

STETSON UNIVERSITY



DEPARTMENT OF COUNSELOR EDUCATION

STUDENT HANDBOOK

2023-2024

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WELCOME LETTER

August 2023

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 or clinical mental health 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 and signify your understanding by submitting the [handbook signature form linked here](#). Any questions regarding the signature form can be directed to Joni Eden in the Counselor Education office, Flagler Hall, Room 100 or email to counseloreducation@stetson.edu. ***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

Stetson University is a non-sectarian, comprehensive, private university composed of individually strong undergraduate programs in various colleges and schools and of a selected group of academically distinctive graduate, professional, and continuing education programs. We seek academically talented individuals with leadership potential and records of personal growth and community service. We promote and support scholarly and creative activity among students, faculty, and staff as a means to enhance learning, teaching, and professional development and as a contribution to the broader base of knowledge.

Stetson values the development of the whole person, one who is committed to building lifelong connections with the larger world through personal growth, intellectual development, and global citizenship. To that end, the university fosters policies, practices, and modes of inquiry to support and explore these values.

Personal Growth encompasses the understanding that no single formula defines the journey to personal success, but the passion to increase self-knowledge and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

Intellectual Development is a commitment from the university and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

Global Citizenship is an important part of Stetson's mission to prepare students to be informed, active, and engaged citizens of both local communities and the world. Global citizenship includes university and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

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, Associate Department Chair

Flagler Hall 102A

(386) 822-7239

jburnett@stetson.edu

Cunningham, Laura – Assistant Professor of Practice

Flagler Hall 102F

(386) 822-8897

lcunningham1@stetson.edu

Fox, Jesse – Associate Professor, Department Chair

Flagler Hall 102E

(386) 822-7132

jfox2@stetson.edu

Hilaire, Brea – Assistant Professor

Flagler Hall 102G

(386) 822-8893

bhilaire@stetson.edu

Roach, Leila – Associate Professor

Flagler Hall 102D

(386) 822-7238

lroach@stetson.edu

Roberts-Headley, Allannah – Assistant Professor of Practice

Flagler Hall 102B

(386) 822-8926

aheadley@stetson.edu

Singh, Jude – Visiting Assistant Professor

Flagler Hall 101A

(386) 822-8892

jsingh4@stetson.edu

Williams, Jacqueline – Assistant Professor of Practice

Flagler Hall 102C

(386) 822-7614

jwillia1@stetson.edu

Staff Members

Eden, Joni – Administrative Support

Flagler Hall 100

(386) 822-8992

jeden1@stetson.edu

counseloreducation@stetson.edu

Office of Graduate Studies**Paula Hogenmiller – Assistant Director of Graduate Studies**

Flagler Hall 101B

(386) 822-7075

gradstudies@stetson.edu**Monica Gandia – Administrative Support**

Flagler Hall 101C

(386) 822-7037

mgandia@stetson.edu

FREQUENTLY USED TELEPHONE NUMBERS

<u>Academic Success</u>	386-822-7345
<u>Admissions</u>	386-822-7100
<u>Career & Professional Development</u>	386-822-7315
<u>Center for Community Engagement</u>	386-822-8706
DeLand Police Department	911 – if Life-threatening 386-734-1711
<u>duPont Ball Library</u>	386-822-7183
<u>Financial Aid</u>	386-822-7120
<u>Human Resources</u>	386-822-8710
<u>Learning Technologies/Blackboard</u>	386-822-7182
Medical Emergencies	911 – if Life-threatening 386-822-7300 for others
<u>Office of Community Standards</u>	386-822-7205
<u>Office of Information Technology</u>	386-822-7217
<u>Office of Religious & Spiritual Life</u>	386-822-7403
Office of Wellness & Recreation	386-822-7237
<u>Public Safety/Parking</u>	386-822-7300
<u>Registrar</u>	386-822-7140
<u>Student Accounts (Billing Questions)</u>	386-822-7050
<u>Student Counseling Services</u>	386-822-8900
<u>Title IX Coordinator</u>	386-738-6680
<u>University Bookstore</u>	386-822-7160

STUDENT/FACULTY COMMUNICATION

Students are strongly encouraged to communicate with faculty regarding departmental activities and individual student concerns. Students are also required to check their Stetson email account on a regular basis as that is the primary way faculty, staff, and the university have in communicating with students. Communications from the department are sent to current students and alumni via the department listserv from counseloreducation@stetson.edu.

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

Please inform the Department of Counselor Education of any telephone or mailing address change by calling or emailing the DeLand Counselor Education office.

Counselor Education Office

Stetson University – DeLand Campus (100 Flagler Hall)

Stetson University
Department of Counselor Education
421 N. Woodland Blvd., Unit 8389
DeLand, FL 32723
Phone: (386) 822-8992
counseloreducation@stetson.edu

STETSON UNIVERSITY EQUITY AND INCLUSION STATEMENT

We value the members of our community and embrace diversity in all its forms as a great asset. We value individuality, creative thinking, innovative problem-solving, collaboration, and community.

We seek to create a dynamic culture that is a force for change, growth, and equity. To ensure sustained progress towards these principles, we aim to foster an environment that truly celebrates the variety of backgrounds, capabilities, contributions, and perspectives of all members in our community, with a vision emphasizing unified strength through diversity.

Through our work, we continually gain an awareness of and appreciation for our differences and develop our skill in working across cultural lines. Additionally, we must acknowledge that our systems and structures are based on historical inequities and strive to fully understand and address how this impacts individuals.

We remain diligent in identifying and removing barriers to one's sense of belonging on our campuses by:

- Acknowledging that we are stronger because of our differences.
- Accepting individual responsibility for promoting a diverse and inclusive environment.
- Aspiring to be a diverse community that values inclusive excellence and demonstrates awareness of how individual actions influence social impact.
- Acting as a steadfast learning institution that offers continuous opportunities to deepen mutual communication in ways that support inclusivity, equity, and respect.

We recognize that we still have progress to make in becoming truly inclusive and equitable. We unequivocally commit to creating a culture where each individual is welcomed and belongs as an essential part of the fabric of the Stetson community.

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 of 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 applicants' undergraduate GPA, their score on the Graduate Record Examination (GRE) or Miller Analogy Test (MAT) when required, letters of recommendation, and personal statements 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 transcripts from all previous universities and/or colleges attended. Undergraduate transcripts must be from a regionally accredited university.
- 3) Obtain three letters of recommendation with at least one preferred from a former professor who can speak to the candidate's capacity for graduate level work.
- 4) Participate in a group interview and writing exercise.
- 5) Have acquired an undergraduate GPA of 3.0 or higher in upper division coursework.

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 or licensure (marriage, couple and family counseling and clinical mental health counseling), you would need to meet with the Department Chair 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 (6) Credit Hour Transfer 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.

Six (6) Credit Hour Max First Semester

Two courses, or six (6) credit hours, in a given semester is considered full time in our graduate program. Although this may seem like a light schedule, the workload involved in each graduate course is heavier than what students may have been accustomed to in their undergraduate programs. Therefore, students take a maximum of two courses, or six (6) credit hours, their first semester in the program. Afterward, students decide whether taking one, two, or three courses per semester is the best fit for them.

