If the Chairperson denies the appeal, the student shall be informed in writing immediately.

3. If any party to the dispute remains unsatisfied after the Chairperson’s decision, a further appeal in writing, stating the reasons for the appeal, may be made to the Dean of the appropriate college or school. The Dean shall refer the grievance to the school’s annually appointed Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty member concerned to constitute a three-person examining board. This board shall investigate the matter. A part of the investigation must include a conference with the student and faculty member present. (If circumstances prevent the faculty member’s participation, the Dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be
removed from the student’s transcript. The Dean shall review the report and all supporting data and make a written report to all parties within ten working days. The decision of the Dean shall be final one for the University.

For all other grievances, students should talk with the instructor and/or department chair, and, in the spirit of collegial problem solving, attempt to resolve the concern. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal in writing to the Dean of the College or School. The Dean has the responsibility for maintaining the integrity of all academic policies and regulations of the University, and the decision of the Dean is considered to be final.

Stetson is committed to fairness, equity, and justice in all relationships. A student who believes that the decision by the Dean is either arbitrary or grossly unfair may appeal the Dean’s decision to the Provost. This appeal must be in writing and must show why, in the view of the student; the decision of the Dean was unfair. The appeal should be delivered to the Office of Academic Affairs and should provide the Provost with the following additional data:

- Full Name
- Student number
- Academic major
- Academic advisor
- Address, Phone and email

The Provost will communicate his/her response to the formal appeal in writing to the local address provided by the student after consultation with the parties involved.

**STUDENT SUPPORT SERVICES**

**Library and Computer Services**

Computer lab stations are available for student use at various locations on campus. The Celebration Center also has computer stations available for student and faculty use. In the computer labs, there are support personnel available to answer questions and provide assistance. Computer support is also available to students and faculty through the Office of Information Technology Help Desk (386-822-7217).

All faculty, staff, and students at Stetson University have access to a considerable array of library services. The duPont Ball Library offers a vast array of scholarly material pertinent to counseling and related fields. The Library staff is committed to maintaining and developing traditional and virtual library collections and is a net lender in Florida’s interlibrary loan network.
The hours of the duPont Ball Library are available on the University website, and accessible via telephone voicemail (386-822-7175). During academic sessions please visit their website at http://www.stetson/library/

**Tuition** – please visit the department website at http://www.stetson.edu/artsci/counselor/ for information on current tuition rates.

All full-time school district employees and individuals working for non-profit agencies may be eligible for a 40% discount.

**Financial Aid**

Stetson University is committed to helping students identify resources to assist with educational costs. Numerous financial aid packages are available to graduate students based on need. This information is disseminated during the interview process and/or orientation.

Students must meet the following criteria in order to receive financial assistance:

- U.S. citizenship or eligible non-citizen.
- Make satisfactory academic progress.
- Register with the Selective Service, if required.
- Not be in default on a loan or owe repayment on a federal grant.
- Complete the [Free Application for Federal Student Aid (FAFSA)](http://www.fafsa.ed.gov)
- Complete [Graduate/Post Bac Financial Assistance Information & Enrollment form](http://www.stetson.edu/)
- Unconditional acceptance in a recognized program of study leading to a specific graduate (Masters) degree.
- Enroll full-time (6 hours) in the graduate program

**Types of Financial Assistance**

Please contact the [Office of Financial Aid](http://www.stetson.edu/) for information on the types of financial assistance available (800-688-7120) or finaid@stetson.edu

**Student Evaluation of Classroom Instruction**

Stetson University faculty value effective classroom instruction. Faculty are able to improve course instruction by receiving specific student feedback on teaching methods and activities. Therefore, College and University policy stipulates that faculty members (and others who teach courses for the department) must obtain students' evaluations of their teaching for all classes during each academic year.

Students are asked to assess faculty on their teaching effectiveness each semester. You are asked to access the on-line course evaluations prior to the end of each semester. An email is sent to your Stetson.edu email address with directions.
Please be honest and specific in your responses. Include comments about what was most helpful in your learning process and what the instructor could change to increase your overall learning. The evaluation will not affect your course grade. Instructors receive a summary of evaluations after grades are submitted.

**Student Information Policy**

Faculty and staff are obligated to protect students' rights, privacy, and safety; therefore information concerning students’ names, address, and phone numbers will not be given out.

**Graduate Assistantships**

Currently, there are no graduate assistantships within the Department, but other assistantships exist on campus. The Department will do what they can to advertise and alert students’ to openings.

**Student Orientation**

The Department of Counselor Education holds a student meeting at the beginning of each Fall academic term. All new and current students are strongly encouraged to attend this meeting. In addition to this meeting, Program Coordinators hold individual and/or group meetings throughout the remainder of the year (i.e., spring and summer semesters).

**Program Planning with Faculty Advisor**

Upon admission to a degreed program in the department, you will receive a letter from the Enrollment Management office. Each student is to have a designated faculty advisor (who is a regular member of the department faculty) at all times during the student’s enrollment in a program.

You are required to schedule an appointment with your Faculty Advisor no later than mid-term during your first semester of enrollment in order to develop a Planned Program (see appendix) of graduate study. Failure to do so may prevent you from continuing in the program. You will continue to consult with your Advisor throughout the graduate program. Any changes made to your planned program of study must be approved in writing by your advisor.

**Written Endorsement Policy**

A formal endorsement policy by an academic unit should stipulate endorsement for employment or credentialing only in the program area in which a student received training (e.g., graduates from the School Counseling program would be endorsed for school counseling positions and credentialing, but not for mental health counseling positions or credentialing).

Faculty advisors and/or program faculty will write recommendations for students ONLY for positions for which they are qualified as a result of their graduate degree and experiences.
Academic Standing

Grades assigned to students in graduate programs of the College of Arts and Sciences are as follows: A (distinction); B (quality expected of graduate students); C (below graduate standards); D (not accepted for graduate credit at Stetson); and F (failure). At the faculty member’s discretion, pluses and minuses may be used to further refine a student’s grade.

A student who fails to maintain an academic average of B (3.0) in graduate coursework will be placed on academic probation. A maximum of two C grades will be accepted, if balanced by A grades; a third C grade will result in academic dismissal. A single grade of D or lower will also result in academic dismissal from the program. No student will be permitted to take more than nine credits beyond the number of credits originally specified in his or her program in order to present a B average for his or her total program. Instructors establish the numerical scale for these grades in the course syllabus.

Incomplete Grades

Students are expected to complete all assignments on time. On occasion, because of illness or other serious circumstances, the Course Instructor with the approval of the Dean of Arts and Sciences may approve an extension of time for the completion of a course by awarding an "I". When an "I" is granted, the course requirements must be completed two (2) weeks prior to the end of classes at the next academic session, excluding summer, in which the student is enrolled. The requirements for all courses must be completed and the "I" grade removed by the following fall/spring semester (or by permission) or a grade of F will be issued.

Transfer of Credits

Transfer of course credit is not automatic. An individual who holds the baccalaureate degree from a regionally accredited college or university may apply only six (6) semester hours of graduate courses toward the graduate degree prior to admission to the program. A maximum of six semester hours may be transferred from another CACREP accredited graduate school provided these hours are approved by the department chair as part of the student's planned program. The student must complete a Request to Transfer Credit form, attach a copy of the syllabus from each course and submit it to their Faculty Advisor.

After being admitted to a graduate program, a student wishing to complete course work at another institution must have written approval from the department chair. After course completion, an official transcript of the course work must be submitted to the department chairperson for final approval of transfer credit. Note: Transfer credits expire six years after completion. Transfer credits will be credited to the degree program only after the student has been advanced to candidacy. Correspondence course work will not be considered for transfer credit.

Periodic Evaluation of Students

Students are evaluated throughout their program by program faculty. Students must apply to the Department of Counselor Education and Graduate Council after completing 18 hours of graduate course work. The advancement to candidacy committee also reviews each student's progress and makes a recommendation to the student and to the Graduate Council. Advisors
for each student periodically offer feedback to students. In addition, faculty who teach COUN 503 Human Relations Methods and Skills evaluate progress of student's facilitative skills. Program faculty and site supervisors also evaluate students during practicum and internship. During the Advancement to Candidacy process or at any time in the student’s tenure in the program students are deemed inappropriate for the program, their advisor will meet with them and assist them in identifying options such as selecting out of the program, taking a semester off from studies, or initiating personal counseling in order to determine a course of action.

**Advancement to Candidacy**

Admission to a degree program does not imply advancement to candidacy for a degree. Students must meet the following requirements for advancement to candidacy.

1. Complete at least eighteen hours of graduate work at Stetson with the minimum of a 3.0 average (e.g., application for advancement to candidacy is due 30 days after the completion of 18 credit hours)
2. Students will make an application for advancement to candidacy. (See Appendix)
3. Approval from the Graduate Council of the Department of Counselor Education

The student is notified by letter when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in the student being dismissed from the Graduate Program.

**Application for Graduation**

Degree candidates must file an application for graduation, with a fee, by the Registrar’s Office deadline, in the semester in which they expect to complete their degree requirements. Failure to do so will result in a late fee. Students should file the form in the Office of Graduate Studies in Davis Hall. It is the student’s responsibility to stay abreast of the requirements for graduation.

**Sequence of Events Leading to a Graduate Degree from the Department of Counselor Education in the College of Arts and Sciences**

1. Admission to a graduate degree program
2. Assignment to an Advisor; *Upon successful admission, each student is assigned an advisor*
3. Advancement to candidacy (18 credits). The student is responsible for completing all requirements for advancement before the specified deadline for his or her program; *Failure to do so will require an interruption of the student's progress.*
4. Acceptable completion of all academic coursework including Practicum and Internships.
5. Join at least one professional organization (e.g., American Counseling Association; American Association for Marriage and Family Therapy; American Mental Health Counselors Association; American School Counselor Association).
6. Engage in eight (8) personal counseling sessions. These may include individual, group, couple or family counseling. A signed letter from the therapist stating that you have completed the 8 sessions is needed for your file.

7. Attendance to at least 2 conventions (e.g., state, regional, national or international convention).

8. Successful passing score on the Counselor Preparation Comprehensive Examination (CPCE).

9. Application for graduation (required fee).

10. Capstone Project

11. Portfolio defense.

12. Ordering a cap and gown; To be done in conjunction with filing for the degree.

13. Commencement; Attendance expected

Transition Points in Counselor Education MS Programs

- Admission into one of three programs
- Advancement to candidacy (after 18 hours)
- Successful passing of all coursework, including practicum & internship
- Successful passing of CPCE
- Capstone Project
- Successful defense of portfolio
- Exit from one of three programs
- Exit from university
- Follow-up studies by the department through alumni surveys and employer satisfaction surveys

Time Limitations

All program requirements must be completed within six (6) years from the date of acceptance into an approved program. The student who is unable to complete all degree requirements within this time may petition the Graduate Studies Committee for a one-year extension. Students who allow degree program work to lapse and fail to respond to the Graduate Office inquiry may be charged a reactivation fee whenever they attempt to resume work. Applicants who do not register for course work within 12 months of initial application will be dropped from the records and may be charged a fee for reinstatement.

Change of Planned Program

A student's approved planned program (and therefore curricular requirements for graduation) may only be changed under one of three conditions: (1) the student requests a change of planned program, and her/his Faculty Advisor and the Department Chairperson approve the request, (2) the department institutes new or revised curricular requirements for a program, or (3) the Stetson Graduate School or College of Education mandates a change in requirements for all graduate students. A change in your planned program may affect your
graduation date. Work closely with your faculty advisor to maintain an accurate program at all times.

**IMPORTANT INFORMATION**

**Safety**

Students, faculty, and staff can make Stetson University a safer place by being mindful and by extending a helping hand to each other. We need to be careful about our physical safety. Books, wallets, purses, backpacks, and other personal belongings should never be left unattended, even for brief periods of time (e.g., during a class break in which everyone leaves the classroom). Doors should be locked whenever rooms are vacated. Care should be taken not to be alone in campus facilities (e.g., classrooms and laboratory counseling rooms) or walk alone at night on campus. Let us take care to escort each other to and from buildings and parking lots, especially at night.

**Chi Sigma Iota**

Chi Sigma Iota (CSI) is the Greek-letter name for the Counseling Academic and Professional Honor Society International. Stetson University is the home of the Alpha Omicron Chapter of Chi Sigma.

Chi Sigma Iota is an honor society of counseling professionals and counseling professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. The primary purpose of CSI is to promote and recognize exemplary attainment in the study and practice of counseling. Students in the department who anticipate becoming counseling professionals may be eligible for membership in CSI - Alpha Omicron Chapter of Chi Sigma. Membership criteria include completion of a minimum of nine (9) program-applicable semester credit hours, a graduate grade point average of at least 3.50, and approval by the Chi Sigma Iota faculty advisor. Those eligible for and interested in membership in Chi Sigma Iota are encouraged to apply; contact the current CSI-Alpha Omicron Chapter President for information.

**BlackBoard**

Many classes will use Blackboard, a popular, award-winning course management system used by colleges, universities, K-12 schools and other organizations around the globe. Built from the ground up for teaching and learning, the Blackboard Course Manager provides the following core features and functionality:

1. Personal information management tools
2. Course content management tools
3. Course communication and collaboration tools
4. Assessment tools
5. Academic Web resources
6. Course management tools
7. System management tools

It is the student’s responsibility to contact the IT Office (386-822-7217) to set up a BlackBoard account.
Retention of Course Syllabi

The Counselor Education faculty recognize that most State Licensure Boards require a copy of the syllabus of the ACTUAL COURSE TAKEN by an applicant. It is your responsibility to maintain personal copies of course syllabi. Since course content changes from semester to semester in response to new knowledge and innovative practices, neither the faculty nor the department can guarantee that a current course description and/or syllabus adequately represents a course as it was taught previously.

SAVE A COPY OF THE SYLLABUS FOR EACH COURSE. THE SYLLABUS MAY BE NEEDED TO DOCUMENT TOPICS REQUIRED FOR LICENSURE.

STUDENT ASSESSMENT

The Stetson University Department of Counselor Education is committed to a comprehensive, formative, and summative assessment process for each of its students. Faculty members use a variety of approaches to assess student progress and competency in each course. These assessments may include exams, journals, papers, research projects, class presentations and demonstrations, group projects and self-evaluation. The department recognizes its commitment to the student, the profession and clients the students will ultimately serve. The department's focus on formative assessment provides the opportunity to address deficiencies and remediate them. As soon as it becomes clear that factors exist that would prevent successful completion of the program, the department will advise the student.

The Counselor Preparation Comprehensive Examination (CPCE)

The Department of Counselor Education has adopted the Counselor Preparation Comprehensive Examination (CPCE) as one of its graduation requirements. The CPCE is required of all degree-seeking students. It is designed as a summative evaluation that measures the pertinent and professional relevant knowledge students have obtained during their counselor preparation program at Stetson University. The CPCE reflects the eight core curriculum areas approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students should plan to sit for the CPCE when the majority of their coursework is completed toward the end of Practicum.

This national examination is researched, developed, and distributed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (CCE). Both the RACC and CCE are affiliates of the National Board for Certified Counselors (NBCC) which is the historical credentialing body for counselors. The CPCE was developed in response to requests from counselor educators for a graduate counseling program exit exam. The purpose of the CPCE is to assess counseling student's knowledge of counseling information, provide feedback that can be used in program and curriculum development, and give the student a simulated experience for taking the national certification exam. Benefits of the CPCE include providing students with comparative strength and weakness feedback relative to the 8 CACREP common-core areas; providing a more psychometrically sound Master's comprehensive exam; and providing comparison of our program to national data.
There is a fee and non-negotiable deadlines for application and completion of the CPCE. Be sure to check the website and/or the office for dates, deadlines, and applications. The following FAQs further clarify the procedures:

**QUESTION: Is there a cost to the CPCE?**
**ANSWER:** Yes, there is a $50.00 fee due at the time you take the exam. A money order or cashier's check made payable to CCE is due at the time of the exam.

**QUESTION: How many questions are on the CPCE?**
**ANSWER:** There are 160 multiple choice items with 20 items per CACREP area.

**QUESTION: How do I sign up to take the CPCE?**
**ANSWER:** A student should register with the Department of Counselor Education office according to published deadlines during their first semester of Practicum- at least 4 weeks prior to the administration of the exam. No late registrations will be accepted.

**QUESTION: What constitutes a passing score?**
**ANSWER:** The passing score on the CPCE is calculated after each administration. A student will need to obtain passing scores on each of the eight (8) CACREP areas of the CPCE. A passing score constitutes 1.00 standard deviation units below the national mean score.

**QUESTION: If I should not pass the first time, how many times may I retake the exam?**
**ANSWER:** A student will be given three opportunities to pass all sections of the CPCE. If the student fails to receive a passing total score on their first attempt, they must retake the sections they failed a second time. If the student fails to receive a passing total score on their second attempt, they must retake any remaining sections they have not passed a third time. By their third attempt the student must pass all subtests failed on the previous administrations. Failing to pass all eight sections of the comprehensive exam a third time will result in dismissal from the program.

**QUESTION: Is there a preparation guide or book available?**
**ANSWER:** There is no official study guide for the CPCE, however, the second page of the CPCE Registration Form contains a list of references and study guides. **CPCE Secrets Study Guide by CPCE Exam Secrets Test Prep Team** is a required textbook for COUN 517 and can be a valuable resource for student preparation. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE. Information may be found at [www.nbcc.org](http://www.nbcc.org). In addition, the department has a review program that will be presented each semester. Students are encouraged to match their course syllabi objectives to the CACREP objectives and then to their course notes and textbooks.