Change of Program

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

Clinical Mental Health Counseling (CMHC)
Marriage, Couple, and Family Counseling (MCFC)

Counselor Education with Advanced Studies (CEAS)

The Advanced Studies program is available for any students who wish to take courses beyond the standard clinical mental health counseling or marriage, couple, and family counseling programs tracks. Students may switch between program tracks at any time and may choose to earn more than one area of advanced study if desired. Being in the CEAS program track will not impact your ability to get professionally licensed and will provide recognition for those seeking additional training in an area of expertise.

	Clinical Mental Health Counseling	Marriage, Couple & Family Counseling	Counselor Education with Advanced Studies
Is the program CACREP-accredited?	Yes	Yes	Yes
How many credit hours is the program?	60	60	Flexible 66 - 72
What is the clinical specialty I will have?	CMHC	MCFC	Your choice – CMHC or MCFC (or both if dual major)
What will my diploma say?	Master of Science	Master of Science	Master of Science
What will my transcript say?	CACREP-accredited program in Clinical Mental Health Counseling	CACREP-accredited program in Marriage, Couple and Family Counseling	CACREP-accredited program in [CMHC and/or MCFC] with Advanced Study in [CMHC, MCFC, Play & Creativity in Counseling]
What additional courses can I take?	None	None	*See below for areas of Advanced Studies

*Students may earn Advanced Studies in one or more of the following categories by additionally completing the below outlined courses:

Clinical Mental Health Counseling with advanced study in Marriage Couple and Family Counseling

- Specialization in CMHC: COUN 526, COUN 527
- Advanced Studies: COUN 510, COUN 511

Marriage Couple and Family Counseling with advanced study in Clinical Mental Health Counseling

- Specialization in MCFC: COUN 510, COUN 511
- Advanced Studies: COUN 526, COUN 527

Dual major in Clinical Mental Health Counseling and Marriage Couple and Family Counseling

- Completion of the following five courses: COUN 510, COUN 511, COUN 526, COUN 527, COUN 520

Clinical Mental Health Counseling with advanced study in Play & Creativity in Counseling

- Specialization in CMHC: COUN 526, COUN 527
- Advanced Studies: COUN 531, COUN 532, COUN 533

Marriage Couple and Family Counseling with advanced study in Play & Creativity in Counseling

- Specialization in MCFC: COUN 510, COUN 511
- Advanced Studies: COUN 531, COUN 532, COUN 533

Clinical Mental Health Counseling with Advanced Studies

- Specialization in CMHC: COUN 526, COUN 527
- Advanced studies: any combination of additional courses other than those specified above

Marriage Couple and Family Counseling with Advanced Studies

- Specialization in MCFC: COUN 510, COUN 511
- Advanced studies: any combination of additional courses other than those specified above

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 Methods & 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 less than 3 (e.g., 1s and 2s) on any of the skill-based components of the Student Competency Progress Report, the student will be required to complete a remediation plan, which may include sitting in on and completing all assignments the next time COUN 503 Human Relations is offered.*

Each student has access to the completed evaluation titled, *Student Competency Progress Report*, ([See Appendix](#)) through their individual online assessment account (i.e., Watermark).

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 an evaluation of the student. 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 or as soon as possible following mid-semester evaluations. *If a student receives a score of less than 3 (e.g. 1 and/or 2) on any of the Practicum and Internship Supervisee Evaluation or categories at the final evaluation of Practicum or Internship I and a score of less than 4 (e.g., 1, 2, and/or 3) on any of the Practicum and Internship Supervisee Evaluation or categories at the final evaluation of Internship II, the student MUST be placed on a formal remediation plan.*

If a practicum or internship student is removed from a site due to personal or professional skill and development concerns, the student must take a minimum of one semester away from the clinical experience and will be placed on a formal remediation plan.

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 the counselor education program, 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. A 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

Student Competency Progress Report

After completing courses 503, 517, and 518, instructors will evaluate each student using the Student Competency Progress Report. The Student Competency Progress Report evaluates the student's competency in effectively utilizing the skills learned in class and dispositions identified as necessary to become an effective counselor. Each student must review this form at the beginning of the semester and meet with their instructor at the end to review their progress. A copy of the Student Competency Progress Report will be kept in the student's file.

(See the following 3 pages for the dispositions rubric.)

	<u>Exceeds Expectations / Demonstrates Competencies (5)</u>	<u>Meets Expectations / Demonstrates Competencies (4)</u>	<u>Near Expectations / Developing Towards Competencies (3)</u>	<u>Below Expectations / Insufficient (2)</u>	<u>Unacceptable (1)</u>
Demonstrates effective non-verbal skills that assist in building rapport	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates effective verbal invitational skills (e.g., door openers, minimal encouragers, open versus closed-ended questions)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Accurately reflects the content of the client's problem(s) and/or story (e.g., paraphrase, avoid siding with the client, reflect content from the client's perspective)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Accurately reflects the feelings of client problem(s) and/or story (e.g., reflection of feeling)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Accurately reflects the client's values and beliefs about self, others, and the world infused within the problem(s) and/or story (e.g., reflection of meaning)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Accurately reflects and summarizes the client problem(s) and/or story (e.g., summarizing)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

Effectively challenges clients to recognize discrepancies (e.g., confrontation)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Effectively assists clients in determining appropriate goals (e.g., asks effective goal-setting questions, questions remain focused on the client)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates self-awareness and ability to recognize countertransference when present	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates self-acceptance (e.g., accepts strengths, weaknesses, and imperfections)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates openness to feedback, responding non-defensively and incorporating instructor feedback appropriately	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

Completes all assignments correctly, in a professional manner, and by the allotted due dates	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates effective use of healthy coping skills and personal wellness strategies (and/or demonstrates a strong willingness to grow in these areas)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates acceptance of others, avoids imposing judgment (both positive <i>and</i> negative) and personal opinions on clients	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates multicultural competence appropriate to training level (e.g., expresses respect for cultural differences and others' perspectives)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
Demonstrates professional behavior by arriving on-time, organized and prepared, engaging in respectful interactions with faculty and peers, and following all program policies and guidelines.	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

Faculty Procedures for Assisting Students in Becoming Effective & Competent Counselors

Student Referral for Action Process

Through the collection of the above assessment data, faculty members may identify students who could benefit from additional assistance, support, and intervention and recommend them to the associate department chair. When appropriate, the associate department chair will refer students to advisors for initial help.

In such case, the advisor will meet with the student to develop a plan to address any concerns (academic, ethical, professional, and/or clinical). This meeting is formally documented with a list of areas to be addressed and a timeframe for completion. The advisor shares this information with appropriate faculty and the associate department chair, as necessary. If the student meets all goals, the advisor informs the involved faculty and/or associate department chair, and a routine follow-up occurs. The opportunity for individualized attention through work with the student's advisor may alleviate the need for a formal Professional Assessment Review (PAR).

When the advising process has not produced results in line with the Departments' academic, ethical, clinical, and professional development standards, or the situation is deemed more problematic than should be addressed by a meeting with the advisor, a formal PAR is recommended to the associate department chair. The associate department chair convenes a faculty committee to assess the seriousness of the issues and determine the need for a formal PAR process.

The Professional Assessment Review Process

A Professional Assessment Review (PAR) process is put in place to systematically address and remediate areas of concern related to a student's academic, ethical, professional, and/or clinical progress in their program.

Assessment criteria collected may include:

- Amenability to Supervision
- Clinical Assessment Skills
- Counseling/Helping Skills
- Dispositions Assessment
- Practicum or Internship Performance
- Ethical Knowledge & Professional Practice
- Theoretical Knowledge
- Academic Course Work

The associate department chair appoints a PAR committee comprised of three full-time faculty members familiar with the student's progress in the program. The chair of the PAR committee sends a letter to the student informing them of the date and time of a scheduled PAR meeting. This letter is sent at least 7 days in advance of the meeting and requests confirmation of attendance. Exceptions to this 7-day notice can occur if the circumstances of the meeting are considered especially time sensitive. A student's refusal to participate in the PAR meeting or process is considered an automatic withdrawal from the program. The PAR committee meets

with the student to communicate the concerns raised and to gather information from the student that might assist the PAR committee's assessment and development of a remediation plan.

The PAR committee deliberates and recommends probationary status requiring remedial actions that may include, but not be limited to, mental health counseling, additional supervision, engagement in additional coursework, or a leave of absence. While the primary goal of the PAR committee is to remediate a student's behavioral, academic, ethical, professional, and clinical areas of concern, when necessary, the committee may also recommend dismissal from the program.

If the committee recommends remedial actions, with or without a leave of absence, the chair of the PAR committee outlines, in writing, the specific remedial actions in which the student must engage, and the timeframe required for corrective actions. This information is communicated to the student in writing within 14 days of the PAR meeting and includes details regarding how the remediation will be judged successful and to whom to report progress. Upon completion of all remedial work, the student is allowed to continue with academic pursuits. If the student does not complete the remedial work as agreed to, the student may be dismissed from the program.

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 (3) weekdays or the right to appeal is forfeited and the student is required to follow the remedial or withdrawal requirements.

Instructor

2. During the next faculty meeting, the PAR committee provides an informational report regarding the student concern and outcome of the PAR meeting.

Student

3. If the student chooses to adhere to the recommendations regarding (a) remedial procedures or (b) exit from the program, the following procedures will not be implemented. When a student appeals, they submit a letter to the department chair detailing the appeal. The department chair will review the letter and decide if (a) a meeting with the department chair along with a representative from the PAR committee and/or the associate department chair is warranted to seek a resolution of the appeal or (b) the appeal should be denied.
4. If no resolution is reached, the department chair determines whether the student continues in the program without restriction, continues in the program with remedial work, or is withdrawn from the program. The department chair makes specific written recommendations within ten (10) days of receiving an appeal, and the decision is conveyed to the PAR committee faculty and the student in writing.

Student

5. The student has ten (10) days to appeal in writing said decision to the Dean of the College of Arts and Sciences. The dean confers with the department chair. All decisions made by the dean and the chair are final.

Department Procedure

6. All records are filed in the student's departmental file.

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 Office of Career and Professional Development at Stetson University. The Office of Career and Professional Development will be able to help students examine their career options and determine their suitability for continued success in their program in counselor education.

Student Self-Selection for Leave of Absence from the Program

If at any time a student feels for personal or similar reasons that a leave of absence is needed in order to attend to personal matters, students are urged to contact their advisor. Advisors will help students explore their options and assist with the revision of their planned program of study. Following the advisor contact, students will need to complete a Graduate Leave of Absence form which allows the student to retain active student status while on leave. This form can be accessed from the Graduate Resources website.

ETHICAL & PROFESSIONAL REQUIREMENTS

1. The following professional standards statements are provided under expressed, written permission from the respective copyright holders. The Department of Counselor Education adheres to the Code of Ethics of the American Counseling Association (2014 ACA Code of Ethics), American Association for Marriage & Family Therapy (2015 AAMFT Code of Ethics) and the American Mental Health Counselors Association (2020 AMHCA Code of Ethics). Other professional codes of ethics and competencies published by the ACA and its divisions are also part of ethical counseling practice.
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 Counselors and Clinical Mental Health 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 ASSOCIATE DEPARTMENT CHAIRPERSON (if the behavior relates to you or a fellow student) or the DEPARTMENT CHAIRPERSON (if faculty or staff). 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 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, the Graduate 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 ensure 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 the Stetson University Honor System Handbook ([Honor System Handbook](#)). Counselor Education graduate students are also obligated to abide by the principles outlined in the College of Arts and Sciences Graduate Academic Honor Code ([Graduate Academic Honor Code](#)).

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 the Stetson University Honor System Handbook. Students are expected to read and sign the Honor Pledge at <https://www.stetson.edu/other/honor-system/media/honor-pledge.pdf>.

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.

Code of Community Standards

Stetson University endeavors to provide a living and learning environment in which students can meet their academic goals. The University has the responsibility of providing students with a clear understanding of the academic requirements and policies, which are generally published online in the University catalog (catalog.stetson.edu). The University determines, publishes, and makes known its rules and regulations concerning student and organizational conduct in the Code of Community Standards, as well as department/unit specific policies. These regulations should be read broadly and are not designed to define prohibited conduct in exhaustive terms. The Vice President for Campus Life and Student Success is designated by the University President to be responsible for the administration of the Student Code of Community Standards.

Please review the Code of Community Standards shared here:

[Stetson University Code of Community Standards](#)

Professional Ethical Standards

Students are also expected to abide by the Code of Ethics for Professional Organizations representing the counseling profession:

- American Counseling Association Code of Ethics and Standards of Practice
<https://www.counseling.org/knowledge-center/ethics>
- American Association of Marriage & Family Therapy Code of Ethics
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

Professional Liability Insurance

Litigation involving practitioners in the counseling profession is always a possibility 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). You must maintain this insurance for the duration of your practicum and internship experience.

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 10 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. 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 (386-822-7183). During academic sessions please visit their website at <https://www2.stetson.edu/library/>.

Academic Success

If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students must register with Academic Success through the Accessibility Services Center located at the duPont-Ball Library, second floor in the Hollis Family Student Success Center, 134 E. Minnesota Ave, DeLand, FL 32724, asc@stetson.edu, 386-822-7127, <http://www.stetson.edu/administration/academic-success/> and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor and Academic Success will plan how best to coordinate accommodations.

Accessibility Services Center (ASC) recommends reasonable accommodations in accordance with Title III of the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973 (Section 504) and Stetson University's academic standards to ensure that there will be no discrimination on the basis of disability. These recommendations are developed through the review of disability documentation and with the consideration of each student's individual needs, strengths and academic program.