**QUESTION: What are the eight core CACREP areas and what counseling classes relate to those areas?**
**ANSWER:** The eight core CACREP areas (classes) include:

- Human Growth and Development (COUN 506)
- Social and Cultural Foundations (COUN 513)
- Helping Relationships (COUN 503, 505, 508)
- Group Work (COUN 504)
• Career and Lifestyle Development (COUN 507)
• Appraisal (COUN 501 and 509)
• Research and Program Evaluation (COUN 515, 511, 522, 526, 527)
• Professional Orientation and Ethics (COUN 502, 511, 522, 526)

Other courses may also address these areas. Please refer to your syllabi.

Capstone Project

Students will complete a capstone project, which will be submitted prior to the conclusion of Internship II and graduation. The purpose of this project is for students to have the opportunity to create a meaningful and significant contribution to the profession of counseling that is reflective of their personal areas of interest and relevant to their future career goals.

Students will submit a proposal for the capstone project to their instructors (and advisor, if different than instructor) prior to the end of Practicum. The project proposal must be approved by the instructor before commencing the project. The instructor will determine if the proposed project meets the standards and objectives of the capstone project experience.

Projects that do not receive prior approval cannot be counted for the capstone project. Projects must be completed during Internship I and II. Projects completed as part of coursework assignments in previous courses cannot be counted for the capstone project. However, with instructor approval, students may choose to use a prior assignment as a foundation for the project from which they may expand. Students are encouraged to begin meeting with their Practicum instructors early in the semester to brainstorm ideas and receive feedback before completing their proposals. With instructor approval, students may count some of their research and presentation time toward practicum and internship hours.

In addition to submitting the project in the approved format to the Internship II instructor, students will present their project in the form of a poster session at the Capstone Project Showcase. The Showcase will be held in the Spring and Fall semesters on the day of portfolio presentations. Students will present summaries of their projects to interested Stetson students, faculty, and administration as well invited members of the community, such as the Counselor Education Advisory Board and internship site supervisors.

Some examples of a capstone project may include:
• Writing a scholarly article on a professional issue for publication in a peer-reviewed journal or Chi Sigma Iota publication;
• Developing, implementing, and reporting on the results of an action- or community-based research project;
• Writing and submitting a grant proposal for a program you would like to implement as a professional counselor;
• Completing a series of professional advocacy activities, such as the Chi Sigma Iota Leadership Essay Contest, participating in and reviewing Chi Sigma Iota professional advocacy webinars; contributing to the Chi Sigma Iota collection of Exemplar Articles and/or the Counselor’s Bookshelf; or implementing a specific professional advocacy project;
• Presenting a session on a professional counseling issue at a State, National, or International counseling conference;
• Developing and delivering a workshop to professional counselors, teachers, families, or the community in response to an identified need;
• Conducting a school counseling accountability project;
• Developing a counseling website and/or other marketing materials.

Student Portfolios

In addition to the requirement that students maintain a B average, successfully complete their prescribed program of study, and pass the CPCE, students are also required to defend a portfolio. The portfolio contains key documents and products that the student has generated throughout their degree program. These documents will serve to confirm competencies and track the learning process. Students may store documents in an electronic or paper format.

The portfolio is a capstone experience for counselor education graduate students and a tool that will allow them to focus on specific experiences as they progress through the program. The process will feature an oral defense during which students meet with faculty and answer questions about their preparation. One aim is to help students develop connections between courses and integrate knowledge. It also encourages students to develop specific areas of interest or specialty areas. The portfolio becomes a resource for students to build confidence and credibility in their work and to connect learning to career opportunities.

The portfolio is an important assessment tool. Faculty members gain a better understanding of the student's learning from coursework, outside activities, volunteer work and integration of external learning experiences. Further, it provides a strong basis for recommendations.

Portfolio Committee:

The portfolio committee is composed of at least three members from the Department of Counselor Education Faculty.

Portfolio Contents

Students prepare their materials throughout their graduate programs and present them in a series of files containing collected materials, CD or webpage. Portfolios document evidence from course work, papers, conference attendance, readings and other learning experiences that prepared students in several core areas. Students are required to provide at least a one-page vita and a one-page written summary and outline of their portfolio, which will be kept on file. The faculty review the portfolio on two occasions, once by the advisor at the time of advancement to candidacy and by the portfolio committee in the final term enrollment.

Evaluation of the Portfolio and Oral Examination:

Certification of the student's competency is achieved by a majority vote of the committee before the portfolio is accepted. A majority of the committee must vote on and accept the portfolio. If the student fails to achieve certification of competency based on a particular area of weakness, the committee may grant the student the opportunity to remediate that area. (See Appendix for portfolio rubric)
Personal Counseling Requirement:

One of the portfolio requirements involves Self-Awareness and Personal Growth. Each student is required to participate in a minimum of eight sessions of therapy with a licensed practitioner. This counseling requirement helps produce better counselors by sensitizing them to the role of client. The student is not required to present any information about the fulfillment of this requirement other than a letter composed and signed by the licensed practitioner stating that the required number of sessions has been met.

Portfolio Guidelines and Policies

Students must submit a brief outline of their plans for meeting departmental competencies at the point they are ready for advancement to candidacy (after 18 hours have been completed).

Students finishing their final course work should apply for graduation during the first month of an academic semester. This application indicates that s/he will be presenting the portfolio to the Counseling Department faculty.

The student is responsible for:
1. Making an appointment with their advisor after 18 hours of graduate work have been completed to review their portfolio.
2. Making application for graduation at the Graduate Office
3. Paying the required fee
4. Being available at the designated time in date for the defense of the portfolio with the faculty
5. Submitting a copy of the portfolio to their program advisor two weeks before the defense
6. Attendance is mandatory.

Format:
The portfolio is not just a collection; it is an organized, structured argument that you have developed competencies in several categories during your studies at Stetson. The portfolio can be presented in notebook format, CD-ROM, LiveText or other website. Every portfolio must include a curriculum vita, a detailed index and a separate section for each of the competencies.

Students are required to provide the following in the portfolio:

- Table of Contents of the seven competencies and a sub-table of contents of each competency.
- A one-page written reflection of each competency to be placed at the beginning of that particular competency.

Please do NOT include each syllabus and if comprising a physical portfolio, only use one binder.

Listed below are the seven competencies required for successfully passing the portfolio. Beneath each competency is a list of suggestions for items that serve as evidence.
Demonstrate Evidence of Competency in:

1. **Professional Orientation**
   a. Provide students with the comprehensive and up-to-date knowledge and skills in the field of Counseling
   b. Students will develop specialties in recognizing and treating a particular diagnostic group with the most current methodology. *(For example: depression, chemical dependency, alcoholic families, and physical abuse).*
   c. Professional organizational involvement, professional memberships, conferences attended, papers, presentations, responses to cases on ethical and legal issues.
   d. Professional identification position paper.

2. **Advanced Counseling Skills - Clinical Component**
   a. Prepare students by exposing them to practical experiences in counseling settings
   b. Students will present a transcript and video of a counseling session
      i. Videotaped segment showing basic and advanced skills. One typed script of a counseling session with student comments. Evidence of treatment planning ability. Peer observation checklists.

3. **Cultural Issues:**
   a. Expose students to a variety of different developmental, ethnic and cultural groups and to prepare them to work with the culturally diverse
      i. Knowledge about a particular cultural group besides one's own
      ii. Experience with a particular ethnic or cultural group
      iii. Knowledge or experience with a particular developmental group
   b. Interviews with persons from special populations, papers, journal entries, personal reaction papers, Assessment/Treatment Plans for specific cases, videotapes of real or role-played sessions. Papers dealing with differences in religion, race, and gender.

4. **Legal and Ethical Issues:**
   a. Develop an awareness of ethical, legal and spiritual factors in counseling
      i. Be familiar with the state of Florida’s requirements and discipline procedures for licensure as a psychotherapist
      ii. Ability to solve ethical dilemmas including ethical principles and standards of practice
      iii. Knowledge concerning a current spiritual or religious issue in counseling practice
   b. Papers demonstrating student's reaction to an ethical dilemma or case. Reaction papers, interviews with people having different spiritual beliefs, journal entries, workshops or conference attendance or presentation may be included. Evidence that student is familiar with Florida's Licensure law.

5. **Personal Growth and Wellness**
   a. Provide opportunities that impress students with the need to continue personal and professional growth
      i. Experience eight (8) counseling sessions as a client in individual, couples, or family therapy
ii. Show evidence of involvement in professional organization

b. Eight (8) individual group or individual counseling sessions. Reaction papers, in-service training received, supervision experiences etc. Includes evaluation of personal health.

6. Technology Skills

a. Evidence of technology abilities (e.g., use of Microsoft Office Suite, SPSS, Blackboard, designing webpages, etc.).

7. Targeted Specialty

b. Identify a specialty area for your targeted area such as divorce, sexual abuse, aging, trauma, adolescents and substance use, coming out process and the LGBTQ population, or any other special population. Papers, conferences, workshops, treatment plans may also be included.

**Oral Defense:**

Students must show competency in the five departmental mission objectives:

1. Ethically informed professional identity
2. Awareness of personal strengths and resiliency
3. Appreciation of diverse cultures
4. Critical thinking and creative expression
5. Efficacious commitment to professional and community service

Students may utilize any means to demonstrate competency in the five objectives (e.g., PowerPoint presentation; poem, group activity, storytelling, etc.). The oral presentation should be no longer than 20 minutes in length and **must** cover all five objectives. Failure to cover all five objectives will result in a failing grade of the oral defense, and the student will have to present the oral portion again prior to graduation.

**PROGRAM ASSESSMENT**

Assessment is a very important part of the graduate student’s experience in the Department of Counselor Education. Not only is the student assessed using a variety of methods, but the program is also assessed in a systemic manner. Many departments within the University, Community agencies, students, alumni, and advisors play a part in the most important process of program assessment. As part of our on-going systematic assessment process, LiveText is utilized to assist students, faculty and staff in the collection of and dissemination of data. This data is then used to make improvements in the program as evidenced by student grades, student feedback, rubrics, scores on the CPCE, and the defense of the portfolio.
PRACTICUM and INTERNSHIP

A practicum or internship setting is a public or private community agency; elementary, middle, or secondary school; community or junior college; university; or not-for-profit business; publicly or privately funded service program; or other appropriate setting that accepts a graduate student fully enrolled in a program in the Stetson University Department of Counselor Education for supervised professional experience. Please note that practicum and internship are separate, sequential experiences; concurrent registration in a practicum and internships is NOT permitted.

Program Requirements:

- Students in the M.S. program in Clinical Mental Health Counseling are required to take one practicum and two internships.
- Students in the M.S. program in Marriage, Couple and Family Counseling are required to take one practicum and two internships.
- Students in the M.S. program in the School Counseling Program are required to take one practicum and two internships.

Practicum

All students MUST apply for their practicum experience. An application is located in the appendices of this document. Failure to apply may result in a denial of beginning the practicum experience.

Practicum is a supervised clinical experience intended to enable the student to develop basic counseling skills and integrate professional knowledge. Practicum is offered prior to internship. Students with lower than a 3.0 GPA may not register for practicum. They must have been accepted into degree-seeking graduate program, completed Family Systems (COUN 508), Human Relations Methods & Skills (COUN 503), Group Counseling (COUN 504), Legal, Ethical & Professional Issues (COUN 502), Theories of Counseling (COUN 505), Individual, Marital & Family Psychopathology & Psychotherapy (COUN 509) [CMHC and MCFC students only], and have been advanced to candidacy.

Prior to being permitted to enroll in practicum student must complete the following:

- Advancement to candidacy
- Meeting with faculty advisor and faculty practicum supervisor
- Clinical Mental Health and Marriage, Couple & Family Counseling Students - Practicum site approved by Clinical Coordinator and Faculty Supervisor
- School Counseling students – Practicum application must be made through Faculty Advisor to specific School District of choice
- Professional liability insurance secured and on file in the Department of Counselor Education Main office in Deland
- Signed site contract by student, site supervisor, faculty supervisor, and clinical coordinator.
- Provide Clinical Coordinator and Faculty Supervisor with a copy of site supervisor license/certification and resume.
Practicum in Counselor Education Requirements:  
*Clinical Mental Health Counseling*

Practicum students in the CLINICAL MENTAL HEALTH COUNSELING program are required to complete practicum experiences that total a minimum of **200** clock hours. The practicum provides for the development of individual, couple and family counseling and group work skills under supervision. The student's practicum includes the following:

1. A minimum of **80** hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction (at least one-fourth of these hours should be in group work).
2. A minimum of (1) hour a week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.
3. A minimum of one and one-half (1 1/2) hours a week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

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**Practicum in Counselor Education Requirements:**  
*Marriage, Couple and Family Counseling*

Students are required to complete supervised practicum experiences that total a minimum of **200** clock hours. The practicum provides for the development of individual, couple, family counseling and group work skills under supervision. The student's practicum includes the following:

1. A minimum of **80** hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction (at least one-fourth of these hours should be in group work).
2. A minimum of (1) hour a week of individual supervision by on-site supervisor. (This may include review of audiotapes, videotapes and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. A minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member.
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.  
5. The **200** clock hour requirement for practicum may be met through a variety of approaches, with permission from your University and Site Supervisor.
Practicum in Counselor Education Requirements:

School Counseling

Students are required to complete supervised practicum experiences that total a minimum of 200 clock hours. The practicum provides for the development of individual, group, parent/teacher consultation and classroom guidance work skills under supervision. The student's practicum includes the following:

1. A minimum of 80 hours of direct service (e.g., individual, group, parent/teacher consultation, classroom guidance). All those activities that are directly related to the academic, personal/social and career development of the client (e.g., student).
2. A minimum of (1) hour a week of individual supervision by on-site supervisor. (This may include review of audiotapes, videotapes and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. A minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member.
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.
5. The 200 clock hour requirement for practicum may be met through a variety of approaches with permission from your University and Site Supervisor.

Students enrolled in the School Counseling Program should complete practicum in a school setting under the supervision of a school counselor who is certified in the State of Florida. One experience (e.g., Practicum, Internship I or Internship II) MUST be at the high school level.

Internships

Internship is a post-practicum supervised clinical experience intended to enable the student to refine and enhance basic counseling or student development skills and integrate professional knowledge and skills appropriate to the student's specialization and post-graduation professional placement.

Internship Requirements

Clinical Mental Health Counseling

Clinical Mental Health Counseling students are required to complete internship experiences that total a minimum of 800 clock hours (400 clock hours in each clinical internship). The internship provides students with "work experience" in the setting and further development of individual, couple, family and group work skills under supervision. The student's internship includes the following:

1. a minimum of 320 hours of direct service with clients appropriate to the program of study;
2. a minimum of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
3. a minimum of one and one-half (1 1/2) hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;
4. the opportunity for the student to become familiar with a variety of professional activities other than direct service;
5. the opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computer, print and non-print media, professional literature, research, and information and referral to appropriate providers; and
7. a formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.

The combination of the Practicum and Internship I & II enables the student to record at least 1000 clock hours of supervised professional experience.

**Internship Requirements**

*Marriage, Couple and Family Counseling*

Students are required to complete internship experiences that total a minimum of 800 clock hours (400 clock hours in each clinical internship). The internships provide students with "work experience" in the setting and further development of individual, couple, family counseling and group work skills under supervision. The student's internship includes the following:

1. A minimum of 320 direct contact hours with clients appropriate to the program of study.
2. A minimum of one (1) hour per week of individual supervision, throughout the internship usually performed by the on-site supervisor.
3. A minimum of one and one half (1 1/2) hours per week of group supervision.
4. The opportunity for the student to become familiar with a variety of professional activities other than direct service.
5. The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients appropriate to the specialization for use in supervision.
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computer, print and non-print media, professional literature, research and information and referral to appropriate providers.
7. A formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.
8. Internship I and Internship II must be completed over a minimum of two (2) semesters for those students in Marriage, Couple and Family Counseling or School Counseling.

9. The 320 direct contact requirement for Internship I and II (totaling 800 hours) may be met through a variety of approaches and may include but is not limited to: Twenty (20) hours a week in a setting for fifteen (15) weeks with ten (10) of these hours per week in direct clinical contact

**Internship Requirements**

*School Counseling*

Students are required to complete internship experiences that total a minimum of 600 clock hours. The internships provide students with "work experience" in the school setting and further development of school counseling skills under supervision. The student's internship includes the following:

1. A minimum of 240 direct contact hours with students in PK-12 settings. This includes individual counseling, group counseling, parent/teacher consultation, and classroom guidance. Work that is directly related to the academic, personal/social and career development of the client (e.g., student).

2. A minimum of one (1) hour per week of individual supervision, throughout the internship usually performed by the on-site supervisor.

3. A minimum of one and one half (1 1/2) hours per week of group supervision.

4. The opportunity for the student to become familiar with a variety of professional activities other than direct service.

5. The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients (e.g., students) in the PK-12 setting for use in supervision.

6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research and information and referral to appropriate providers.

7. A formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the site supervisor.

8. Internship I and Internship II must be completed over the Fall and Spring semester.

9. The 240 direct contact requirement for Internship I and II (totaling 600 hours) may be met through a variety of approaches and may include but is not limited to: Twenty (20) hours a week in a school setting for fifteen (15) weeks with ten (10) of these hours per week in direct supervision with a certified school counselor.

**Grades for the Practicum and Internship**

All practicum courses are graded A, A-, B+, B, B-, C+, C, C-, or F. Internship courses in the department are graded on a "P/F" (Pass or Fail) basis. Courses for
which a grade of "P" (Pass) is awarded are counted as part of the total credit hours completed in a program but are not counted for grade point average (GPA) computations (i.e., no "grade points" are awarded for grades of "P").

All grades are awarded by program faculty who are supervising your practicum or internship experience. Program faculty will consult with your site supervisor regarding your grade for the course.