Academic Success also coordinates success coaching on campus for students. Success Coaching is designed to aid students in achieving their maximum academic potential. Success Coaching sessions are generally divided into four main areas: assessment, study strategies, practice skills and "closing the loop." To review the available success coaching options, please see our website <https://www.stetson.edu/administration/academic-success/success-coaching.php>

Tuition

Please visit the Financial Aid website at <https://www.stetson.edu/administration/financial-aid/tuition-and-costs.php> for information on current tuition rates. Tuition payment or payment arrangements must be in place prior to the first day of class.

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 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>
- Acceptance in a program of study leading to a specific graduate (Master's or Specialist) degree.
- Enroll at least half time (3 credits per term for graduate students)

Contact Stetson's Office of Student Financial Planning at finaid@stetson.edu or 386-822-7120 for questions pertaining to financial aid eligibility.

Arts and Sciences In-Service Tuition Scholarship

Stetson University, College of Arts and Sciences, offers a 40% tuition scholarship for graduate-level and post-baccalaureate students enrolled in the Counselor Education program. Eligibility is determined at the time of admission. Requirements to qualify are:

- Employed full-time at a nonprofit or a private school as a teacher, academic coach, school counselor, paraprofessional, dean, or leadership position within the school or district or
- Employed full-time at a non-profit counseling center or rehab facility as an intake specialist, behavioral technician, or a position with direct patient contact and mentorship responsibilities or
- Employed full-time as a clergy member under contract.

Proof of employment is required and will be requested by and submitted to the Office of Admissions.

*Any student who believes they are now eligible for the In-Service Scholarship **after** being admitted to the program should contact the Office of Graduate Studies at gradstudies@stetson.edu or 386-822-7037.*

Graduate Assistantships

Currently, there are no graduate assistantships within the Department, but other assistantships may exist on campus. More information is available on the Graduate Student Employment webpage here: <https://www.stetson.edu/other/student-employment/graduate-assistant.php>

Graduate Student Employment

Photo Release Policy

As part of your time here at Stetson, we take photographs from time to time at events or in classes. By signing the signature page at the end of the handbook, I hereby agree and consent as follows.

- A. I consent to and authorize Stetson University to use my likeness in any photograph, video or other digital media (“photos”) in any and all of its publications, including print or web-based publications.
- B. I irrevocably authorize Stetson University to copy, edit, enhance, crop, or otherwise alter any photo for the use in their publications. I also waive any rights for approval or inspection of any photos.
- C. I understand and agree that all photos are the property of Stetson University and will not be returned to me.
- D. I acknowledge that I am not entitled to any compensation of royalties with respect to the use of the photos.
- E. I agree to release and forever discharge Stetson University and its affiliates, successors and assigns, officers, employees, representatives, partners, agents and anyone claiming through them, in their individual and/or corporate capacities from any and all claims, liabilities, obligations, promises, agreements, disputes, demands, damages, causes of action of any nature or kind, known or unknown, which I, and anyone claiming on behalf of me, may have or claim to have against releasee in connection with this release.
- F. I have carefully read and fully understand all the provisions of this Photo Release and am freely, knowingly, and voluntarily agreeing.

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 on 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.

Stetson University has a free app available for download called Stetson Safety. This app can be a valuable resource for students and faculty and includes features such as an emergency call button, weather information, support resources, a campus map, and a link for reporting incidents.

Here is information regarding the Stetson Safety App:

[Stetson Safety App](#)

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. Membership criteria include completion of a minimum of six (6) 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.

<https://www.stetson.edu/artsci/counselor/csi.php>

IMPACT

Intellectuals Methodically Pursuing Academic Consciousness Together (IMPACT) is a multicultural graduate student organization designed to support graduate students of color through their journey of graduate education by building a community to thrive while sharing successes and concerns, participating in social events and professional development experiences, and engaging in campus and community resources and programs. The mission of IMPACT is to support, empower, and increase awareness of historically marginalized students who are

pursuing a graduate degree, and to advocate for an inclusive learning experience where students can engage in dialogue, challenge barriers, and build collaborative relationships. IMPACT's vision is to create a culture of belonging, engagement, and self-advocacy where multicultural graduate students at Stetson can realize their potential and flourish in and outside of the classroom.

IMPACT's organizational goals are as follows:

- *TRANSFORMATIVE EDUCATION*: Contribute to the academic mission of Stetson by engaging and facilitating —when necessary— thought-provoking and participatory learning experiences.
- *COMMUNITY*: Actively build an inclusive and positive environment of belonging for all members of the Stetson University graduate student community.
- *COLLABORATION*: Recognize that this important work on behalf of students is most effective when we pool our collective wisdom and resources.
- *INNOVATION*: Enhance our services and vision by being open to, seeking, and creatively implementing new ideas.
- *SOCIAL JUSTICE*: Inspire individuals and groups to examine systems of privilege and oppression.
- *TRADITION*: Invite all individuals and groups to bring personal and cultural traditions together to enrich their respective Stetson University learning experience.

For questions including how to join IMPACT, please feel free to email IMPACT at IMPACTStetson@stetson.edu, or contact IMPACT's Advisor, Akeem Todman at atodman@stetson.edu.

Canvas Learning Management System

Many classes will use Canvas, a popular, award-winning learning management system used by colleges, universities, K-12 schools, and other organizations around the globe. Canvas is a robust digital foundation for all aspects of higher ed learning.

It is the student's responsibility to contact the IT Office (386-822-7217) if you experience any issues with your Canvas account. **It is also the student's responsibility to make sure to retrieve all documents and papers from Canvas at the end of each semester. Canvas courses are periodically archived, and we will be unable to recover this information for you. It is your responsibility to make sure all your documents are properly saved and backed up.**

Retention of Course Syllabi

The Counselor Education faculty recognizes 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. Older versions of course syllabi are not retained by the university and, therefore, are not available at student request.

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

GRADUATE POLICIES

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.

Annual Student Meeting and Orientation

The Department of Counselor Education holds a student meeting at the beginning of each fall academic term. All new and current students are encouraged to attend this meeting yearly. In addition to this meeting, Faculty Advisors may hold individual and/or group meetings throughout the remainder of the year (i.e., spring and summer semesters). You are responsible for knowing all information provided in the annual student meeting. All new incoming students must attend New Student Orientation sessions that are offered.

Program Planning with Faculty Advisor

Upon admission to a degree-seeking program in the department, you will receive a letter from the Office of Graduate Studies. Each student is to have a designated faculty advisor (who is a core 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 to develop a Planned Program of graduate study. Planned Programs are developed and saved in Degree Audit which students may access through my.stetson.edu. 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 and updated in Degree Audit by your advisor. Please note that students are permitted to take a maximum of nine (9) credit hours during the Fall and Spring semesters. In Summer, Advanced Studies students may take more than nine (9) credit hours.

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 approves 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. If you do not follow your planned program of study and do NOT request a change with your faculty advisor, you may be removed from courses that are not on your program and/or your graduation date may be delayed.