**Evaluation of Practicum/Internship**

*Students’ Evaluation of Supervisors* - Students are asked to evaluate their site and supervision experience at the end of each semester. It is the student’s responsibility to make sure that all required paperwork is into the DeLand main office by the last day of regularly scheduled classes in the academic term in which the supervision takes place or a grade of incomplete ("I") will be recorded for the practicum class or an “F” for the internship class in which students are registered. Failure to turn in the required paperwork may prevent further progress in the program.

*Students’ Evaluation of Site Placement* - Students are also asked to evaluate the setting in which the practicum or internship was completed and the Site Supervisor at that setting. The information provided will be helpful in determining the suitability of the site for subsequent placements. The content of evaluations of sites and site supervisors will not affect permanent grades in practicum or internship.

*Site Supervisors Evaluation of Student* - Feedback from the site supervisor is one of three important sources of information considered in monitoring student progress and determining grades for practicum and/or internship experiences. Therefore, each site supervisor is asked to complete and return an End-of-Term Evaluation of the student. Students provide the site supervisor with a copy of the evaluation form that is distributed by the university supervisor. The evaluation needs to be returned to the university supervisor by 5:00 PM on the date listed on the evaluation. If the evaluation is not received by the due date, practicum students will receive a grade of incomplete ("I") and internship students will receive a grade of “F.”
Program: Master of Science in Clinical Mental Health Counseling

The M.S. in Clinical Mental Health Counseling is designed to prepare students for careers as mental health counselors in the community, public and private human service agencies, inpatient, partial, outpatient and other treatment settings, business and independent practice, as well as settings that provide human service consulting.

Students who complete the program are eligible to take the examination of the National Board for Certified Counselors (NBCC) and the Florida licensure exam for mental health counseling.

The Clinical Mental Health Counseling program is an ecosystemic and community-focused program which emphasizes building personal and professional strengths and resiliency. Students are trained to understand human problems (individual, family, and community) from a strength-based approach. Specific attention is paid to learning about culturally diverse and vulnerable populations and communities. Students gain exposure and experience in providing counseling and community service in culturally diverse settings.

THE OBJECTIVES OF THE CLINICAL MENTAL HEALTH PROGRAM

- Have a general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.
- Establish a professional identity as Clinical Mental Health Counselors.
- Interact effectively with the full spectrum of mental health professionals.
- Provide competent professional service and leadership within the mental health field.
- Have knowledge and skill as scientist-practitioners.
- Demonstrate knowledge and competency in culturally appropriate, community-focused mental health interventions and service delivery.
- Are ethically and legally informed practitioners.

HOUR REQUIREMENTS/PLANNED PROGRAM

A minimum of 60 semester hours of coursework is required; 51 hours are considered required courses, and 9 hours are earned in practicum and internship in the Clinical Mental Health Program. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation.
CLINICAL MENTAL HEALTH COUNSELING
STANDARD TRACK
60 SEMESTER HOUR PROGRAM

FALL YEAR 1
COUN 508 – Family Systems
COUN 526 – Foundations of Clinical Mental Health Counseling

SPRING YEAR 1
COUN 503 – Human Relations Methods & Skills
COUN 505 – Theories of Counseling

SUMMER YEAR 1
COUN 502 – Legal, Ethical, & Professional Issues
COUN 515 – Statistical Analysis & Research Design

FALL YEAR 2
COUN 504 – Group Counseling
COUN 506 – Human Development

SPRING YEAR 2
COUN 509 – Individual, Marital, and Family Psychopathology/Psychotherapy
COUN 513 – Multicultural Counseling

SUMMER YEAR 2
COUN 507 – Career Counseling
COUN 525 – Advanced Individual, Couple, & Family Therapy Techniques & Treatment Planning

FALL YEAR 3
COUN 501 – Evaluation & Assessment
COUN 516 – Addictions Counseling

SPRING YEAR 3
COUN 514 – Sexuality Counseling
COUN 517 – Practicum in Counselor Education

SUMMER YEAR 3
COUN 527 - Counseling in a Community Setting
COUN 518 – Internship I

FALL YEAR 4
COUN 521 – Counseling Children and Adolescents
COUN 519 – Internship II
Program: Master of Science in Marriage, Couple and Family Counseling

The M.S. in Marriage, Couple and Family Counseling is designed to train therapists for roles in community agencies, hospital, churches, businesses, family treatment centers, and private practice settings.

THE MARRIAGE, COUPLE AND FAMILY COUNSELING program specialization emphasizes an ecosystemic approach for understanding human problems and generating opportunities for solutions: Students learn to moderate solution-oriented conversations among interested parties (i.e., stakeholders) who are invited to seek "double descriptions" of mutual concerns and problems, to listen carefully to each other, to provide and deliver multiple solution possibilities, and to construct alternatives of cooperation and commitment.

THE OBJECTIVES OF THE MARRIAGE, COUPLE AND FAMILY COUNSELING PROGRAM

To prepare graduates to:

- Utilize a systemic, strength-focused theoretical perspective to assess, diagnose and provide treatment to a diverse population of clientele.
- Develop sensitivity and awareness of ethnicity, cultural heritage, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status and understand the impact of these factors on effective delivery of Marriage, Couple and Family Counseling services in the community.
- Establish a professional identity as a Marriage, Couple and Family Counselor who treats marital relationships, couples, families and individuals from a systems perspective.
- Become ethical practitioners who are aware of societal trends in family life (families in transition, dual career couples, blended families, same sex couples) and who work with couples and families and other larger social systems in the community.
- Continue to grow professionally through affiliation with professional organizations such as ACA and AAMFT in order to provide "cutting-edge" clinical practice.
- Advocate on behalf of Marriage, Couple and Family Counseling to promote the profession as a whole and to address barriers that impede access, equity and success for clients.

HOUR REQUIREMENTS/PLANNED PROGRAM

A minimum of 60 semester hours of coursework is required; 51 hours are considered required courses, and nine (9) hours are earned in practicum and internship in the Marriage, Couple and Family Counseling Program. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree.

*Be aware that state licensure requirements may change based on legislation and vary from state to state.
MARRIAGE, COUPLE, FAMILY COUNSELING
STANDARD TRACK
60 SEMESTER HOUR PROGRAM

FALL YEAR 1
COUN 508 Family Systems
COUN 506 Human Development

SPRING YEAR 1
COUN 505 Theories of Counseling
COUN 503 Human Relations Methods and Skills

SUMMER YEAR 1
COUN 502 Legal, Ethical & Professional Issues
COUN 515 Statistical Analysis & Research Design

FALL YEAR 2
COUN 501 Evaluation & Assessment
COUN 504 Group Counseling

SPRING YEAR 2
COUN 509 Individual, Marital, and Family Psychopathology/Psychotherapy
COUN 513 Multicultural Counseling

SUMMER YEAR 2
COUN 507 Career Counseling
COUN 510 Marriage and Relationship Counseling

FALL YEAR 3
COUN 516 Addictions Counseling
COUN 521 Counseling Children & Adolescents

SPRING YEAR 3
COUN 514 Sexuality Counseling
COUN 517 Practicum

SUMMER YEAR 3
COUN 518 Internship I
COUN 525 Advanced Individual, Couple, & Family Theory, Techniques, & Treatment Planning

FALL YEAR 4
COUN 511 Seminar in Marriage, Couple and Family Counseling
COUN 519 Internship II
Program: Master of Science in School Counseling

THE MASTER OF SCIENCE DEGREE (M.S.) IN SCHOOL COUNSELING prepares school counselors for positions in public or private elementary, middle or secondary schools. The program is systemically oriented and designed to promote a family strength focused approach and collaborative assessment and intervention model between parents, children and the school system.

The School Counseling program supports the principle of circular causality, which maintains that problems are not the result of a cause-and-effect process; rather that problematic behavior results from mistaken interactional patterns among parents, children and teachers. Brief intervention models provided by school counselors can assist a systematic-based diagnosis and offer interventions designed to promote “positive parent, child and teacher” child interactions in a non-blaming, supportive manner.

THE OBJECTIVES OF THE SCHOOL COUNSELING PROGRAM

To prepare graduates who:

- Have a general knowledge of and experience with a range of systemic approaches appropriate for a broad range of students, parents and program seniors in a school setting.
- Establish a professional identity as a school counselor.
- Interact effectively with the full spectrum of school personnel, administrators and community.
- Provide competent professional service and leadership with the school-counseling field upon graduation.
SCHOOL COUNSELING
STANDARD TRACK
60 SEMESTER HOURS

Fall – Year 1
COUN 508 Family Systems
COUN 522 Foundations of School Counseling

Spring – Year 1
COUN 503 Human Relations
COUN 505 Theories of Counseling

Summer – Year 1
COUN 502 Legal, Ethical & Professional Issues
COUN 515 Statistical Analysis & Research Design

Fall – Year 2
COUN 504 Group Counseling
COUN 506 Human Growth and Development

Spring – Year 2
COUN 509 Individual, Marital, and Family Psychopathology/Psychotherapy
COUN 513 Multicultural Counseling

Summer – Year 2
COUN 507 Career Counseling
COUN 534 Accountability and the School Counselor

Fall – Year 3
COUN 501 Evaluation and Assessment
COUN 521 Counseling Children and Adolescents

Spring – Year 3
COUN 517 Practicum in Counselor Education
COUN 524 Consultation

Fall – Year 4
COUN 516 Addictions Counseling
COUN 518 Internship I

Spring – Year 4
COUN 514 Sexuality Counseling
COUN 519 Internship II
CERTIFICATE/LICENSURE ONLY PROGRAMS

If a person holds a CACREP Master's Degree in any area they may receive a certificate for another specialty by completing a certificate only program.

Clinical Mental Health Counseling
Certificate for Clinical Mental Health Counseling:
COUN 509  Individual, Marital & Family Psychotherapy and Psychopathology
COUN 514  Sexuality Counseling
COUN 516  Substance Abuse Counseling
COUN 517  Practicum in Counselor Education
COUN 518  Internship I: Clinical Mental Health Counseling
COUN 519  Internship II: Clinical Mental Health Counseling
COUN 521  Counseling Children and Adolescents
COUN 525  Advanced Individual, Couple, and Family Therapy, Techniques & Treatment Planning
COUN 526  Foundations of Clinical Mental Health Counseling
COUN 527  Counseling in a Community Setting

Marriage, Couple and Family Counseling
Certificate for Marriage, Couple and Family Counseling:
COUN 509  Individual, Marital & Family Psychotherapy and Psychopathology
COUN 510  Marriage & Relationship Counseling
COUN 511  Seminar: Marriage, Couple and Family Counseling
COUN 514  Sexuality Counseling
COUN 516  Substance Abuse Counseling
COUN 517  Practicum in Counselor Education
COUN 518  Internship I: Marriage, Couple and Family Counseling
COUN 519  Internship II: Marriage, Couple and Family Counseling
COUN 521  Counseling Children and Adolescents
COUN 525  Advanced Individual, Couple, and Family Therapy, Techniques & Treatment Planning

School Counseling
Certificate for School Counseling:
COUN 517  Practicum in Counselor Education
COUN 518  Internship I: School Counseling
COUN 519  Internship II: School Counseling
COUN 521  Counseling Children and Adolescents
COUN 522  Foundations of School Counseling
COUN 524  Consultation
Play Therapy
Certificate for Play Therapy:
Counseling professionals and students currently enrolled in a counseling-related master’s degree seeking program may choose to apply for admission to the Play Therapy Certificate program. Students must have completed COUN 503 Human Relations Methods and Skills and COUN 505 Counseling Theories before beginning Play Therapy Certificate courses.

COUN 531  Play Therapy Theories and Practices
COUN 532  Play Therapy with Families and Special Populations
COUN 533  Play Therapy and Expressive Arts Techniques

NOTE: Some of the courses listed for each specialty may have been required in the program for which you received a master's degree. For example, students who have a master's degree in School Counseling and desire a certificate in Marriage, Couple and Family Counseling will already have completed COUN 521, Counseling Children and Adolescents. Likewise, students who have a master's degree in Marriage, Couple and Family Counseling and desire a certificate in clinical mental health counseling will already have completed COUN 509 Individual, Marital and Family Psychopathology and Psychotherapy and COUN 516, Addictions Counseling.
Program: Play Therapy Certificate Program

THE PLAY THERAPY CERTIFICATE program is designed to prepare counseling students and professionals to work with children and adolescents utilizing the most effective and developmentally appropriate theories and techniques. The three certificate courses are designed to address the history, theories, techniques, and applications of play therapy within the context of ethical and diversity-sensitive practice. Coursework may be applied toward the educational requirements necessary for individuals seeking national Registered Play Therapist credentials (APT Approved Provider #13-358).

THE OBJECTIVES OF THE PLAY THERAPY CERTIFICATE PROGRAM

To prepare graduates to:
- Relate essential people, theorists and organizations that shaped the history of the profession of play therapy
- Compare and contrast the legal and ethical issues that are unique to play therapy and those shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries, duty to warn and protect, use of touch
- Construct a developmentally appropriate child and adolescent treatment plan demonstrating accurate conceptualization of clients’ presenting clinical problem(s) and proper interventions
- Apply play therapy skills (with volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy, and limit setting
- Utilize expressive arts therapeutic techniques appropriately and effectively with children, adolescents, and families
- Demonstrate multicultural competency when selecting play therapy interventions for use with special populations
- Distinguish the stages within the play therapy process
- Assess a family system’s needs and determine appropriate family play therapy interventions

Interested individuals will submit a separate application for the Play Therapy Certificate program prior to beginning certificate courses. Once accepted, students will be required to pass a background screening in order to practice play therapy skills with child volunteers during the program’s lab component. Additional program requirements include adequate progress of skill demonstration in the play therapy lab and successful completion of all 3 Program courses. Continuing Education students must receive a passing grade in all 3 courses and graduate credit students must pass all courses with a B- or better in order to earn the Program Certificate.

PLAY THERAPY CERTIFICATE COURSES

COUN 531  Play Therapy Theories and Practices
COUN 532  Play Therapy with Families and Special Populations
COUN 533  Play Therapy and Expressive Arts Techniques
COURSE DESCRIPTIONS

COUN 501 EVALUATION AND ASSESSMENT
This course is designed to provide students with an understanding of individual, couple, family, group and environmental/community approaches to assessment and evaluation. The course will provide the information necessary to understand the history, use, and purpose of evaluation instruments commonly utilized by counseling professionals. Basic descriptive and inferential statistics, validity, reliability, and measurement concepts will also be included. A major component of this course will provide students with the opportunity to acquire skills necessary for conducting basic assessments with attention to relevant social and cultural factors. Principles and ethics of diagnosis, formal and informal assessments and overview of intelligence, aptitude, interest, achievement, personality and cognitive status will be provided.

COUN 502 LEGAL, ETHICAL, & PROFESSIONAL ISSUES
This course is designed to provide an overview of professional counseling including codes of ethics, legal considerations, standards of preparation, certifications and licensing, role identity of counselors, self-care strategies appropriate to the counselor role, and goals and objectives of counseling organizations. The role of counselors in promoting the welfare of all clients, by emphasizing the inherent dignity, worth, and equality of all persons will be emphasized. The primary focus of the course will be on the legal, ethical, and professional issues for counselors. The course is designed to teach the process of decision-making guided by ethics and social responsibility.

COUN 503 HUMAN RELATIONS METHODS AND SKILLS
This is a workshop-centered, practice-oriented course to provide students with cognitive, behavioral and affective training. The objectives of this training are to develop the essential interviewing and counseling skills needed to communicate and maintain essential dimensions of the helping relationship and to explore and clarify client concerns. Students will gain awareness of the invitational, processing, personalization, and conceptualization skills, in addition to an understanding of counselor characteristics and behaviors that influence the helping process. Procedures include activities designed to help students conceptualize a systemic framework for the counseling process with an understanding of strategies conducive to promoting dignity of all persons utilizing a wellness and prevention orientation.

COUN 504 GROUP COUNSELING
This course is designed to provide students with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. Theoretical and experiential understanding of group dynamics will be addressed including group process components, developmental stages, group member roles and behaviors, and therapeutic factors. Students will have an opportunity to develop an understanding of group dynamics unique to each of the 4 group specialties: task groups, psychoeducational (classroom guidance groups), counseling groups, and therapy groups. The value of diverse persons and differing ideas in group work will be
illuminated. Students will gain direct experience by participating in a minimum of 10 clock hours of small group activity approved by the program.

**COUN 505 THEORIES OF COUNSELING**
This course provides an overview of the major theories of counseling and personality that provide models to conceptualize client presentation and to select appropriate counseling interventions. Exposure to models of counseling that are consistent with current professional research and practice in the field will be presented to assist in the development of a personal model of counseling. Personal assumptions regarding human nature and behaviors are examined along with some specific therapeutic styles and techniques. Students will develop an understanding of multidisciplinary immediate, intermediate, and long term responses to crisis, emergencies, and disasters, including the use of psychological first aid strategies.

**COUN 506 HUMAN DEVELOPMENT**
This course addresses major theories of human development across the lifespan, including learning and personality development, and understandings of neurobiological behavior. It is designed to examine human development issues from a multicultural perspective with attention to individual, cultural, and community resilience. The course addresses the cognitive, socio-emotional, spiritual, and physical nature and needs of individuals at all developmental levels, in addition to strategies for facilitating optimum development and wellness over the lifespan. Tasks related to normal development, prevention, early intervention, and counseling are addressed along with an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect behavior. Issues of family development and transitions are addressed from a systemic perspective.

**COUN 507 CAREER COUNSELING**
Factors contributing to career development that must be considered by counselors as they assist clients with career planning and decision-making process will be addressed. Career development theories, guidance models, and strategies for various client groups will be presented. Emphasis will be placed on understanding the interrelationship between and among work, family, and other life roles, including the impact of multicultural issues in career development. Assessment instruments and techniques relevant to career planning and decision-making will be presented. Students will have an opportunity to gain awareness of the counseling skills necessary to address personal issues that emerge in career life.