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 Clinical Mental Health Counseling program would be endorsed for mental health counseling positions and credentialing, but not for school counseling or marriage, couple, and family 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. Students should allow adequate notice when requesting recommendations from faculty advisors or program faculty. Last minute requests may not be accommodated.

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 dismissed from their academic program. Two or more grades of C at any level will result in complete dismissal from the student's academic program. Students are placed on Academic

Warning after receiving one grade of C. A single grade of D or lower will also result in academic dismissal from the program. Furthermore, if a student is dismissed, they will not be considered for readmission to the University in the program from which they were dismissed without a formal written appeal to the department from which they were dismissed. 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.

It is the responsibility of the STUDENT to contact the faculty member of the course(s) to request an Incomplete grade. The student must also notify their faculty advisor about any Incomplete grade request. After contacting the faculty member as well as notifying the faculty advisor, students should complete the Incomplete grade request form (making sure all sections are completed) and submit to their instructor(s).

Incomplete grades must be requested no later than 3 weeks before the last day of classes. Approval of an Incomplete grade request is NOT guaranteed.

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 the Request for Approval of Transferred Graduate Courses 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 CACREP-accredited institution (maximum of 6-credit hours) must have written approval from the department chair prior to taking a course. After course completion, an official transcript of the course work must be submitted to the department chair for final approval of transfer credit along with the Request for Approval of Transferred Graduate Courses form. Note: Transfer credits expire six years after completion.

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. Complete the online [application for graduation](#) that is available on the Office of the Registrar's home page at the beginning of the semester in which you plan to graduate. Refer to the online Academic Calendar for application deadlines. 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 a Faculty Advisor; *Upon successful admission, each student is assigned a faculty advisor.*
3. Advancement to Candidacy (**18 credits**).
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](#))
6. Engage in eight (8) personal counseling sessions. These may include individual, group, couple or family counseling and must be completed prior to entering Practicum. A signed letter from the therapist stating that you have completed the 8 sessions is needed for your file. Personal Counseling Sessions letters should be emailed to the faculty advisor and included in the E-Portfolio.
7. Attendance to at least two conferences (e.g., state, regional, national, or international conference- must attend at least 2 days). Evidence of attendance is required (e.g., conference registration, CEU certificates, certificate of attendance). Evidence of conference attendance should be emailed to counseloreducation@stetson.edu and included in the E-Portfolio.
8. Successful passing score on the Counselor Preparation Comprehensive Examination (CPCE).
9. Application for graduation (required fee).
10. E-Portfolio
11. Ordering a cap and gown; *To be done in conjunction with filing for the degree.*
12. Commencement: *Attendance expected.*

Transition Points in Counselor Education MS Programs

- Admission into one of two programs
- Advancement to candidacy (the Spring semester after a student has earned 18 credits)
- Successful passing of all coursework, including practicum & internship
- Successful passing of CPCE
- Successful evaluation and presentation of portfolio
- Exit from one of two programs
- Exit from University

- Follow-up studies by the department through alumni surveys and employer satisfaction surveys

Time Limitations

All work toward a master's degree, including transferred courses, must be completed within eight years of the first enrollment in the degree program as a graduate student at Stetson. The student who is unable to complete all degree requirements within this time may appeal to the Graduate Council for an 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.

Note: Eight-year time-limitation period approved by the A&S Graduate Council, February 10, 2016 – New policy is for students beginning fall 2016. Previous start term students are held to the six-year completion policy but may appeal for an extension, if needed.

STUDENT BEHAVIOR EXPECTATIONS

Classroom Expectations

Students are expected to attend all classes and exhibit professional and ethical behavior. Missed classes and/or tardiness may result in a reduction in grade or failing the course. It is the responsibility of the student to communicate with the instructor regarding any attendance or related challenges.

Please see course syllabi for specific information.

Online courses

Students are responsible for all material presented in synchronous and asynchronous online courses. During synchronous online classes, students **MUST** be in a private space, free of distractions, and with their cameras on. If there are others present in your location that may be able to hear, please wear headphones for privacy.

Students are **NOT** permitted to be driving or to be a passenger in a vehicle during class. Online courses should be treated with the same level of professional and ethical behavior as an in-person course. Please attend class in an appropriate space (e.g., seated in a chair at a desk/table **NOT** reclined on a couch or in a bed), dress in a manner reflective of how you would attend an in-person course (e.g., business casual or casual dress **NOT** lingerie, bathrobe), and give your full attention to the class (e.g., no cooking dinner during class, no side conversations, no multitasking).

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.

Periodic Evaluation of Students

Students are evaluated throughout their program-by-program faculty. After a student completes 18 hours of graduate course work the advancement to candidacy committee reviews each student's progress and makes a recommendation to the student and to the faculty. 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. To advance to candidacy, a student must complete at least eighteen hours of graduate work at Stetson with the minimum of a 3.0 average. The faculty reviews the student's acquisition of developmentally appropriate counseling knowledge, skills, and dispositions to determine eligibility for advancement. 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.

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. Students may take the exam prior to their Practicum term if all core courses are completed.

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 deadline 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: Where do I take the CPCE and is there a cost?

ANSWER: Testing will take place at a Pearson VUE testing location that is convenient to each student. There is a \$150.00 payment due by credit/debit card when registering for the exam.

QUESTION: When and how do I sign up to take the CPCE?

ANSWER: Students are required to register for and take the CPCE during the semester they are enrolled in Practicum by first notifying the department at counseloreducation@stetson.edu of their intent to take the CPCE by the deadline listed on the CPCE portion of the [Important Dates webpage](#). Registration instructions will be sent out to students after the roster has been compiled.

QUESTION: May I take the CPCE prior to the semester I enroll in Practicum?

ANSWER: If students have completed all required coursework (COUN 501, 502, 503, 504, 505, 506, 507, 513, 515) they may register one semester prior to beginning Practicum.

QUESTION: How many questions are on the CPCE?

ANSWER: There are 160 multiple choice items with 20 items per CACREP area.

QUESTION: What constitutes a passing score?

ANSWER: A student will need to obtain a passing Total score on the CPCE, calculated by Pearson after each administration. A passing score constitutes 1.00 standard deviation unit below the national mean score for all students who took the CPCE as an exit exam. You will be notified of your results by email once the scores are received approximately six weeks after taking the CPCE.

QUESTION: If I should not pass the first time, how many times may I retake the exam?