**COUN 508 FAMILY SYSTEMS**
This course provides analysis of the theory and research in marriage and family interaction and communication patterns. Conceptualization of family dynamics is accomplished through integration of systems theory, the developmental stages of family life, healthy family functioning, family structures, family of origin and intergenerational influences, and the interaction of the family in a multicultural society. Students will gain an understanding of specific problems and interventions
that can enhance family functioning and demonstrate an understanding of the impact of disasters on families.

COUN 509 INDIVIDUAL, MARITAL, & FAMILY PSYCHOPATHOLOGY AND PSYCHOTHERAPY
This course provides an overview of theory, research and practice related to the diagnosis and treatment of individual, marital and family psychopathology. Specific attention is paid to understanding interlocking pathology. The diagnostic categories of the DSM-5 are examined as well as physiological, behavioral, social, cognitive and systems perspectives of dysfunction. Patterns of dysfunctional and functional individual, marital, sexual and family behaviors and interactions are assessed and analyzed through an examination of theories, case studies, research, applied literature and specific therapeutic techniques.

COUN 510 MARRIAGE AND RELATIONSHIP COUNSELING
This course provides an understanding of the coupling process including dimensions of communication, developmental sequences and family of origin issues, intimacy, sexuality, and marital conflicts. Students will learn theories of couples counseling and practice methods of working effectively with couples based on current research. Case Conceptualization, Treatment Planning and therapeutic strategies are emphasized.

COUN 511 SEMINAR FOR MARRIAGE, COUPLE AND FAMILY COUNSELING
This course aims to introduce students specializing in the practice of marriage, couple and family counseling to the history and philosophy, professional organizations, competencies, preparation standards, credentials, pertinent legal issues and professional trends in the field. Students will develop an understanding of the role of marriage, couple, and family counselors within the emergency management system of the practice site and community. The therapist's role will be explored within the framework of legal and community systems and will also address the therapist’s role related to divorce, child custody, mediation, and domestic violence.

COUN 513 MULTICULTURAL COUNSELING AND PSYCHOSOCIAL THEORY
This course addresses multicultural issues, e.g., ethnicity, religion, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family influences, on the provision of counseling services. This course is designed to evaluate pluralistic trends including, societal, human roles, subgroups, norms, diversity of lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into one’s own assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations.
Students will understand the counselor’s role in promoting social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal growth of the human spirit, mind and body.

COUN 514 SEXUALITY COUNSELING
This course is designed to explore the biopsychosocial aspects of human sexuality and the impact on family and couple functioning. Healthy sexual functioning is reviewed as well as the assessment and treatment of sexuality dysfunctions and disorders. Students will address personal attitudes, beliefs, and biases regarding sexuality and will consider appropriate assessment and treatment strategies based on the role of relational structure, age, gender, physical status, ethnicity, and sexual orientation. Ethical and legal considerations regarding the client-therapist relationship will also be discussed.

COUN 515 STATISTICAL ANALYSIS AND RESEARCH DESIGN
This course is designed to provide an overview of basic statistical concepts and elements of research design that students will utilize to evaluate and design studies in counseling that inform evidence-based practice and lead to the advancement of the counseling profession. The course will cover specific research methods including qualitative, quantitative, single-case designs, action research, and outcome-based research. Students will learn which statistical analysis is associated with each type of design and be exposed to some of the problems with statistical hypothesis testing. Students will learn principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications using ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

COUN 516 ADDICTIONS COUNSELING
This course is an overview of the actions, uses, and side effects of psychoactive drugs. In addition, the course explores theories, etiology, and diagnosis of additions and addictive behavior including strategies for prevention, referral, intervention, and treatment.

COUN 517-30 PRACTICUM IN COUNSELOR EDUCATION
This multi-dimensional course provides practical experience in schools, community mental-health agencies, hospitals, private practice settings and other mental-health related settings for graduate counselor education students. This course is designed to enhance the counseling skills and conceptualization processes acquired through direct counseling experience, supervision and classroom interaction. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete 200 hours of which 80 hours are direct client contact; the remaining hours are comprised of activities typically conducted by professional counselors in marriage and family, mental health, and school settings.
COUN 518-30 INTERNSHIP I: CLINICAL MENTAL HEALTH COUNSELING
Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours of which 160 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.

COUN 518-31 INTERNSHIP I: MARRIAGE, COUPLE AND FAMILY COUNSELING
Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours of which 160 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by marriage and family counselors.

COUN 518-33 INTERNSHIP I: SCHOOL COUNSELING
Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under supervision, will implement theoretical knowledge about counseling, assessment, and evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply the most comprehensive and up-to-date knowledge available in the field of counseling. Students must complete 300 hours of which 120 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by school counselors.

COUN 519-30 INTERNSHIP II: CLINICAL MENTAL HEALTH COUNSELING
Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours of which 160 are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.

COUN 519-31 INTERNSHIP II: MARRIAGE, COUPLE AND FAMILY COUNSELING
Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students
must complete 400 hours of which 160 are direct client contact; the remaining hours are comprised of a variety of activities conducted by marriage and family counselors.

**COUN 519-33 INTERNSHIP II: SCHOOL COUNSELING**
Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under the supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply most comprehensive and up to date knowledge available in the field of counseling. Students must complete 300 hours of which 120 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by school counselors.

**COUN 521 COUNSELING CHILDREN AND ADOLESCENTS**
This course provides an overview of theories and research pertinent to counseling children and adolescents. Factors that promote and hinder healthy human development will be studied. Students will be provided with information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. Multicultural dynamics will be addressed. Procedures include activities designed to help students conceptualize an ecosystemic framework for the counseling process.

**COUN 522 FOUNDATIONS OF SCHOOL COUNSELING**
This course is designed to provide information about the structure, administration and organization of counseling programs in schools and agencies. It contains an overview of the historical and professional issues in the field along with professional roles, functions, and relationships with other human service providers including strategies for collaboration and communication. Students will examine counselor’s roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, emergency, or disaster.

**COUN 524 CONSULTATION**
This course provides an overview of theories of consultation as well as methods and techniques of consultation with parents, teachers, administrators and business leaders. Understanding of multicultural dynamics and valuing diversity is emphasized. Opportunities that teach students about the continuing need for personal and professional growth are offered.

**COUN 525 ADVANCED INDIVIDUAL, COUPLE, AND FAMILY THERAPY, TECHNIQUES AND TREATMENT PLANNING**
Advanced analysis of individual and family systems theory, research in individual, marriage, couple, and family counseling literature, and the study of current trends in the counseling field. The course emphasizes the application of these elements to case conceptualization, clinical assessment, treatment planning and progress note.
construction. Students will receive feedback on documentation skills as well as skills demonstrated in simulated counseling sessions

COUN 526 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING
This course examines the historical, philosophical, societal, cultural, economic and political dimensions of mental health counseling. Professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications, will be explored within structures and operations of professional organizations. Attention is given to the implications of professional issues unique to mental health counselors including recognition, reimbursement, right to practice, core provider status, practice privileges within managed care systems and expert witness status. Sociocultural, demographic and lifestyle diversity relevant to mental health counseling will also be addressed. The course will address counselor’s roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, emergency, or disaster.

COUN 527 COUNSELING IN A COMMUNITY SETTING
This course explores typical client characteristics of communities served by a wide spectrum of institutions and agencies that offer counseling services in diverse communities. Models, methods, and principles of program development and service delivery based on human and organizational development assumptions will be emphasized. Students will develop a knowledge and skills base that will include, but not be limited to, prevention models, implementation of support groups, peer facilitation training, parent education, career information and counseling services and encouragement of self-help for clients. Students will develop skills and effective strategies for client advocacy in public policy, consultation, outreach and promotion of community mental health while focusing on culturally diverse populations.

COUN 531 PLAY THERAPY THEORIES AND PRACTICES
Prerequisites: COUN 503, 505, 521 (Preferred)
This course provides an overview of the essential elements and principles of play therapy, including history, theories, techniques, applications, and skills. Students will be able to apply information toward creating a developmentally appropriate play therapy room with proper materials. The course is highly experiential with a strong focus on basic play therapy skill development within the context of ethical and diversity-sensitive practice.

COUN 532 PLAY THERAPY WITH FAMILIES AND SPECIAL POPULATIONS
Prerequisites: COUN 503, 505, 521 (Preferred), 531
This course continues to build upon basic play therapy skill development and focuses on the case conceptualization and application of play therapy theories and techniques to families, groups, and individual children belonging to special client populations. Topics of special focus will include treatment of trauma, grief, abuse, and autism.
spectrum disorders. The course contains an experiential component focused on the
demonstration of skill development within the context of diversity-sensitive practice.

COUN 533 PLAY THERAPY AND EXPRESSIVE ARTS TECHNIQUES
Prerequisites: COUN 503, 505, 521 (Preferred), 531
This course continues to build upon basic play therapy skill development and focuses
on the application of expressive arts techniques when counseling children,
adolescents, and families. Through an experiential format, students will learn to
facilitate and process interventions utilizing expressive medium such as clay,
painting, drawing, movement, and sand tray.

COUN 534 ACCOUNTABILITY AND THE SCHOOL COUNSELOR
A comprehensive study is made of contemporary practices of leadership, advocacy,
and accountability in the school counseling profession. This course includes study of
the transformation of the role of the professional school counselor, comprehensive
school counseling programs and the ASCA National Model, accountability
measures, leadership qualities and styles, legal and ethical practices, and
multiculturalism in the schools in the 21st century.

COUN 585 INDEPENDENT STUDY
LICENSURE EXAM REQUIREMENTS FOR REGISTERED MH/MCFC INTERNS

Mental Health Registered Interns

The board decided to allow access to the national exam under the conditions:

1. The applicant holds a valid intern license: a Mental Health Counselor Intern registration application packet can be printed from the board web pages. Go to the opening page of the Board web site at [www.doh.state.fl.us/mqa/491](http://www.doh.state.fl.us/mqa/491). On that page click on the topic "Applicant Information." Scroll down to the bottom of the page until you find a link to "Applications and forms." On the menu of applications, please select "Intern Registration Application." You should be able to print the application and instructions in its electronic file form;
2. All required graduate coursework has been completed and certified;
3. Any hours lacking from the graduate practicum requirement are completed;
4. Once the valid board intern license has been issued and coursework/practicum requirements met, the intern can contact me by phone or email (see contact information below) and request the registration form for the National Clinical Mental Health Counselors Exam. The registration and a credit card payment or personal check for $145 must be faxed or mailed to the NBCC testing service. Once NBCC has processed the fee & form, the candidate will be given contact information for the exam scheduling service. The exam is offered in a computer-based format (CBT) on Monday-Friday during the first full week of each month.

All other conditions for licensure remain the same, including documented proof of the 1500 hour, 100 week minimum supervision submitted via the "Application for Licensure by Examination" and completion of CEU courses.

Marriage & Family Registered Interns

The requirement to be a registered M&F intern and have completed grad course/practicum is the same.

MFT national exam registration requires a registration form to select the exam window and be placed on the board approved candidate list and then a fee of $224 and more registration forms be sent to Professional Exam Services (PES) in New York City. PES provides its mailing packets to the board. We add the board registration form and mail that out to the board candidates. The test development organization, AMFTRB, has an online practice test available at the web site [www.amftrb.org](http://www.amftrb.org).

Also, NBCC has an online practice test at the exam section of their web site [www.nbcc.org](http://www.nbcc.org). They also have other NCMHCE prep resources at that site.

Contact Information:

Carole Timin
Regulatory Specialist I
Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling
(850) 245-4444, x3434/ Fax: (850) 921-5389
Carole_Timin@doh.state.fl.us
[www.doh.state.fl.us/mqa/491](http://www.doh.state.fl.us/mqa/491)
NATIONAL COUNSELOR CERTIFICATION (NBCC)

A "certification" is a professional credential awarded by a certifying agency to persons who have applied for the certification and who have met the eligibility criteria for the certification. Most professional certifying agencies are national (or international) in origin and scope, and are distinguished from state-level licensing agencies.

The National Board for Certified Counselors, Inc. (NBCC) is a professional certifying agency for counselors. The various certifications awarded by the NBCC include those leading to the designations:

- National Certified Counselor (NCC),
- National Certified School Counselor (NCSC),
- National Certified Clinical Mental Health Counselor (CCMHC)
- National Certified Master Addictions Counselor (MAC)

The NCC designation is available to all counselors who have met general, minimum academic and experiential preparation standards regardless of individual professional specialization. Attainment of NCC status is a prerequisite to attainment of specialty status as an NCSC, CCMHC, or MAC.

Students successfully completing department CMHC, MCFC, or SC degree programs will be eligible to take the NBCC's National Counselor Examination (NCE).

Information on the certifications offered through the NBCC is available in the department office or from:

National Board for Certified Counselors, Inc.
3 Terrace Way
Greensboro, NC 27403-3660
PHONE: (336) 547-0607
FAX: (336) 547-0017
www.nbcc.org
nbcc@nbcc.org
Graduate Student Applications Program for the National Certified Counselor: GSA-NCC

Stetson University now offers the National Counselor Exam (NCE) in order for students to obtain National Counselor Certification (NCC). If you are interested the GSA-NCC, please contact Dr. Leila Roach at lroach@stetson.edu.

The exam is offered twice a year. Applications and payment are due in December for the April administration of the exam, and in June for the October administration of the exam. As a student you must:

- Contact Dr. Leila Roach for an application
- Review GSA-NCC eligibility criteria on p.3 of the application.
- Review MY NCC GUIDE and file it for future reference.
- Read the application form and carefully follow all instructions.
- Complete the application honestly and thoroughly.
- Make payment using a money order made payable NBCC.
- Identify any need for special examination accommodations (#10 on the application) and/or whether a "site switch" is needed for the exam location.

Here are a few frequently asked questions about this program:

What is national certification?
National certification in professional counseling is an achievement affirming that a counselor has met national standards determined within the counseling profession itself. National certification was developed to promote visibility and accountability in the counseling profession. It also promotes professional identity and pride, and can act as a job search booster for those who will eventually work in more than one state. In contrast to applying for state licensure, applying for the NCC credential must be a completely voluntary act.

Are national certification and state licensure the same?
No. The NCC is a Master's level, voluntary credential held by many counselors in addition to their state licensure. State licensure is mandatory to practice counseling independently; these standards are set by each state.

National certification and state licensure are often confused. In many instances the exam requirement is the same for both processes—adding a layer to the confusion. However, the National Counselor Examination is not the same exam used by Florida for the state counselor license. If you plan to re-locate to another state following graduation, check the licensure requirements in that state at http://sbv.nbcc.org/stateboardmap. The National Counselor Examination, which is a requirement for the NCC credential, is the same exam used by about 35 states for the state counselor license.
What are the benefits of national certification?
Holding the NCC at an early point in one’s career can be advantageous for counseling professionals. It can serve as a job search booster. Some states award salary supplements to counselors holding NBCC credentials. Fully certified NCCs as well as Board Eligible NCCs may identify their professional status on business cards, letterhead, cover letters and resumes. While waiting to meet state licensure requirements or completing a PhD, this professional designation can be extremely useful.

NBCC’s certifications are widely recognized throughout the mental health field. In fact, NBCC’s mission is to advocate and monitor counselors’ status throughout the mental health field. Professionals who hold national certification can say they have met national standards set by counselors, not legislators.

How can I apply for national certification?
The Graduate Student Applications program for the National Certified Counselor (GSA-NCC) credential provides an avenue for well-advanced students and very recent graduates to begin the application process for national certification. Since Stetson University participates in the GSA NCC program, applications and instructions will be available through the designated Campus Coordinator, Dr. Leila Roach. The Campus Coordinator provides administrative support in the process, allowing NBCC to offer the NCC application fee at a lower rate than the rate for non-participants.

Several items of information are included with the GSA-NCC application. For ease of reference later on, plan on saving the MY NCC GUIDE as well as the Code of Ethics and the Practice of Internet Counseling document.

What are the eligibility requirements for GSA student applicants?
Student applicants must be currently enrolled in a counselor education program preparing them for a degree in counseling. They must be well-advanced in the program of study. Most importantly they must be voluntary participants.

Very recent graduates of participating schools may be eligible to apply for the NCC through the GSA program. They must possess a master’s degree or higher from the participating institution and they must test within six months of graduating.

What happens during the application review process?
The application review process can take 4-6 weeks. NBCC will contact you if there is a problem with the application. Once the application is approved, you will be registered for the National Counselor Examination (NCE). Approximately two weeks before the exam date, in either April or October of each year, you will receive an exam admission letter in the mail.
Where is the exam given?
Applicants from participating GSA schools will test on campus as long as at least three students have applied.

How difficult is the exam?
The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge, which should be known by all counselors, regardless of their individual professional specialties. For more information about the exam (what topics it covers, how it is scored, and how long it takes), please visit the NBCC website at http://www.nbcc.org/certifications/ncc/NCE.aspx. Study guide information is available on that same page.

Can the exam score be released to other organizations?
Once applicants have passed the NCE, graduated and submitted a final transcript, and turned in their Counseling Supervisor’s Endorsement form, they may ask (in writing) to have their official NCE score report sent to a third party (such as a state licensure board). The cost is $20. Detailed information is available at http://www.nbcc.org/certifications/ScoreVerification.aspx.

What else is required besides passing the exam?
Once you pass the NCE, you are required to submit an official transcript showing graduate degree conferred in a mental health field, as well as a completed Counseling Supervisor’s Endorsement Form. Upon approval of those required documents, if you are a graduate of a CACREP-accredited program, you will earn full certification; if you are a graduate of a non-CACREP-accredited program, you will earn Board Eligible NCC status until you are able to document the required post-graduate hours to become a fully certified NCC. Stetson University is a CACREP-accredited program.