ANSWER: A student will be given two opportunities to pass the CPCE. If the student fails to receive a passing score on their first attempt, they must retake the exam a second time. Failing to

pass the comprehensive exam a second time will result in the development of a remediation plan to satisfy the requirement or 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 online Registration Form contains a list of references and study guides. *CPCE Secrets Study Guide: CPCE Test Review for the Counselor Preparation Comprehensive Examination* is recommended as well as *Mastering the National Counselor Exam and Counselor Preparation Comprehensive Exam* and can be valuable resources 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 <http://www.nbcc.org/>. 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 Diversity (COUN 513)
- Counseling and Helping Relationships (COUN 503, 505, 508)
- Group Counseling and Group Work (COUN 504)
- Career Development (COUN 507)
- Assessment and Testing (COUN 501 and 509)
- Research and Program Evaluation (COUN 515, 511, 522, 526, 527)
- Professional Counseling Orientation and Ethics (COUN 502, 511, 522, 526)

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

CCE SPECIAL ACCOMMODATIONS

If you are approved to receive additional time, ZOOMTEXT, or color contrast for testing, the Disabilities Office or Student Affairs at your school should email a letter on school letterhead with your name stating that you are approved for this accommodation, along with a signature and date, to the department at counseloreducation@stetson.edu. They will then work with you and CCE accommodations to ensure needed accommodations are in place for the exam. Keep in mind, additional time will not show on your computer screen until you have clicked on question 1. All other accommodations will be set up by your school. DO NOT PAY for the exam online if the accommodations are not shown. Please call the Pearson VUE Accommodations team at 800-466-0450 to register and pay for the exam instead. Accommodations requests must be submitted by the deadline to register for the CPCE. If you have any questions about this process, please contact CCE accommodations at accommodations@cce-global.org.

Student Portfolios

In addition to the requirement that students maintain a B (3.0) average, successfully complete their prescribed program of study, and pass the CPCE, students are also required to create a comprehensive program portfolio. The portfolio contains key documents and products that the student has generated throughout the degree program. These documents will serve to confirm competencies and track the learning process. Students are required to store documents in an electronic format in Watermark.

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. One aim is to help students develop connections between courses and integrate knowledge. 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 two 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 sections containing collected materials. 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 an introduction and outline of their portfolio contents and a one-page written reflection for each section. The portfolio committee reviews the portfolio in the final term enrollment with the exception of the summer session. Summer graduates will submit their portfolios during the Spring semester prior to their final summer session.

Evaluation of the Portfolio

Certification of the student's competency is achieved at the discretion of the committee before the portfolio is accepted. 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. If a student fails to achieve certification of competency in all five areas, the student will delay graduation a minimum of one semester while undertaking remediation ([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 (individual, couple, family, or group) with a licensed practitioner *prior to beginning practicum*. 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 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. Applying for graduation with the Office of the Registrar
2. Paying the required fee that is charged to the student account
3. Making the link to the portfolio on Watermark available to their portfolio committee by the established deadline

Format

The portfolio is not just a collection; it is an organized, structured argument that the student has developed competencies in several categories during his/her studies at Stetson. The portfolio must be presented in Watermark. Every portfolio must include an outline of the portfolio contents and a section for each competency area that includes a written reflection. The rubric for the portfolio can be found in the [Appendix](#). The portfolio should reflect the ***acquisition, integration, and application*** of counseling knowledge, skills, and dispositions (providing both academic and clinical evidence).

We have created videos to help students develop their E-Portfolio:

[E-Portfolio Development Videos](#)

Students are required to provide the following in the portfolio:

- Table of Contents for the five competencies and a sub-table of contents for each competency.
- A 3–5-page written reflection for each competency to be placed at the beginning of that particular competency.

Note: Students should NOT include syllabi in the portfolio, only their own original work. Documents serving as evidence should be included in only one section.

Listed below are the five 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. Ethically Informed Professional Identity

- a. In this section, students must provide thorough evidence of developing their professional identity, gaining legal and ethical knowledge within the counseling realm, and demonstrating the ability to use an ethical decision-making model (which is to include consultation with other professionals when law and ethical standards do not specifically address a client situation).
- b. Evidence may include professional resume, professional memberships, proof of conferences attended, papers/presentations regarding counselor identity development, career portfolio elements, certificates earned from additional training outside of the master's program (e.g., certificate programs), papers/presentations that pertain to legal and ethical knowledge and application, (e.g., responses to cases on ethical and legal issues), certificates earned while developing legal and ethical knowledge (e.g., Baker Act training), general liability insurance policy, an example of navigating an ethical dilemma during practicum/internship, etc.

2. Awareness of Personal Strengths and Resiliency

- a. In this section, students must provide thorough evidence of their developing self-awareness and knowledge of its impact on both their personal and professional growth and wellness. Students should describe a developmental process that includes future plans for growth, express commitment to continued personal change and to providing counseling services based on implementation of counseling skills, research, and best practices.
- b. Evidence may include personal wellness plans, assessment results, reaction papers, eight personal counseling sessions letter, expressive arts activities, papers/presentations that involve personal insight and/or reflection, plans for continued growth and wellness, rationale for maintaining wellness and the impact of personal wellness on professional competence, description of personal and professional strengths, etc.

3. Appreciation of Diverse Cultures

- a. In this section, students must provide evidence of their developing cultural competence. Students should demonstrate and articulate attitudes, knowledge, and skills related to their own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.
- b. Evidence may include papers/presentations that detail knowledge about and/or experiences with a particular cultural group besides one's own, assessment/treatment plans for specific multicultural cases, a broad description of personal biases and identified strategies for maintaining cultural competence in light of these biases, acknowledgement of privilege and discrimination, an example of a time in practicum/internship in which the student demonstrated

cultural competence while working with a client who identifies as culturally different than the student

4. Critical Thinking and Creative Expression

- a. In this section, students must provide thorough evidence of learning to integrate theory, research, and skills into evidence-based practice for their specialty through varied methods and skills. Students should demonstrate their abilities to assess, sets goals, and design treatment plans to deliver appropriate counselor interventions and to facilitate growth or change in clients and to provide feedback to clients in a facilitative manner and help them identify options for change utilizing their own positive assets and potential as human beings.
- b. Evidence may include transcripts from counseling sessions in skills class, theoretical orientation paper, mock session video feedback (***do not*** include actual client or mock counseling videos in your portfolio), treatment planning papers/projects, papers/presentations on intervention strategies for client populations, certificates demonstrating additional training (e.g., Prepare/Enrich, Gottman, TF-CBT, EMDR), assessment and research projects, practicum/internship evaluations, case conceptualization presentations, a client example of one or more sessions in which the student integrated counseling theory and intervention appropriately (being sure to clearly connect the intervention to the tenets of the identified theory or theories), etc.

5. Efficacious Commitment to Professional and Community Service

- a. In this section, students must provide thorough evidence of understanding the role of counselor as a leader, an advocate, and change agent in the community. Students should demonstrate recognition of the important role that counselors play in the legal, business, and helping fields; understand the powerful role of the counselor and utilize that role to serve as an advocate for marginalized clients; serve as leaders in the professional community and provide knowledge and expertise to agencies.
- b. Evidence may include professional organizational involvement, CSI involvement and leadership activities, community service, papers/presentations that involve the topic of advocacy, relevant career portfolio elements, community needs assessment, discussion of community service, community leadership and advocacy activities, plans for future professional advocacy.

PROGRAM ASSESSMENT

Assessment is an especially 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.