What is required after certification?
NCCs are certified for a period of five years. During that time, they are expected to accrue 100 clock hours of continuing education to maintain the credential. They also pay an annual fee of $60 to support the costs of maintaining the credential.
Certification and Licensure Information

There are a number of different avenues students can take to obtain either certification and/or licensure. Portability in the counseling profession is somewhat tricky and it is critical that students know the certification and/or licensure laws of their respective state. The National Board of Certified Counselors (http://www.nbcc.org/directory) has information concerning licensure laws in all 50 states, as well as Puerto Rico and Guam.

If you plan on remaining in the state of Florida, know that the National Clinical Mental Health Counselor’s Examination (NCMHCE) is the appropriate licensing exam for mental health counselors. Additionally, if you take AND pass the exam you are also eligible to become a Nationally Certified Counselor (NCC), therefore, you do not need to take the National Counselor Examination (NCE). Information regarding Florida requirements for licensed mental health counselors can be found here: http://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/

If you are not staying in the state of Florida and move to a state where the NCE is required, taking the examination prior to graduating or within six (6) months of graduation will be important for you.

The Association of Marital and Family Therapy Regulatory Board's (AMFTRB) Examination in Marital and Family Therapy is provided to assist state boards of examiners in evaluating the knowledge of applicants for licensure or certification. Information regarding Florida requirements for licensed marriage and family therapists can be found here: http://floridasmentalhealthprofessions.gov/licensing/licensed-marriage-and-family-therapist/

Certification is primarily for the school counseling profession and can be found at the ASCA website (www.schoolcounselor.org).

It is YOUR responsibility to find out the different licensure/certification laws pertaining to the state where you plan on residing. The above is given to you as information. Please take the time to familiarize yourself with the licensing laws of the state where you would like to live.
PROFESSIONAL ORGANIZATIONS

Students are expected to join state and national organizations pertinent to your professional interests and areas of expertise. The faculty believes that professional organization membership is an integral part of their (and a student’s) professional identity and responsibility.

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

- receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions to which you belong.
- may be eligible for reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
- are eligible for member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
- have a means for direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation) directly and/or indirectly pertinent to the profession.
- can network with other professionals having interests similar to yours.

Other benefits are typically relevant to your specific professional activities and interests.

The national organizations that command the largest representation in the Department of Counselor Education are:

American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
Phone: 800-347-6647
Fax: 800-473-2329
TDD: 703-823-6862
www.counseling.org

American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred Street
Alexandria, VA 22314-3061
Phone: (703) 838-9808
Fax: (703) 838-9805
www.aamft.org
American Mental Health Counselors Association (AMHCA)
801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
800-326-2642 | 703-548-6002
Fax 703-548-4775
www.amhca.org

American School Counselor Association (ASCA)
1101 King Street, Suite 625
Alexandria, VA 22314
Phone: 800-306-4722
Fax: 703-683-1619
www.schoolcounselor.org

Chi Sigma Iota
Counseling Academic and Professional Honor Society International
P.O. Box 35448
Greensboro, NC 27425
Phone: 336-841-8180
Fax: 336-841-8180
www.csi-net.org

Each of the above national organizations in turn has a state-level counterpart:

Florida Counseling Association (FCA)
PO Box 300457
Fern Park, Florida 32730-0457
Phone: 407-628-0793
Fax: 407-628-0790
www.flacounseling.org

Florida Association for Marriage and Family Therapy (FAMFT)
2888-1 Mahan Drive
Tallahassee, FL 32308
Phone: 850-906-0258
Fax: (850) 893-1845
www.famft.org
FAMFT has a local chapter:
Central Florida Association for Marriage and Family Therapy

Florida Mental Health Counselors Association (FMHCA)
P.O. Box 10338
Naples, Florida 34102
Phone: 321-441-3348
floridamhca@aol.com
http://www.floridamhca.org/
FMHCA has a local chapter Mental Health Counselors of Central Florida (MHCCF)
www.mhccf.com

Florida School Counselor Association (FSCA)
P.O. Box 752
Safety Harbor, FL 34695-0752
Phone or Fax: (888) 785-8611
Email: fsca@fla-schoolcounselor.org
http://www.fla-schoolcounselor.org/

Alpha Omicron
Stetson University’s chapter of Chi Sigma Iota
www.stetson.edu/org/csi

Additional professional organizations of interest are: American Psychological Association, American Educational Research Association, and/or their state-level counterparts.

Most national and state-level professional organizations have membership subsections, known as "divisions," for members who have common, more specific professional interests within the general organization. For example, the American Counseling Association has the following membership divisions:

Association for Counselor Education and Supervision (ACES)
Association for Adult Development and Aging (AADA)
National Career Development Association (NCDA)
American College Counseling Association (ACCA)
Association for Lesbian, Gay, Bisexual, and Transgendered Issues in Counseling (ALGBTIC)
Association for Humanistic Education and Development (AHEAD)
American School Counselor Association (ASCA)
American Rehabilitation Counseling Association (ARCA)
Association for Assessment in Counseling (AAC)
National Employment Counseling Association (NECA)
International Association of Addictions and Offender Counselors (IAAOC)
Association for Spiritual, Religious, and Value Issues in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Association for Multicultural Counseling and Development (AMCD)
Association for Counselors and Educators in Government (ACEG)
International Association of Marriage and Family Counselors (IAMFC)
Counselors for Social Justice (CSJ)

Similarly, the Florida Counseling Association has the following membership divisions:

Florida Association for Counselor Education and Supervision (FACES)
Florida Association for Marriage and Family Counselors (FAMFC)
Florida College Counseling Association (FCCA)
Florida Career Development Association (FCDA)
Florida School Counselors Association (FSCA)
Florida Employment Counselors Association (FECA)
Florida Association for Specialists in Group Work (FASGW)
Florida Association for Multicultural Counseling and Development (FAMCD)
Florida Association for Adult Development and Aging (FAADA)
Florida Association for Spiritual, Ethical, Religious Values and Issues in Counseling (FASERVIC)

Notice that not all of the divisions of ACA are represented in FCA. This is typical of national professional organizations and their state-level counterparts.

**Student Membership**

Students in the department should know the following:

- First, the costs for "student" membership in professional organizations are considerably less than those for "regular" membership.
- Second, membership in a national organization is separate from membership in the state-level counterpart of the organization; you may join one without joining the other.
- Third, membership in a division of a professional association is distinct from membership in the larger organization. However, typically, you must join the larger organization and then you also may join as many divisions as you wish.
- Fourth, membership fees are (typically) for one year; memberships must be renewed annually.
- Fifth, memberships in professional organizations are accepted at any time during the (calendar) year.

Information and/or application materials for various professional organizations are available in the department office or the organization’s respective web sites. Also, please feel free to talk with any department faculty member about professional organizations. Note that, typically, you will be required to obtain the signature of a faculty member on the application materials in order for you to become a student member of a professional organization. All faculty members in the department are happy to provide signatures for this purpose. Program faculty expect students to join relevant professional organizations in the service of developing strong professional identities and a commitment to the counseling field.
COUNSELOR EDUCATION FACULTY

Full-time Faculty

The following persons hold full-time faculty appointments in Stetson University's College of Arts and Sciences Department of Counselor Education.

Judith A. Burnett (1999), Associate Professor
Ph.D., University of Massachusetts at Amherst

Leigh DeLorenzi (2014), Assistant Professor
Ph.D., University of Central Florida

Lamerial Jacobson (2015), Brown Visiting Teacher Scholar Fellow
Ph.D., University of Central Florida

Leila F. Roach (2007), Associate Professor and Chair
Ph.D., University of Central Florida

Page Thanasiu (2014), Assistant Professor
Ph.D., University of Central Florida

Affiliate and Adjunct Faculty Members

Affiliate and adjunct faculty members assist the department by providing instructional services, practicum and internship supervision, and/or other activities necessary for the effective conduct of programs in the department. Persons who hold affiliate or adjunct status in the department are approved by the department chairperson and faculty, and are appointed for specific time periods such as an academic term or year.

The following persons are the current Adjunct Faculty members in the department:

Jacqui Williams-Horn, Ph.D., LMFT (Private Practitioner)
Nancy Jacobsen, M.A., LMFT (Private Practitioner)
Robert Noll, M.A., Ed.S. (Vice Principal and School Counselor, Osceola County School District)
Anthony Cook, M.S. (School Counselor, Osceola County School District)
Kyle Baldwin, Ph.D., LMHC (Private Practitioner)
Amanda Bailey, M.A., LMHC (Counseling & Psychological Services)
APPENDICES
Clinical Mental Health Counseling
Stetson University Master of Science
60 Semester Hour Program

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<thead>
<tr>
<th>Name ___________________________</th>
<th>800 Number: ____________________________</th>
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**REQUIRED COURSES**

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**Practicum/Internship (9 hrs.):**

| Yes      | (3)          | COUN 517 Practicum in Counselor Education                                    |          |
| Yes      | (3)          | COUN 518 Internship I: Clinical Mental Health Counseling                    |          |
| Yes      | (3)          | COUN 519 Internship II: Clinical Mental Health Counseling                   |          |

**TOTAL:** 60 SEMESTER HOURS

*(PLEASE COMPLETE BACK)*
### Electives/Certificate Program

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### Practicum/Internship – Marriage, Couple and Family Counseling (6 hrs.):

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TOTAL HOURS TRANSFERRED: (Maximum of 6 Hours) _______

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Student: ____________________________________________
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Date: _______________________________________________
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### Practicum/Internship (9 hrs.):

| Yes (3) | COUN 517 Practicum in Counselor Education |          |
| Yes (3) | COUN 518 Internship I: MCFC               |          |
| Yes (3) | COUN 519 Internship II: MCFC              |          |

**TOTAL:** 60 SEMESTER HOURS

*(PLEASE COMPLETE BACK)*
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Advisor: ____________________________________________  
Date: _______________________________________________
### School Counseling

**Stetson University Master of Science**

**60 Semester Hour Program**

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**Practicum/Internship (9 hrs.):**

| Yes      | (3)          | COUN 517  Practicum in Counselor Education         |          |
| Yes      | (3)          | COUN 518  Internship I: School Counseling          |          |
| Yes      | (3)          | COUN 519  Internship II: School Counseling         |          |

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**Practicum/Internship – Clinical Mental Health Counseling (6 hrs.):**

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Student: ____________________________________________

Advisor: ____________________________________________

Date: ____________________________________________
PRACTICUM AND INTERNSHIP FORMS

• Practicum Application
• CMHC/MCFC Site Contract
• Goal Statement /Supervision Agreement
• CMHC/MCFC Monthly and Semester Log Form
• Supervision Evaluation – MCFC & CMHC
• Site & Supervision Evaluation – MCFC & CMHC
• SC Site Contract
• SC Practicum Plan
• SC Internship Plan
• Weekly Log Form – SC
• Semester Summary Logs – SC
• Supervisor Evaluation – SC
• Supervisee’s Evaluation of Supervision – SC
# Application for Practicum

**Fall Semester: Due March 1st**  
**Spring Semester: Due July 1st**  
**Summer Semester: November 1st**  
*Late applications may be denied*

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<th>First name</th>
<th>Middle initial</th>
<th>Last name</th>
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<tr>
<th>Best way to reach you</th>
<th>Phone</th>
<th>Stetson Email</th>
<th>Email</th>
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Which semester are you applying for Practicum?  
Semester: _________ Year: __________

You will need to make sure that any prerequisites have been completed PRIOR to beginning the Practicum experience. Please check with your advisor and the Student Handbook.

Please submit the following documents and attach them to this application to your advisor:

- ______ Unofficial Transcript (from Banner) with GPA and courses required for your practicum highlighted
- ______ Schedule of courses or copy of Planned Program with courses yet to be taken
- ______ Advancement to Candidacy approval
- ______ Documentation for any required courses for which you have been granted a transfer waiver
- ______ List of sites that you are interested in and/or that you have contacted

**Please Check ONE of the Following:**

- _____ I am currently working at the site I wish to intern
- _____ I am in need of assistance in finding a placement

I have read and completed all areas of the application and provided all required documentation as requested

Signature: ____________________________ Date: ________________

Advisor Signature: ____________________ Date: ________________
This agreement is made on __________ (date) by and between ______________________ (field site) and Stetson University Graduate Program in Counselor Education. This agreement will be effective for a period from __________ to __________ for ______________ (number of hours) per week for ______________________________ (student name).

PURPOSE
The purpose of this agreement is to provide a qualified graduate student with a practicum/internship experience in the field of counseling.

The University Program agrees:
1. To assign a University faculty liaison to facilitate communication between the University and site;
2. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. That the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relationship to the student, site, or University occur;
4. That the University supervisor is responsible for the assignment of a fieldwork grade; and
5. To provide workshops/training to field sites free-of-charge.

The Practicum/Internship site agrees:
1. To assign a qualified supervisor who has appropriate credentials, time, and interest for training the student;
2. To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating student’s performance;
3. To provide the student with adequate work space, telephone, office supplies, and staff to conduct activities;
4. To facilitate audio/videotape opportunities or live supervision of student counseling activities;

The Site Supervisor agrees:
1. Practicum: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the practicum.
2. Practicum: To participate in biweekly consultation with the University faculty supervisor
3. Internship: To provide weekly supervision that averages one hour per week of individual and/or triadic supervision throughout the internship experience
4. To meet with each student and give and receive feedback from the student goal statements and evaluations, supervisor evaluations, site evaluations; and
5. To inform the University faculty liaison of any concerns, difficulties with the student intern as soon as possible.

If practicum/internship student is also an employee of the agency/site, the site agrees:
1. To provide a qualified practicum/internship supervisor who is NOT the same supervisor as the student’s employee supervisor;
2. To develop a schedule that separates employee duties/responsibilities from practicum/internship duties/responsibilities;
3. To evaluate the student based on his/her performance as a practicum/internship student separate from his/her employee evaluation;
4. To provide student with clinical responsibilities and opportunities that are NOT the same as the student’s role as an employee;
5. To inform the University faculty liaison of any concerns, difficulties, conflicts of interest between role as student versus role as employee as soon as possible.

____________________________________          _____ _________________________
Site Supervisor        University Supervisor
Goals Statement/Supervision Agreement

Practicum / Internship I / Internship II (circle one)
____ CMHC  ____ MCFC

Supervisee: ____________________________________________________________

Site Supervisor: _______________________________________________________

Specific goals for enhancing my counseling skills, personal growth, and professional development as a counselor this semester:

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________

Specific help I would like from my site supervisor:

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________

Special concerns or needs:

_____________________________________________________________________

_____________________________________________________________________

Supervisee Signature _______________________________ Date ____________

Site Supervisor Signature __________________________ Date _____________

Faculty Supervisor Signature ________________________ Date ____________
MONTHLY HOURS LOG FOR PRACTICUM and INTERNSHIP STUDENTS

Practicum _______ Internship I ________ Internship II __________

STUDENT NAME: ________________________________ CMHC _____ MCFC_____

SEMESTER: Fall _______ Spring _______ Summer _______ YEAR: 20________

<table>
<thead>
<tr>
<th>Activities</th>
<th>Week 1: From:</th>
<th>Week 2: From:</th>
<th>Week 3: From:</th>
<th>Week 4: From:</th>
<th>Monthly Total</th>
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<td>To:</td>
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<td>Intake Interview</td>
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<td>Individual Counseling</td>
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<td>Group Counseling</td>
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<td>Family Counseling</td>
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<td>Psycho-Education</td>
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<tr>
<td>Couples Counseling</td>
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<td><strong>Sub-Total Direct Contact Hrs</strong></td>
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<td>Consultation</td>
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<td>Case Conference</td>
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<td>Supervision Individual</td>
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<td>Supervision Group</td>
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<td>Other Indirect Hrs</td>
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<td><strong>Sub-Total Indirect Contact Hrs</strong></td>
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<tr>
<td>Weekly Totals</td>
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</tbody>
</table>

Intern Signature ___________________ Supervisor Signature ___________________ Date
**Due: End of Semester per Syllabus**  
**Department of Counselor Education**  
**Stetson University**  
**Marriage, Couple & Family Counseling and Clinical Mental Health Counseling**  
**Semester Summary Log for Practicum and Internship Students**

**Directions:**

1. Record the month/year at the site where indicated.
2. Record the total number of hours for that month in each activity, taken from your weekly/monthly logs, under the appropriate column. Sub-total direct contact hours.
3. Total the number of hours for that month and indicate at the bottom of the monthly column.
4. At the end of the semester, total the hours spent in each activity by adding the hours across each activity and indicate the total in the semester totals column.
5. Attach your monthly logs behind your semester summary log. Your faculty supervisor must sign the semester summary log. Please keep a copy of all logs for yourself and turn the originals into your faculty supervisor on the date due.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Month/Year</th>
<th>Semester Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Interview</td>
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<td>Individual Counseling</td>
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<td>Couple Counseling</td>
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<td><strong>Sub-Total Direct Contact Hr</strong></td>
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<td>Other</td>
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<tr>
<td><strong>Monthly Totals</strong></td>
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</tbody>
</table>

Intern Signature ______________________ Faculty Supervisor Signature ______________________
STETSON UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  

SUPERVISOR’S MID-TERM REPORT OF SUPERVISEE  
Practicum ______  Internship I ______  Internship II_____

STUDENT: ________________________________

AGENCY: ________________________________

SITE SUPERVISOR: __________________________

FACULTY SUPERVISOR: __________________________

Please address student’s knowledge of theory, counseling skills, professionalism, ethical/legal knowledge, treatment planning, diagnostic conceptualization, use of supervision, and other relevant areas.