Continuous Systematic Evaluation Plan

As part of our on-going systematic assessment process, the Department of Counselor Education utilizes several platforms and processes to evaluate student progress and to assist students, faculty, and staff in the collection of and dissemination of data. These platforms and processes include an aggregate data spreadsheet, Qualtrics ©, Banner ® by Ellucian, and Watermark™. The data collected includes student grades, student feedback, rubrics, annual student review, advancement to candidacy, student evaluations, scores on the CPCE, and the defense of the portfolio. This data is then used to make improvements in the program as evidenced by student grades and rubric scores, student feedback, student review, advancement to candidacy, scores on the CPCE, and the defense of the portfolio.

Watermark Student Learning and Licensure

Watermark is an electronic portfolio and accreditation management system that is important to your success within the program. Students are required to demonstrate that they have met the standards associated with their specific CACREP program. Students complete key assignments and faculty then assess these assignments within Watermark™. The program is then able to generate data reports for accreditation and assessment purposes.

An active subscription to Watermark is a requirement for one or more courses that comprise your professional counselor education curriculum. Because your Watermark membership is valid for seven full years, you will be able to use your electronic Watermark portfolio in the job seeking process.

As you progress through your program, you will find that Watermark allows you to work more efficiently, communicate effortlessly, and grow academically. Benefits for students include:

- **Unlimited** digital storage accessible via the web (which eliminates the need to purchase external jump drives);
- Ability to create professional electronic portfolios that can be easily shared;
- Ability to submit major assignments and receive feedback electronically;
- Personal file manager, which allows you to upload and manage external files, such as MS Office, PDF, videos, pictures, and text documents – and which includes labeling capabilities to make document management easy.

In addition to the student benefits listed above, Watermark will enable the program faculty to collect and analyze course assignments and assessment data more quickly and efficiently.

Watermark also will allow the Department of Counselor Education to access data for accreditation needs and to address program improvements in a timely manner.

How much does it cost and how do I set up my Watermark account?

For newly enrolled students, your account will be billed a **one-time fee of \$85.00** just after your first semester drop/add period. It is listed on your billing as a “Course Fee”. Once your account is billed, your Watermark code will be ordered. Your Watermark registration instructions will be emailed to you. It is important that you set up your account right away. If you have been in the program for one semester or more and have not activated your Watermark account, please contact us at counseloreducation@stetson.edu.

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.

Changes to your site placement(s) for ANY reason must be approved by your faculty supervisor and the Clinical Coordinator PRIOR to any changes including but not limited to adding a secondary site.

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.

Practicum

All students MUST apply for their practicum experience. Application information, forms, and updated deadlines are located on the Practicum and Internship webpage: <https://www.stetson.edu/artsci/counselor/internship.php>. 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. Students must have been accepted into degree-seeking graduate program, completed Evaluation and Assessment (COUN 501), Legal, Ethical & Professional Issues (COUN 502), Human Relations Methods & Skills (COUN 503), Group Counseling (COUN 504), Theories of Counseling (COUN 505), Human Development (COUN 506), Family Systems (COUN 508), Individual, Marital & Family Psychopathology & Psychotherapy (COUN 509), Multicultural Counseling and Psychosocial

Theory (COUN 513), and Statistical Analysis and Research Design (COUN 515), and have been advanced to candidacy.

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

- Choose 3-4 potential sites
- Advancement to candidacy
- Attend a Practicum orientation meeting
- Have faculty advisor complete the Advisor Practicum Approval Form (found on the Practicum and Internship webpage above)
- Complete the Academic Risk Acknowledgement Form (found on the Practicum and Internship webpage above)
- Documented attendance at 8 personal counseling sessions with a letter in the student file
- Practicum site approved by Clinical Coordinator
- Professional liability insurance secured and uploaded to the student's file
- 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 **40** hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
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.

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 **40** hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
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:

Advanced Studies Dual Major

Practicum students in the dual major track specializing in both Clinical Mental Health Counseling and Marriage, Couple, & Family Counseling are required to complete a practicum that will 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 **40** hours of direct service (face-to-face counseling) with clients, so that experience can be gained in individual and group interaction.
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.

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. Students must have completed COUN 525 (Advanced, Individual, Couple, and Family Therapy, Techniques and Treatment Planning) prior to the start of Internship I.

Internship Requirements

Clinical Mental Health Counseling

Clinical Mental Health Counseling students are required to complete internship experiences that total a minimum of **600** clock hours during Internship I and II (**300** 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 **260** hours of direct service with clients appropriate to the program of study (130 hours each semester of Internship);
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.
8. Internship I and Internship II must be completed over a minimum of two (2) semesters.

The combination of the Practicum and Internship I & II enables the student to record at least 800 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 **600** clock hours (**300** 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 **260** direct contact hours with clients appropriate to the program of study (130 hours each semester of Internship) with 200 of the total direct hours providing marriage & family services to meet Florida licensure requirements.
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, 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 a minimum of two (2) semesters.

Internship Requirements

Advanced Studies Dual Major

Students in the Advanced Studies Dual Major track specializing in both Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling are required to complete three internship experiences that total a minimum of **1200** clock hours (400 clock hours in each internship). Students will take one internship in Clinical Mental Health Counseling, one internship in Marriage, Couple, and Family Counseling, and one additional internship in Counseling that covers both program areas. The three 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 **480** direct contact hours with clients appropriate to the program of study (160 hours each semester of Internship) with 200 of the total direct hours being relevant clinical relational work (e.g., couple, family therapy) over the entirety of the clinical experience to meet Florida licensure requirements
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, 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, Internship II, and Internship in Counseling must be completed over a minimum of three (3) semesters.

Grades for 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.

COUN 517

Incomplete Policy – Students who are unable to complete class requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete” for the course. Students will be required to register for the COUN 523 Clinical Experience Completion course (1 credit hour) and remain in a practicum course the following semester. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. Students must complete all requirements for the incomplete before beginning COUN 518 Internship I. If the requirements are not resolved by the end of the following semester, the grade will turn into an “F.” This incomplete policy applies only to COUN 517 Practicum.

COUN 519/520

Incomplete Policy – Students who are unable to complete class requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete” for the course. Students will be required to register for the COUN 523 Clinical Experience Completion course (1 credit hour) and remain in an internship course the following semester. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the requirements are not resolved by the end of the following semester, the grade will turn into an “F.” This incomplete policy applies only to COUN 519 Internship II and, for Dual Major students only, the COUN 520 Internship in Counseling course.

Evaluation of Practicum and Internship

Students’ Required Paperwork

It is the student’s responsibility to make sure that all required paperwork is submitted to the DeLand main office by the last day of regularly scheduled classes in the academic term in which Practicum and Internship take place or a grade of incomplete (“I”) will be recorded for the practicum class or 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.

Mid-Term Evaluation of Student

Feedback from the site supervisor is one of three important sources of information considered in monitoring student progress. Therefore, each site supervisor is asked to complete a Mid-Term Evaluation of the student. Site supervisors are expected to complete the evaluation form digitally by the due date specified in the syllabus.

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 a digital End-of-Term Evaluation of the student. The evaluation needs to be completed by 5:00 PM on the date listed on the evaluation. If the evaluation is not received by the due date, students will receive a grade of incomplete ("I").