STUDENT STRENGTHS:

STUDENT CHALLENGES:

ADDITIONAL COMMENTS REGARDING STUDENT PROGRESS :

_________________________________________  ________ ______________________
Supervisor Signature      Date  

________________________________________  _________ _____________________
Student Signature      Date
STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
SUPERVISOR EVALUATION OF STUDENT

Student’s Name: ___________________________ Date: ________________

Supervisor’s Name: ______________________ Site: _________________

Program Discipline:
Marriage, Couple, & Family Counseling ______ Clinical Mental Health Counseling ____

Type of Clinical Training:
Practicum ___________ Internship I ___________ Internship II ___________

Rating Scale
5=Exceptional: Skills and understanding significantly beyond developmental level
4=Outstanding: Strong mastery of skills and thorough understanding of concepts
3=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
2=Developing: Minor conceptual and skill errors; in process of developing
1=Deficits: Significant remediation needed; deficits in knowledge/skills
NA=Not Applicable: Unable to measure with given data (do not use to indicate deficit)

Case Conceptualization and Clinical Assessment

<table>
<thead>
<tr>
<th>Case Conceptualization and Clinical Assessment</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thoughtful and sophisticated identification of the client, presenting problem and systemic dynamics</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>2. Sophisticated and insightful summary of recent and past events</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>3. Sophisticated description of individual/reational strengths, support systems, and resources</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>4. Succinct, consistent depiction of mental status that clearly supports diagnosis</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>5. Sophisticated 5 axis diagnosis with behavioral identification of all required indicator with correct codes</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6. Insightfully discusses differential diagnosis with collaborating professionals</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>7. Effectively uses assessment instruments to support diagnosis with an awareness of cultural bias</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>8. Thoroughly considers medical issues, including detailed information about medications so that appropriate referrals can be made for medication evaluation</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>
9. Conducts and documents a sophisticated risk assessment for harm to self and others; substance abuse; child or elder abuse; and violence  
1 2 3 4 5 NA

10. Professionally handles potential and immediate crises by taking appropriate action to create safety plans and make reports  
1 2 3 4 5 NA

11. Able to identify referrals and make appropriate contacts of medical, psychiatric, and support referrals  
1 2 3 4 5 NA

12. Integrates all available information into a clinically relevant conceptualization that provides a well-articulated focus for treatment  
1 2 3 4 5 NA

13. Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements  
1 2 3 4 5 NA

14. Demonstrates multicultural competence in all phases of case conceptualization, clinical assessment, case management, and treatment  
1 2 3 4 5 NA

### Treatment Planning and Documentation

1. Utilizes a sophisticated and theoretically consistent approach to developing goals that demonstrate an understanding of co-occurring disorders  
1 2 3 4 5 NA

2. Develops goals that are specific, measurable, and observable  
1 2 3 4 5 NA

3. Prioritizes short and long-term goals based on immediate client needs, research, and treatment model  
1 2 3 4 5 NA

4. Selects interventions that are theory-specific, culturally sensitive, and tailored to the client's unique needs during all phases of treatment  
1 2 3 4 5 NA

5. Utilizes a sophisticated and detailed approach to termination and aftercare plans  
1 2 3 4 5 NA

6. Demonstrates skill in record-keeping through the use of confidential notation; detailed frequency and duration of symptoms; and detailed documentation of progress linked to specific symptoms and interventions  
1 2 3 4 5 NA

7. Thoughtfully adjusts plan based on client response to treatment  
1 2 3 4 5 NA
8. Manages and documents ethical issues and risk assessment

9. Completes case notes in a timely manner in exact accordance with legal and ethical requirements

10. Effectively evaluates counseling outcomes

11. Utilizes consultation and supervision for legal and ethical issues, and integrates feedback into treatment

12. Demonstrates thoughtful and sensitive collaborative work with other stakeholders and obtains all consents

Counseling Skills, Personal and Professional Awareness

1. Utilizes essential interviewing skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment

2. Demonstrates effective non-verbal (eye contact, body posture, voice tone, gestures and facial expressions) and verbal (door openers, minimal encouragers, appropriate questions) invitational skills

3. Accurately reflects the facts of a client's story and the underlying emotions

4. Accurately reflects and summarizes the unique impact and underlying meaning of client problems

5. Effectively challenges clients to recognize discrepancies

6. Keeps clients focused on their own issues and helps clients identify the most crucial areas of concern

7. Recognizes own limitations and seeks supervision or refers clients when appropriate

8. Demonstrates insightful attention to personal issues that affect treatment

9. Demonstrates professional behavior by arriving on-time for assigned hours, engaging in respectful interactions with staff and peers, pro-actively engaging in site activities, being organized and prepared, managing personal information/crisis appropriately, and following all site rules and regulations.
Additional Comments or suggestions:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thank you!

Supervisor ___________________________  Date ___________________________

Graduate Student ___________________________  Date ___________________________
STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
SUPERVISEE’S EVALUATION OF SUPERVISION & SITE EVALUATION

Student’s Name: ______________________________ Date: ______________
Supervisor’s Name: ____________________________ Site: ________________

Program Discipline:
Marital, Couple, & Family Counseling ______ Clinical Mental Health Counseling ______

Type of Clinical Training:
Practicum _______ Internship I _____________ Internship II ____________

Please circle the response that described your supervision experience most accurately.

Strongly Disagree  1  2  3  4  5 Strongly Agree

SUPERVISION EVALUATION

INITIAL SUPERVISORY SESSION

I identified personal goals for supervision. 1 2 3 4 5
I was informed of necessary preparations for weekly supervisory sessions. 1 2 3 4 5
I determined areas for professional growth and development. 1 2 3 4 5
I was informed of my supervisor’s expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations. 1 2 3 4 5
I was informed of the necessity of formal and informal self-evaluations. 1 2 3 4 5
I was informed about the planned structure and nature of the supervisory meetings. 1 2 3 4 5
I provided input regarding my expectations of the supervisory relationship. 1 2 3 4 5
My supervisor explained his or her theoretical orientation. 1 2 3 4 5

SUPERVISORY RELATIONSHIP

My supervisor and I have a positive rapport. 1 2 3 4 5
My supervisor considered our supervisory relationship a priority. 1 2 3 4 5
My supervisor made it comfortable to communicate with him/her. 1 2 3 4 5
My supervisor is culturally sensitive. 1 2 3 4 5
My supervisor made it comfortable to discuss strengths and weaknesses about my counseling skills. 1 2 3 4 5
My supervisor refrained from counseling me except in areas that addressed my effectiveness with clients. 1 2 3 4 5
My supervisor would refer me for counseling when appropriate. 1 2 3 4 5
My supervisor would provide me with the name of an alternative supervisor in her or his absence. 1 2 3 4 5
### ETHICAL & LEGAL ISSUES

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor and I reviewed an appropriate Code of Ethics and Standards of Practice (e.g., American Counseling Association; American Association of Marriage and Family Therapy; American Mental Health Counselors Association)</td>
<td>1</td>
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<tr>
<td>Any potential dual relationship issues were addressed directly and appropriately.</td>
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<tr>
<td>My supervisor would not abuse the power differential in our relationship.</td>
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<td>2</td>
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<tr>
<td>My supervisor explained the necessity of informing my client that I am a counselor in training who is being supervised.</td>
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<tr>
<td>We discussed the importance of obtaining the client’s written consent to audio tape or video tape.</td>
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<tr>
<td>My supervisor explained the importance of confidentiality.</td>
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<tr>
<td>I was informed of the need to obtain the client’s written consent prior to consulting with other professionals who are serving the client.</td>
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<td>I was made aware that my supervisor is ultimately liable for the welfare of my clients.</td>
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<tr>
<td>My supervisor monitored my client’s welfare.</td>
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### SUPERVISORY SESSIONS

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<tr>
<th>Strongly Disagree</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I met with my supervisor in a confidential face-to-face environment a minimum of one time a week.</td>
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<tr>
<td>My supervisor and I discussed each of my client’s progress every week.</td>
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<tr>
<td>My supervisor and I reviewed audio tapes.</td>
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<tr>
<td>My supervisor and I reviewed video tapes.</td>
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<tr>
<td>My supervisor and I participated in live supervision.</td>
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<tr>
<td>My supervisor modeled specific interventions.</td>
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<tr>
<td>My supervisor assisted me in further developing group counseling skills.</td>
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<td>2</td>
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<tr>
<td>My supervisor provided mentoring regarding parent consultation when working with minors.</td>
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### EVALUATION PROCESS

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>During our initial supervisory session, I was provided with a copy of the formal evaluation instrument.</td>
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<tr>
<td>My supervisor initiated helpful conversations about the strengths in my counseling skills.</td>
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<tr>
<td>My supervisor initiated helpful conversations about areas of growth needed in my counseling skills.</td>
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<tr>
<td>I received feedback or evaluation on a regular basis.</td>
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<tr>
<td>My supervisor would refer me for remedial assistance to overcome personal or professional limitations.</td>
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<tr>
<td>I received verbal summative evaluation during the final supervisory session.</td>
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<tr>
<td>I received a written summative evaluation during the final supervisory session.</td>
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<td>5</td>
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</table>
### SITE EVALUATION

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
<tr>
<td>I was provided with a meeting space for individual and group sessions.</td>
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<tr>
<td>The meeting space was comfortable and conducive to counseling.</td>
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<tr>
<td>I had access to a phone, computer and copy machine.</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>The clinical staff was willing to have me facilitate group sessions.</td>
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<tr>
<td>The staff was supportive of my facilitation of group sessions.</td>
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<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I was permitted to videotape individual and group sessions at this site.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>Videotaping equipment was made available to tape sessions.</td>
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<td>4</td>
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</tr>
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</table>

### Rate the following about your Site experiences at your site:

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Amount of on-site supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>Quality and usefulness of on-site supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Usefulness and helpfulness of faculty liaison</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Relevance of experience to career goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exposure to and communication of agency goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Exposure to and communication of agency procedures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Exposure to professional roles and functions within the agency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Exposure to information about community resources</td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>Rate all the following applicable experiences which you performed or participated in at your site:</strong></td>
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<td>2</td>
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<td>Report Writing</td>
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<td>Intake interviewing</td>
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<td>Administration and interpretation of tests</td>
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<tr>
<td>Staff case presentations in treatment team</td>
<td>1</td>
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<tr>
<td>Conferences or in-service workshops</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>Individual counseling</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Group counseling</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>Family/couple counseling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Psychoeducational activities</td>
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<tr>
<td>Consultation</td>
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<td>Career counseling</td>
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<td>Other:</td>
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</table>
COMMENTS: Include any suggestions for improvements in the experiences you have rated poor (1 or 2)

________________________________________________________________________________
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________________________________________________________________________________

Thank you taking the time to complete this evaluation.
Your responses are very important to the supervisors and faculty.
STETSON UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
PRACTICUM/INTERNSHIP CONTRACT

This agreement is made on ____________ by and between ________________________
(date) (field site)
and Stetson University Graduate Program in Counselor Education. This agreement will be effective for
a period from ________________ to ________________ for ________ hours per week for
__________________________.

(student name)

PURPOSE:

The purpose of this agreement is to provide a qualified graduate student with a practicum/internship
experience in the field of school counseling.

The University Program agrees:

1. to assign a University faculty liaison to facilitate communication between University and site;

2. to notify the student that he/she must adhere to the administrative policies, rules, standards,
schedules, and practices of the site;

3. that the faculty liaison shall be available for consultation with both site supervisors and students and
shall be immediately contacted should any problem or change in relation to student, site, or
University occur; and

4. that the University supervisor is responsible for the assignment of a fieldwork grade.

The Practicum/Internship Site agrees:

1. to assign a supervisor who has appropriate credentials, time, and interest for training the school
counseling students;

2. to provide opportunities for the student to engage in a variety of counseling activities under
supervision and for evaluating the student’s performance (suggested counseling experiences included
in the Practicum/Internship Activities);

3. to provide the student with adequate work space, telephone, office supplies, and staff to conduct
activities;

4. to provide weekly individual supervision to each student school counselor; and

5. to meet with each student and give and receive feedback from the student evaluations, supervisor
evaluations, and site evaluations.

_________________________________________  _______________________________________
Site Supervisor                                      Faculty Member

_________________________________________  _______________________________________
Principal                                      District Office
Observation/Co-Facilitator Minimum Requirements

You are required to observe your site supervisor at least one-time in each of the following counseling services during Practicum. (For services/interventions available at your site.)

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<tr>
<th>Date</th>
<th>Topic/Issue</th>
<th>Grade Level</th>
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<td>Individual Counseling</td>
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<td>Group Counseling</td>
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<td>Parent Consultation</td>
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<td>Teacher Consultation</td>
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<td>Classroom Guidance</td>
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<td>Family Counseling</td>
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<td>Peer Facilitation Program</td>
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Weekly Practicum Schedule-Direct Service

Although the practicum is approximately 15 weeks in length, you will not begin providing services until you have reviewed school and district policies, received informed consent forms from students/guardians, and have observed your site supervisor in the specific intervention. Therefore, the following example is based on 12 weeks. (Providing 3 weeks for you to design group curriculums, classroom guidance and obtain informed consent.)

The following is an example of how to schedule hours in order to gain consistent experience in the five interventions throughout your practicum.

1. Individual Counseling  3 x week (30 min.) 1.5 hrs. week for 12 weeks  18 hours
2. Small Group Counseling  2 x week (30 min.) 1 hr. week for 12 weeks  12 hours
3. Classroom Guidance  1 x week (30 min.) 30 min. week for 6 weeks  3 hours
4. Teacher Consultation  Observe or participate with supervisor (2+ times)  1 hour
5. Family Consultation  Observe or participate with supervisor (2+ times)  1 hour
6. Flex Time  Choose an intervention in which you want additional experience  5 hours

TOTAL: 40 hours
In-Direct Service Hours (Example of Indirect Hours Scheduled Throughout Semester)

1. Coordination of Services 1-2 hrs. per week for 15 weeks 15-30 hours
2. Individual Supervision 1 x week (1 hr.) for 15 weeks 15 hours
3. Group Supervision 1 x week (1 ½ hr.) for 15 weeks 22.5 hours
4. School Wide Activity 1+

TOTAL: 60 hours

1. Individual Counseling (academic, career, personal/social concerns) (18-20 hrs.)

* Provide 18-20 hours of individual counseling. During these 18-20 hours, counsel at least 3 different students for a minimum of four consecutive times.

1) Student’s Age _______ Issue/Concern ________________________________
2) Student’s Age _______ Issue/Concern ________________________________
3) Student’s Age _______ Issue/Concern ________________________________

2. Small group counseling: GROUP 1 / 6-8 sessions

Topic: ____________________________ Grade Level: _________
Day:_________________________ Time: _______________ Group Size: _________
6-8 Meeting Dates: ____________________________________________

Turn in a copy of the following to your university supervisor:

Informed Consent from Parents & Student
Teacher Contract/Letter Indicating Dates of Group
Pretest & Posttest Assessment
Content Outline & Hand-Outs for Each Group
Participant Group Evaluation

2. Small group counseling: GROUP 2 / 6-8 sessions

Topic: ____________________________ Grade Level: _________
Day:_________________________ Time: _______________ Group Size: _________
6-8 Meeting Dates: ____________________________________________

Turn in a copy of the following to your university supervisor:

Informed Consent from Parents & Student
Teacher Contract/Letter Indicating Dates of Group
Pretest & Posttest Assessment
Content Outline & Hand-Outs for Each Group
Participant Group Evaluation

3. Classroom Guidance – You will be facilitating 6 classroom guidance sessions. Choose 3 Different Topics to present (one in academic development, one in career development and one in personal/social development) Present to at least 3 Different Grades

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade</th>
<th>Date</th>
<th>Time</th>
<th>#</th>
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</thead>
</table>

Students
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3.
4.
5.
6.

Turn in a copy of the following to your university supervisor:

3 Different Unit Plans for Classroom Guidance Activity

4. Teacher Consultation (2 different teachers)

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>General Topic</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

1.
2.

Turn in a copy of the following to your university supervisor:

Complete a 1 page summary of one of the two teacher consultations.

5. Parent Consultation Observation (2 different parents)

<table>
<thead>
<tr>
<th>Parent Name</th>
<th>General Topic</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

1.
2.

Turn in a copy of the following to your university supervisor:

Complete a 1 page summary of one of the two parent consultations.

List Three Strengths
1. ____________________________________________
2. __________________________________________
3. __________________________________________

List Three Areas for Growth
1. __________________________________________
2. __________________________________________
3. __________________________________________

List Additional Experiences Desired During Internship
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Other Criteria for Practicum

1 hour of individual supervision (1-2 supervisees & site supervisor) each week
1 ½ hour of group supervision each week at Stetson University
Prepare a School Counseling Resource Binder
2 videotaped individual sessions & transcriptions (mid-term & final) (also can be completed at Stetson University.)
GUIDELINES FOR SCHOOL COUNSELING PRACTICUM

WEEK ONE

- Meet with Site Supervisor
- Review Syllabus Requirements & your School Counseling Practicum Plan
- Have site supervisor sign Practicum/Internship Contract
- Begin obtaining Informed Consent from parents/guardians/students who you will work with in individual and group counseling

WEEK TWO

- Orientation of School: policies, procedures, forms, introduction to faculty and administrators
- Schedule Time to Observe Site Supervisor: individual counseling, group counseling, consultation, and classroom guidance

WEEK THREE

- Continue Observations.
- Due: Parent/Student Written Consent to counsel the Student and Audio/Video Tape

WEEK FOUR - FIFTEEN

- Group Counseling: Plan 2-3 counseling groups (6-8 sessions in length) (choose topics, grade, pre-group screening/orientation, meeting days & times, pre/post test, parent-student consent forms, weekly curriculum, teacher contract) (10-12+ hours)
- Individual Sessions (academic, career & personal/social development) (18-20 hours)
- Classroom Guidance (6 units)
- Observe and/or Participate in 2 Teacher Consultations
- Observe and/or Participate in 2 Teacher Consultations
- Attend One Hour of Weekly Individual Supervision with Site Supervisor
- Ask Site Supervisor for Feedback (especially during Supervision/discuss each student)
- Attend 1 ½ Hours of Weekly Group Supervision with your University Supervisor at Stetson
- Help Plan & Attend a School-Wide Activity

SCHOOL COUNSELING PRACTICUM - DIRECT SERVICE HOURS

During Practicum you are expected to participate in a minimum of the following direct services:

Direct hours are defined by CACREP standard in Section III, G that states that practicum provides for the development of counseling skills under supervision. Therefore, direct service hours are defined as time you spend counseling clients.
80 Direct Service Hours

- Individual Counseling (20+ hours)
- Group Counseling (12+ hours)
- Classroom Guidance (6 units)
- Teacher Consultation (2+ consults)
- Parent Consultation (2+ consults)
- Crisis Intervention Counseling
- Counseling Families
- Crisis Intervention
- Parent Education

120 Non-Direct Service Hours

- Coordinating Services/Paperwork/Report Writing
- Planning & Facilitating School Wide Activity (1+)
- Assessment and/or Testing Interpretation
- Weekly (1 hr.) Individual Supervision
- Weekly (1 ½ hr.) Group Supervision
- Child Study Team Meetings
- Program Planning & Evaluation
- Crisis Intervention Plan Review
- Classroom Observations
- ESE Procedures
- School Advisory Board Meeting

I have read the Guidelines for School Counseling Practicum, School Counseling Practicum Direct Service Hours and this Practicum Plan. I agree to provide one hour of weekly individual or triadic supervision (2 students & one supervisor) for the student and will assist the student in scheduling and completing these activities under my supervision.

Site Supervisor Signature__________________________________________  Date ____________

Site Supervisor Name _____________________________________________
STETSON UNIVERSITY
SCHOOL COUNSELING INTERNSHIP PLAN

Internship Student ___________________________  Date ____________

Internship I _______  Internship II _______

- Copy of Liability Insurance Must Be on File with Site Supervisor and University Supervisor prior to providing direct services.

Recommended Weekly Internship Schedule-Direct Service

<table>
<thead>
<tr>
<th>1. Individual Counseling</th>
<th>2. Small Group Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Classroom Guidance</td>
<td>4. Parent Consultation</td>
</tr>
<tr>
<td>5. Teacher Consultation</td>
<td>6. Assessment &amp; Testing</td>
</tr>
<tr>
<td>11. Family Fun Nights</td>
<td>12. School-wide Activity</td>
</tr>
</tbody>
</table>

In-Direct Service Hours

<table>
<thead>
<tr>
<th>1. Coordination of Services</th>
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</thead>
<tbody>
<tr>
<td>2. Individual Supervision</td>
</tr>
<tr>
<td>3. Group Supervision</td>
</tr>
<tr>
<td>4. ESE Procedures</td>
</tr>
<tr>
<td>5. Classroom Observations</td>
</tr>
<tr>
<td>6. School Advisory Board</td>
</tr>
<tr>
<td>8. Other</td>
</tr>
</tbody>
</table>

1. Individual Counseling - academic (includes scheduling/advising), personal, social concerns

* Counsel 15 different individuals.

<table>
<thead>
<tr>
<th>1) Student’s Age _______</th>
<th>Issue/Concern</th>
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<tbody>
<tr>
<td>2) Student’s Age _______</td>
<td>Issue/Concern</td>
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<td>3) Student’s Age _______</td>
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<td>4) Student’s Age _______</td>
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<td>5) Student’s Age _______</td>
<td>Issue/Concern</td>
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<tr>
<td>6) Student’s Age _______</td>
<td>Issue/Concern</td>
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</table>
7) Student’s Age _______ Issue/Concern ____________________________
8) Student’s Age _______ Issue/Concern ____________________________
9) Student’s Age _______ Issue/Concern ____________________________
10) Student’s Age _______ Issue/Concern ____________________________
11) Student’s Age _______ Issue/Concern ____________________________
12) Student’s Age _______ Issue/Concern ____________________________
13) Student’s Age _______ Issue/Concern ____________________________
14) Student’s Age _______ Issue/Concern ____________________________
15) Student’s Age _______ Issue/Concern ____________________________

2. Small group counseling: 2+ groups in different topic areas (academic, career, personal/social) 6-8 sessions in length

GROUP 1
Topic: _______________ Grade Level: ____________
Day: _______________ Time: _______________ Group Size: ____________
6-8 Meeting Dates: __________________________________________

GROUP 2
Topic: _______________ Grade Level: ____________
Day: _______________ Time: _______________ Group Size: ____________
6-8 Meeting Dates: __________________________________________

GROUP 3
Topic: _______________ Grade Level: ____________
Day: _______________ Time: _______________ Group Size: ____________
6-8 Meeting Dates: __________________________________________

Review and use group forms from the practicum course: Informed Consent from Parents & Students, Teacher Contract/Letter Indicating Dates of Group, Pretest & Posttest Assessment, Content Outline & Hand-Outs for Each Group, Participant Group Evaluations
### 3. Classroom Guidance 6+ (address academic, career and personal/social development)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade</th>
<th>Date</th>
<th>Time</th>
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<tbody>
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<td>6.</td>
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### 4. Teacher Consultation

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>General Topic</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>1.</td>
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</table>

**Write:** 1-page summary of the consultation (Place in Resource Binder.)

### 5. Parent Consultation

<table>
<thead>
<tr>
<th>Parent Name</th>
<th>General Topic</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>1.</td>
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</table>

**Write:** 1-page summary of the consultation (Place in Resource Binder.)

### 6. Testing & Assessment / Screening: Observe and/or participate (2-5)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Assessment/Screening</th>
<th>Grade Level</th>
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</table>
7. **Student Success Team / Child Study Team**: Observe and/or participate (2-4)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Assessment/Screening</th>
<th>Grade Level</th>
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8. **Exceptional Student Education**: Observe and/or participate (2-3)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Assessment/Screening</th>
<th>Grade Level</th>
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9. **General School Counseling Services** (not previously mentioned)

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**WEEKLY SCHEDULE**

- Develop a weekly schedule using Florida’s School Counseling and Guidance Framework.
- Total the hours you will be spending in direct and non-direct services weekly.
- Total the projected hours for direct and non-direct services for the semester.
- You will need 120 direct service hours and 180 non-direct service hours.
- Attach the schedule and summary of hours to the Internship Plan.

**List Three Strengths**

1.  
2.  
3.  
List Three Areas for Growth

1. 
2. 
3. 

List Additional Experiences Desired During Internship II

5. 
6. 
7. 

Other Criteria for Internship I

1 hour of individual supervision (1-2 supervisees) each week by site supervisor
3 hours of biweekly group supervision each week by university supervisor at Stetson
Continue working on Resource Binder
2 videotaped individual sessions & assessments/transcriptions

I have read the Guidelines for School Counseling Internship, the course objectives and this Internship Plan and agree that the internship student will be permitted to complete these activities under my supervision.

Site Supervisor signature_________________________ Date _______
Intern signature_________________________ Date _______

Please complete this section at the end of the semester:

I have reviewed the completed Internship Plan and verify that all the work documented on this form has been completed.

Site Supervisor signature_________________________ Date _______

Student signature_________________________ Date _______
<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Date</th>
<th>Time</th>
<th>Amt</th>
<th>D</th>
<th>I</th>
<th>Supervision Date</th>
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<tbody>
<tr>
<td>Group Counseling (6)</td>
<td>1-21</td>
<td>9:00-9:30</td>
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<td>I</td>
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</table>

**Amount of Time:**
- .25 Fifteen Minutes
- .50 Thirty Minutes
- .75 Forty-five Minutes
- 1.0 Hour

**D = Direct Service** (Individual, Group, Family Counseling, Parent & Teacher Consultation, Classroom Guidance, Crisis Intervention, Parent Education, Assessment/Testing, Peer Programs, Child Study Team)

**I = Indirect Service** (Coordination Services, Meetings, Supervision, ESE Procedures, Report Writing, Planning & Evaluation)

**Student Signature:**
I completed the hours documented on this log and received supervision regarding each service/client.

**Site Supervisor:**
This student completed hours documented and received supervision regarding each service/client.
## STETSON UNIVERSITY SCHOOL COUNSELING SEMESTER SUMMARY OF HOURS

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
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<tr>
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<tr>
<td>Classroom Guidance</td>
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<td>Parent Consultation Parent Education</td>
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<td>Teacher Consultation</td>
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<td>Crisis Intervention</td>
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<tr>
<td>Family/Couple Counseling</td>
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<tr>
<td>Family Fun Night</td>
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<tr>
<td>Peer Helper Programs</td>
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<tr>
<td>Assessment/Testing</td>
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</tbody>
</table>

**Direct Hours Include:** Individual & Group Counseling, Classroom Guidance, Parent Consultation/Parent Education, Teacher Consultation, Family Counseling, Family Fun Night, Peer Helper Programs, Assessment/Testing, Child Study Team, Crisis Intervention Counseling.
## STETSON UNIVERSITY SCHOOL COUNSELING SEMESTER SUMMARY OF HOURS

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>WEEK 9</th>
<th>WEEK 10</th>
<th>WEEK 11</th>
<th>WEEK 12</th>
<th>WEEK 13</th>
<th>WEEK 14</th>
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<td>Individual Counseling</td>
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<td>Group Counseling</td>
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<td>Classroom Guidance</td>
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<td>Parent Consultation Parent Education</td>
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<td>Teacher Consultation</td>
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<td>Crisis Intervention</td>
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<td>Assessment/Testing</td>
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<td>Child Study Team</td>
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</table>

**TOTAL DIRECT SERVICE HOURS:** _______  **TOTAL INDIRECT SERVICE HOURS:** _______  **TOTAL:** _______

**STUDENT SIGNATURE:**  __________________  **SUPERVISOR SIGNATURE:**  __________________

I completed documented hours and received supervision for each client/service. Student completed documented hours; received supervision for each client.
STETSON UNIVERSITY  
Department of Counselor Education  
School Counseling Internship  
Supervisor Evaluation of Supervisee

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Site Supervisor:</td>
<td>School:</td>
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</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Internship I</th>
<th>Internship II</th>
</tr>
</thead>
</table>

**Rating Scale**

- 5: No opportunity to observe this skill  
- 4: Developed skill competency expected at this level  
- 3: Developing skill or ability; Continued development needed  
- 2: Beginning to develop this skill or ability  
- 1: Very limited ability to demonstrate this skill/ skill is absent

**Counseling Skills**

1. ________  
   **Is warm, caring and empathic**

2. ________  
   **Is non-judgmental; does not impose personal values on others**

3. ________  
   **Works towards gaining knowledge, skills and understanding of others from diverse backgrounds**

4. ________  
   **Has well developed listening skills; uses minimal encouragers / door openers**

5. ________  
   **Demonstrates ability to use statements reflecting feeling and content**

6. ________  
   **Demonstrates ability to use statements that reflect meaning (reflects values/worldview)**

7. ________  
   **Is collaborative when creating goals with the student, parent or teacher**

8. ________  
   **Confronts in a supportive and helpful manner**

9. ________  
   **Uses appropriate self-disclosure and shares feelings and personal experiences in an appropriate manner**

10. ________  
    **Understands and appropriately uses assessment and evaluation instruments**
Professional Development & Relationships

1. Demonstrates awareness of strengths and areas for growth
2. Pursues activities to enhance knowledge & skills (workshops, reading, conferences)
3. Interacts in a professional manner
4. Relates well with students, parents, teachers, school personnel
5. Is familiar with FERPA and district and school policies
6. Maintains ethical standards consistent with ACA Ethical Code, ASCA Ethical standards Florida State ethical standards.

Supervision

1. Consistently attends individual and group supervision meetings
2. Actively participates in supervision; discusses counseling interventions
3. Seeks feedback; is open to suggestions and verbal and written evaluation
4. Demonstrates awareness of personal strengths and areas for growth
5. Communicates interest in learning new counseling and guidance skills
6. Is open to self-examination and overcoming personal blocks to counseling and guidance
7. Demonstrates the ability to review counseling videos, evaluate sessions, gain insight and make changes to become a more effective and competent counselor

In the following section, please list two strengths and two areas for growth in each area.

Individual Counseling

Strengths

1.

2.
Areas for Growth
1.
2.

**Group Counseling**

Strengths
1.
2.

Areas for Growth
1.
2.

**Classroom/Large Group Guidance**

Strengths
1.
2.

Areas for Growth
1.
2.

**Consultation**

Strengths
1.
2.

Areas for Growth
1.
2.
Assessment & Evaluation

Strengths
1. 
2. 

Areas for Growth
1. 
2. 

Coordination of Services & Administrative Responsibilities

Strengths
1. 
2. 

Areas for Growth
1. 
2. 

Please indicate which statement most closely reflects the intern’s abilities and development at the end of this internship.

_____ Clearly well-developed skills at this level of training

_____ Met requirements; needs additional development in specific areas

_____ Needs to improve overall level of functioning to be considered satisfactory

Site Supervisor: ____________________________ Date: ____________

Student: ________________________________ Date: ____________
SUPERVISEE’S EVALUATION OF SUPERVISION EXPERIENCE

Purpose: In an effort to improve supervision and encourage communication between the supervisee and the site supervisor, you are asked to fill out this form and share it with your site supervisor.

Practicum _______ Internship I _________ Internship II _________

Name: ___________________________________________ From: _______ to _______

Site Supervisor Name: __________________________________________

Please circle the response that described your supervision experience most accurately.

Strongly Disagree = 1  2  3  4  5  6 = Strongly Agree

INITIAL SUPERVISORY SESSION

I identified personal goals for supervision.  1  2  3  4  5  6
I was informed of necessary preparations for regular sessions.  1  2  3  4  5  6
I determined areas for professional growth and development.  1  2  3  4  5  6
I was informed of my supervisor’s expectations regarding formal and informal evaluation such as live supervision, feedback, and written evaluations.  1  2  3  4  5  6
I was informed of the necessity of formal and informal self-evaluations.  1  2  3  4  5  6
I was informed about the planned structure and nature of the supervisory meetings.  1  2  3  4  5  6
I provided input regarding my expectations of the supervisory relationship.  1  2  3  4  5  6

SUPERVISORY RELATIONSHIP

My supervisor and I have a positive rapport.  1  2  3  4  5  6
My supervisor considered our supervisory relationship a priority.  1  2  3  4  5  6
My supervisor made it comfortable to communicate with him/her.  1  2  3  4  5  6
My supervisor is culturally sensitive.  1  2  3  4  5  6
My supervisor shared and negotiated expectations of supervision.  1  2  3  4  5  6
My supervisor made it comfortable for to discuss strengths and weaknesses about my counseling skills.  1  2  3  4  5  6
<table>
<thead>
<tr>
<th>Strongly Disagree = 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 = Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>My supervisor refrained from counseling me except in areas that addressed my effectiveness with clients.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>My supervisor would refer me for counseling when appropriate.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>My supervisor would provide me with the name of an alternative supervisor in her or his absence.</td>
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</table>

Please circle the response that described your supervision experience most accurately.

**ETHICS & ISSUES**

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<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>My supervisor and I reviewed the American Counseling Association Code of Ethics and Standards of Practice.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Any potential dual relationship issues were addressed directly and appropriately.</td>
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<tr>
<td>My supervisor would not abuse the power differential in our relationship.</td>
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<tr>
<td>My supervisor explained the necessity of informing my client that I am a counselor in training who is being supervised.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>We discussed the importance of obtaining the client’s written consent to audio tape or video tape.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>The expectations, goals, and roles of the supervisory process were explained.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>My supervisor explained the importance of confidentiality.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>I was informed of the need to obtain the client’s written consent prior to consulting with other professionals who are serving the client.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>I was made aware that my supervisor is ultimately liable for the welfare of my clients. My supervisor monitored my client’s welfare.</td>
<td>1 2 3 4 5 6</td>
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**SUPERVISORY PROCESS**

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<th>6</th>
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<tbody>
<tr>
<td>I was informed of the potential impact of my supervisor's theoretical orientation on the supervisory process.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>I was encouraged to determine a theoretical orientation.</td>
<td>1 2 3 4 5 6</td>
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</tr>
<tr>
<td>My supervisor was responsive to my theoretical orientation.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>I was taught therapeutic skills.</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>My supervisor was responsive to my learning style.</td>
<td>1 2 3 4 5 6</td>
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</table>
Please circle the response that described your supervision experience most accurately.

**Strongly Disagree = 1  2  3  4  5  6 = Strongly Agree**

### SUPERVISORY SESSIONS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met with my supervisor in a confidential face-to-face environment</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor and I discussed each of my client’s progress every week.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor and I reviewed audio tapes.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor and I reviewed video tapes.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor and I participated in live supervision.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor focused on the content of the counseling session.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor focused on the process of the counseling session.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor helped me develop hypotheses about client behavior.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor modeled specific interventions.</td>
<td>1  2  3  4  5  6</td>
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</table>

### EVALUATION PROCESS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>During our initial supervisory session, I was provided with a copy of the</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>Formal evaluation instrument.</td>
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<tr>
<td>My supervisor initiated helpful conversations about the strengths in my</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>counseling skills.</td>
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<tr>
<td>My supervisor initiated helpful conversations about areas of growth needed</td>
<td>1  2  3  4  5  6</td>
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<tr>
<td>in my counseling skills.</td>
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</tr>
<tr>
<td>I received written feedback or evaluation on a regular basis.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>My supervisor would refer me for remedial assistance to overcome</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>personal or professional limitations.</td>
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</tr>
<tr>
<td>I received verbal summative evaluation during the final supervisory session.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>I received a written summative evaluation during the final supervisory session.</td>
<td>1  2  3  4  5  6</td>
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</tbody>
</table>
CERTIFICATE AND LICENSURE PROGRAMS

If a person has a CACREP master's degree in any area they may receive a certificate for another specialty by completing a certificate only program.

**Clinical Mental Health Counseling:**

- COUN 509 Individual, Marital & Family Psychotherapy and Psychopathology
- COUN 514 Sexuality Counseling
- COUN 516 Addictions Counseling
- COUN 517 Practicum in Counselor Education
- COUN 518 Internship I: Clinical Mental Health Counseling
- COUN 519 Internship II: Clinical Mental Health Counseling
- COUN 521 Counseling Children and Adolescents
- COUN 525 Individual, Couple, and Family Therapy, Techniques & Treatment Planning
- COUN 526 Foundations of Clinical Mental Health Counseling
- COUN 527 Counseling in a Community Setting

**Marriage, Couple and Family Counseling:**

- COUN 509 Individual, Marital & Family Psychotherapy and Psychopathology
- COUN 510 Marriage & Relationship Counseling
- COUN 511 Seminar: Marriage, Couple and Family Counseling
- COUN 514 Sexuality Counseling
- COUN 516 Addictions Counseling
- COUN 517 Practicum in Counselor Education
- COUN 518 Internship I: Marriage, Couple and Family Counseling
- COUN 519 Internship II: Marriage, Couple and Family Counseling
- COUN 521 Counseling Children and Adolescents
- COUN 525 Individual, Couple, and Family Therapy, Techniques & Treatment Planning

**School Counseling***:

- COUN 517 Practicum in Counselor Education
- COUN 518 Internship I: School Counseling
- COUN 519 Internship II: School Counseling
- COUN 521 Counseling Children and Adolescents
- COUN 522 Foundations of School Counseling
- COUN 524 Consultation Skills

* If not a certified Florida teacher, you will need to have the Florida Department of Education review your transcript for other coursework that might be needed.
Stetson University Department of Counselor Education
Student Competency Progress Report Rubric: Short Form

Date: ______________________________ Course: ____________________________

Student: ________________________________________________________________

Evaluator: ______________________________________________________________

Academic Progress at Mid-Term:___________________________________________

Level of Clinical Training:
☐ Pre-clinical training; coursework only ☐ 0-12 months ☐ 12-24 months ☐ 2+ years

Rating Scale:
5=Exceptional: Skills and understanding significantly beyond developmental level
4=Outstanding: Strong mastery of skills and thorough understanding of concepts
3=Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident
2=Developing: Minor conceptual and skill errors; in process of developing
1=Deficits: Significant remediation needed; deficits in knowledge/skills

Note: Scores of 3 and above indicate performing well for developmental level.

<table>
<thead>
<tr>
<th>Counseling Skills Competencies:</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Counseling Relationship</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Counseling Skills Competencies: Builds Rapport: Invitational Skills</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Counseling Skills Competencies: Encourages Exploration: Paraphrasing, Questions</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Counseling Skills Competencies: Deepens the Session: Reflecting Feeling &amp; Meaning, Summarizing, Challenging Skills</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Counseling Skills Competencies: Encourages Change: Goal-Setting, Change Techniques</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Professional Growth and Development</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
<tr>
<td>Completion and Quality of Academic Assignments</td>
<td>0 1 0 2 0 3 0 4 0 5</td>
</tr>
</tbody>
</table>

Strengths:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Areas for Growth:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Recommendations & Requirements:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

I understand this feedback and have received a copy of this Student Competency Progress Report.

Student Signature:
________________________________________________________________________________

Instructor Signature:
________________________________________________________________________________
Report of Concern Form
Stetson University
Department of Counselor Education

This form is for students seeking a graduate degree in Counselor Education at Stetson University. Any instructor of a course may file this form if a student’s suitability to continue, or Advance to Candidacy, in the program is in question. A student may be evaluated when there is reason to believe that the student has deficiencies or is unsuitable to continue due to ethical conduct, professional attitudes and behaviors, or essential mental or physical functions needed to perform the required skills. A copy signed by the instructor and preferably by the student must be submitted to the Counselor Education Program Chair for review by the faculty.

Course Enrolled: __________________________ Date: __________________

Student’s Name: __________________________ 800 Number: ____________

Please state the nature of the deficiency. Provide specific examples to support this evaluation.
(attach additional pages or materials if needed)

Student Response:
(attach additional pages or materials if needed)

Faculty Signature: __________________________ Date: __________

*Student Signature: __________________________ Date: __________

*The student’s signature here indicates only that the student has read the evaluation, not that the student agrees with it.

Copies:
Student
Department Chair
Instructor
Dean, College of Arts and Sciences
STETSON UNIVERSITY / DEPARTMENT OF COUNSELOR EDUCATION

ADVANCEMENT TO CANDIDACY APPLICATION

STUDENT NAME: ______________________________ 800 #: __________

Upon completion of 18 hours of coursework, students are required to apply for Advancement to Candidacy (e.g., application for advancement is due 30 days after the completion of 18 credit hours). This is an opportunity for you and the faculty to review and formally assess the work you have accomplished as a counselor education student at Stetson University. Please complete this form in its entirety and attach the three-page written self-assessment described below. Advancement requests will be reviewed on a monthly basis during departmental faculty meetings.

COURSE WORK COMPLETED AND GRADES EARNED

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADES</th>
<th>COURSES</th>
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<td>COUN</td>
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</tbody>
</table>

II. SELF-ASSESSMENT

Review and assess your knowledge, skills and abilities that provide evidence that you are prepared to be advanced to candidacy in the counselor education program. You will be evaluated on your skills and abilities as well as your level of personal awareness regarding strengths and areas for growth.

Write three pages, typed and double-spaced: one page per each of the three topics. Please use one-half of the page to describe strengths and one-half of the page to discuss weaknesses/areas for growth. In addition, describe a plan of action you will utilize to address the weaknesses/areas for growth.

1. Academic Performance: Include strengths and areas for growth in specific areas, such as counseling skills, theories, awareness and sensitivity to multicultural issues, organizational skills etc.

2. Personal Growth: Include qualities and characteristics needed by an effective counselor. List personal qualities that help you develop therapeutic relationships and discuss personal qualities that need additional development.

3. Professional: Include professional development experiences such as workshops, conferences and memberships. Discuss professional knowledge acquired in your specific discipline (MCFC, CMHC, SC) code of ethics etc. and discuss areas you intend to further develop prior to graduation.

III. Prepare a portfolio outline of your work. Using the portfolio headings (e.g., Professional Orientation; Advanced Counseling Skills; Cultural Issues; Legal & Ethical Issues; Personal Growth & Wellness; Technology Skills, Targeted Specialty), include a list of courses completed, papers written, projects completed, tests taken, area of emphasis/specialty, professional association membership(s), etc., under the appropriate heading. In some cases, you will only have one paper/project or nothing to report as you may not have completed that particular course.
IV. Transfer credits. Do you have credits from another accredited university that you intend to transfer? (6 semester hours maximum).

If yes, you must formally request a transfer of credit by completing a “transfer of credit form” obtained from the Graduate Office and follow the necessary steps in order that a determination can be made of your request.

_____________________________________________________________________

FACULTY RECOMMENDATION

___ Advance to Masters Candidate
___ Advance to Masters Candidate with Conditions (see attached conditions)
___ Advancement to Candidacy Denied (see attached rationale with suggestions on alternatives)

Faculty Advisor: ____________________________________________
Faculty Member: ____________________________________________
Faculty Member: ____________________________________________
Department Chair: __________________________________________
The Oral Defense Committee for _________________________________ recommends:

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
<th>Objective 4</th>
<th>Objective 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Acceptable</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Target</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

Satisfactory evidence exists in the following content areas:

3. Cultural Issues: ___  4. Legal and Ethical Issues: ___
7. Targeted Specialty: ___

If the defense is deficient or unacceptable the following special conditions must be met to reverse the decision of the committee:

Date: ________________

Department Chair

_______________________

Committee Member

_______________________

Committee Member

**FINAL APPROVAL**

Advisor’s Signature ________________

Date: ________________
## Objective 1

### Ethically Informed Professional Identity

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates have limited understanding of the laws, codes and standards that govern the counseling profession. They demonstrate little ability to solve ethical dilemmas and show little insight in reacting to ethical situations with clients. They do not understand the role that counselor bias and values play in the counseling process and they are not able to articulate the standard of practice regarding legal/professional issues such as duty to protect, duty to warn, and client confidentiality. They also do not present an awareness of the laws of child and elder abuse and the responsibilities of counselors to report such abuse.</td>
<td>Candidates have an understanding of the laws, codes, and standards that govern the counseling profession. They are able to articulate a step-by-step process of critical thinking and ethical decision-making utilizing the codes, laws, ethical principles and ethical theories. They are able to identify situations in which counselors must warn others or protect their clients when danger is imminent. They are also aware of the consequences if legal, and ethical standards are not followed appropriately.</td>
<td>Candidates have integrated into their professional identity a conceptual framework for making ethical decisions regarding counseling clients. They are able to articulate the laws and professional standards and are able to integrate them in their conceptualizations and intervention when counseling clients. They are able to reflect upon, analyze, problem solve, research, and implement professional and legal standards and are able to accept the ambiguity of complex situations when working with clients’ unique needs. They understand that a fundamental part of legal and ethical practice is to consult with other professionals when standards do not specifically address a client situation.</td>
</tr>
</tbody>
</table>
### Objective 2

**Awareness of Personal Strengths and Resiliency**

| Unacceptable | Acceptable | Candidates integrate professional and pedagogical knowledge and skills and use these to reflect upon themselves as a counselor. They are able to articulate personal and professional growth and describe a developmental process that includes future plans for growth. They express commitment to continued personal change and to provide counseling services based on implementation of technology, counseling skills, research, and “best practices”.

Candidates show no evidence of reflection of personal strengths and are unable to articulate professional growth and change throughout the course of the program. They do not reflect upon experience and philosophy of change in a systematic manner. They do not provide representative examples of personal growth in their professional orientation, advanced counseling skills, personal growth, and wellness.

Candidates have mastered reflective skills regarding identifying personal strengths and are able to articulate professional growth and change throughout their course of study. They reflect upon their experiences in an integrated manner and are able to describe their counseling goals as life–long and service-oriented. They provide examples of experiences, writing, and research in the areas of professional orientation, advanced counseling skills and personal growth and wellness.
## Objective 3

### Appreciation of Diverse Cultures

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>Candidates are unable to articulate an understanding of diversity. They have little or no understanding of legal or personal rights of individuals with disabilities or persons of varied, ethnicities, cultures, religions, or sexual orientation. They do not demonstrate interest in understanding diverse populations and are unable to demonstrate attendance at events or academic investigation and research of diverse populations.</td>
<td>Candidates are knowledgeable about diverse populations and are aware of the legal and personal rights of persons from diverse backgrounds. They can integrate counseling styles and strategies that enhance cross-cultural relationships and are sensitive to the needs and interests of diverse clients. They are tolerant regarding issues of diversity and act as an advocate for the diverse populations they serve.</td>
<td>Candidates are able to identify their own bias and value system regarding counseling clients with diverse backgrounds and needs and are able to integrate theory and practices for serving diverse populations. Candidates embrace the opportunity to learn about diversity and celebrate differences and unique needs of others. They recognize and value the unique characteristics of diverse populations and empower their clients to feel positive about their differences.</td>
</tr>
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</table>
### Objective 4

**Critical Thinking and Creative Expression**

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates show little evidence of reflection on</td>
<td>Candidates bridge theory and practice through the use of research,</td>
<td>Candidates fully integrate theory, research, and practice through</td>
</tr>
<tr>
<td>the pedagogical knowledge and skills needed to be</td>
<td>knowledge of counseling theories, and understanding of appropriate</td>
<td>varied methods and skills they are able to demonstrate as practitioners.</td>
</tr>
<tr>
<td>an effective practitioner. They are not able to</td>
<td>counselor responses and interventions. They are able to assess client</td>
<td>They are able to assess, set goals, and design treatment plans in</td>
</tr>
<tr>
<td>integrate theory with practice and are unable to</td>
<td>situations and provide feedback in order to facilitate change. They are</td>
<td>order to deliver appropriate counselor interventions and to facilitate</td>
</tr>
<tr>
<td>assess a client situation and create appropriate</td>
<td>also able to use decision-making models in order to guide the</td>
<td>growth or change in their clients. They are able to provide feedback</td>
</tr>
<tr>
<td>intervention strategies. Candidates are limited</td>
<td>implementation of therapeutic interventions.</td>
<td>to clients in a facilitative manner and are able to help clients</td>
</tr>
<tr>
<td>in their ability to demonstrate reflective skills</td>
<td></td>
<td>identify options for change utilizing their own positive assets and</td>
</tr>
<tr>
<td>and are unable to express themselves therapeutically</td>
<td></td>
<td>potential as human beings.</td>
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</tbody>
</table>
### Objective 5

**Efficacious Commitment to Professional and Community Service**

<table>
<thead>
<tr>
<th><strong>Unacceptable</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Target</strong></th>
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<tbody>
<tr>
<td>Candidates are unable to view the role of the counselor as a change agent in the community. They do not understand the concept of life-long learning and are not committed to their professional organizations and relationships with other community professionals. They do not collaborate with other agencies and do not provide service in the profession or community in which they live.</td>
<td>Candidates view the role of the counselor as a resource in the community. They recognize their own need for life-long learning and they attend conferences and workshops in order to enhance their skills as counselors. They are also committed to their professional organizations and network with other practitioners. They provide some community service to other agencies or groups who may seek counseling services.</td>
<td>Candidates embrace the role of counselor as a change agent in the community and recognize the important role that counselors play in the legal, business and helping fields. They understand the powerful role of the counselor and utilize that role to serve as an advocate for children and other clients who may require therapeutic services. They serve as leaders in their professional community and provide service to agencies who may seek their knowledge and expertise in their professional role as a counselor.</td>
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</table>
### Audit for Prospective Graduates:

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Practicum &amp; Internship Plan</td>
</tr>
<tr>
<td>2.</td>
<td>8 Personal Counseling Sessions Letter</td>
</tr>
<tr>
<td>3.</td>
<td>Curriculum Vitae</td>
</tr>
<tr>
<td>4.</td>
<td>Professional Liability Insurance (<em>current</em>)</td>
</tr>
<tr>
<td>5.</td>
<td>Transfer of Credit Approval (<em>if applicable</em>)</td>
</tr>
<tr>
<td>6.</td>
<td>Advancement to Candidacy Approval</td>
</tr>
<tr>
<td>7.</td>
<td>Practicum Contract</td>
</tr>
<tr>
<td>8.</td>
<td>Practicum Site Supervisor Evaluation</td>
</tr>
<tr>
<td>9.</td>
<td>Practicum Supervisee Evaluation</td>
</tr>
<tr>
<td>10.</td>
<td>Practicum Monthly &amp; Semester Logs</td>
</tr>
<tr>
<td>11.</td>
<td>Internship I Contract</td>
</tr>
<tr>
<td>12.</td>
<td>Internship I Site Supervisor Evaluation</td>
</tr>
<tr>
<td>13.</td>
<td>Internship I Supervisee Evaluation</td>
</tr>
<tr>
<td>14.</td>
<td>Internship I Monthly &amp; Semester Logs</td>
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<tr>
<td>15.</td>
<td>Internship II Contract</td>
</tr>
<tr>
<td>16.</td>
<td>Internship II Site Supervisor Evaluation</td>
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<tr>
<td>17.</td>
<td>Internship II Supervisee Evaluation</td>
</tr>
<tr>
<td>18.</td>
<td>Internship II Monthly &amp; Semester Logs</td>
</tr>
<tr>
<td>19.</td>
<td>CPCE Exam Completion</td>
</tr>
<tr>
<td>20.</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>21.</td>
<td>Portfolio Defense Approval</td>
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</tbody>
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### Audit for Prospective Graduates

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Graduation Application</td>
</tr>
<tr>
<td>2.</td>
<td>Graduation Fee</td>
</tr>
<tr>
<td>3.</td>
<td>Capstone Project Approval</td>
</tr>
<tr>
<td>4.</td>
<td>Portfolio Defense Approval</td>
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<tr>
<td>5.</td>
<td>Passing CPCE Score</td>
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<tr>
<td>6.</td>
<td>Cap &amp; Gown Order</td>
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</tbody>
</table>
THE GRADUATE STUDIES IN COUNSELOR EDUCATION

HANDBOOK VERIFICATION FORM

I, ___________________________________, have read a copy of The Department of Counselor Education Student Handbook.

I understand the specific counseling program policies and procedures related to the admission process, ethical & professional requirements, dispositions assessment, student learning assessments, program requirements, and comprehensive exams. I understand that faculty members may require a remediation plan if I am not progressing in the program in relation to:

a. academics
b. professional identity and development as a counselor
c. ethical and legal behavior based on professional counselor codes of ethics
d. personal development in class, on campus and/or field placements
e. preparation and study plans for passing the comprehensive exam
f. other areas that need improvement in my development as a professional counselor

Further, I understand I have the following obligations:

1. To follow the edicts of this handbook
2. Use this handbook as a resource throughout the program.
3. To communicate with my program advisor about any changes to my planned program.
4. I understand that I am responsible for following my planned program in sequence and as discussed with my program advisor. In the event that I do not follow this sequence, I understand that the Graduate Program at Stetson University is not obligated to provide courses to accommodate the changes.

Signature ___________________________
Date  ___________________________

This signed form must be returned to the DeLand Counselor Education Office, to be placed in your file.