Student Removal from Practicum or Internship Site

If a student is dismissed from a practicum or internship site due to unethical, unprofessional, or otherwise unacceptable behavior, the student will be required to participate in the PAR process. At a minimum, the student will be required to take one or more semesters away from the program and fulfill a remediation plan. Additionally, there is the possibility the student would be dismissed from the program.

Logging Hours for Practicum and Internship: Time2Track

Students are required to enroll in Time-2-Track to maintain all clinical hours' documentation. The cost is \$79.00 per year and can be paid directly to the Stetson Department of Counselor Education by following this link: <https://www.stetson.edu/artsci/counselor/student-fees.php>. Specific instructions for using Time2Track are provided in your Practicum syllabus.

PROGRAMS OF STUDY

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 clinical 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

To prepare graduates to:

- 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.
- Be ethically and legally informed practitioners.

HOURLY 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 create 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, hospitals, churches, businesses, family treatment centers, and private practice settings.

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 marriage and family therapist.

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. Students learn about evidence-based theories and approaches to working with couples and families as part of developing their identity as a Marriage, Couple, and Family Counselor.

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.

HOURLY 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 Advanced Studies in Counselor Education

The M.S. in Advanced Studies in Counselor Education is designed to allow Counselor Education students to select an additional professional area for advanced study. In this degree program, students will select Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling as their clinical area of specialty and further decide on an area for advanced study (i.e., Play & Creativity in Counseling, Dual Major, the clinical specialty not chosen as the student's primary, or a combination of courses of interest). This degree track will prepare students for careers as professional 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.

THE OBJECTIVES OF THE ADVANCED STUDIES IN COUNSELOR EDUCATION PROGRAM

To prepare graduates to:

- Have a general knowledge of and experience with treatment modalities appropriate for a broad range of client populations and professional service settings.
- Establish a professional identity as Clinical Mental Health Counselors and/or Marriage, Couple and Family 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.
- Are ethically and legally informed practitioners.
- 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 counseling services in the community.

HOURLY REQUIREMENTS

A minimum of 66 semester hours of coursework is required; 45 hours are considered major core requirements, 6 to 15 hours make up the student's clinical specialization (i.e., CMHC, MCFC, or Dual Major), 9 hours are earned in practicum and internship, and a minimum of 6 hours are dedicated to the advanced study courses. Students will meet with their academic advisor soon after being admitted to create a planned program tailored to the courses of their clinical specialization and advanced study interests.

*Be aware that state licensure requirements may change based on legislation.

Major Core Requirements	Credits
COUN 501 – Evaluation & Assessment	3
COUN 502 – Legal, Ethical, & Professional Issues	3
COUN 503 – Human Relations Methods & Skills	3
COUN 504 – Group Counseling	3
COUN 505 – Theories of Counseling	3
COUN 506 – Human Development	3
COUN 507 – Career Counseling	3
COUN 508 – Family Systems	3
COUN 509 – Individual, Marital, and Family Psychopathology/Psychotherapy	3
COUN 513 – Multicultural Counseling	3
COUN 514 – Sexuality Counseling	3
COUN 515 – Statistical Analysis & Research Design	3
COUN 516 – Addictions Counseling	3
COUN 521 – Counseling Children and Adolescents	3
COUN 525 – Advanced Individual, Couple, & Family Therapy Techniques & Treatment Planning	3

Specialization Requirements

Choose one of the following specializations:

6 - 15

Clinical Mental Health Counseling (choose both of the following courses)

COUN 526 – Foundations of Clinical Mental Health Counseling

COUN 527 – Counseling in a Community Setting

Or

Marriage, Couple & Family Counseling (choose both of the following courses)

COUN 510 – Marriage and Relationship Counseling

COUN 511 – Seminar in Marriage, Couple and Family Counseling

Or

Dual Major in Clinical Mental Health Counseling and Marriage Couple & Family Counseling

COUN 510 – Marriage and Relationship Counseling

COUN 511 – Seminar in Marriage, Couple and Family Counseling

COUN 526 – Foundations of Clinical Mental Health Counseling

COUN 527 – Counseling in a Community Setting

COUN 520 – Internship in Counseling

Advanced Studies Requirements

Choose 2 to 4 electives from the list below for advanced studies.

6 - 12

*Students may choose to take the unchosen specialization track (above) courses as electives in this category.

COUN 510 – Marriage and Relationship Counseling

COUN 511 – Seminar in Marriage, Couple and Family Counseling

COUN 512 – Understanding Religious & Spiritual Themes in Counseling

COUN 526 – Foundations of Clinical Mental Health Counseling

COUN 527 – Counseling in a Community Setting

COUN 531 – Play Therapy Theories and Practices

COUN 532 – Play Therapy and Creativity with Families and Special Populations

COUN 533 – Utilizing Expressive Arts in Counseling

Clinical Requirements

COUN 517 – Practicum in Counselor Education	3
COUN 518 – Internship I in CMHC or MCFC	3
<u>COUN 519 – Internship II in CMHC or MCFC</u>	<u>3</u>
	66 – 72

Advanced Studies Dual Major Option

Within the MS in Counselor Education with Advanced Studies, the Department of Counselor Education offers a dual major option to fully enrolled master's degree students with advisor approval. If a student wishes to graduate from two counseling specialty areas concurrently, he or she must meet the degree requirements for both CACREP accredited specialties. This would include meeting the curricular requirements for each specialty, a minimum of a 600-clock hour internship for each specialty, and any differences in the core curriculum. The awarding of the degrees must occur simultaneously (CACREP Policy Document, 2015, p. 16).

Benefits of Pursuing a Dual Major

- Two CACREP accredited majors listed on your transcript.
- In Florida or if you move to another state, it's the more reliable path toward dual licensure – ***note: it is extremely important you investigate the licensure policies of the state you will be moving to verify licensure requirements as they vary in each state.***
- More marketability in applying for positions with the Veteran's Administration (VA) and other agencies.

Specific Internship Hours Requirements:

After Practicum, dual major students will take a 400-hour Internship in Clinical Mental Health Counseling (CMHC), a 400-hour Internship in Marriage, Couple and Family Counseling (MCFC), and a 400-hour Internship in CMHC/MCFC.

**MARRIAGE, COUPLE, AND FAMILY COUNSELING
CLINICAL MENTAL HEALTH COUNSELING
DUAL MAJOR Total 69 SEMESTER HOURS**

FALL YEAR 1

COUN 508 Family Systems
COUN 526 Foundations of Clinical Mental Health Counseling

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
COUN 506 Human Development

SPRING YEAR 2

COUN 509 Individual, Marital, Psychopathology
COUN 513 Multicultural Counseling

SUMMER YEAR 2

COUN 507 Career Counseling
COUN 510 Marriage and Relationship Counseling
COUN 525 Advanced Individual, Couple, & Family Theory, Techniques, & Treatment Planning

FALL YEAR 3

COUN 516 Addictions Counseling
COUN 521 Counseling Children & Adolescents
COUN 517 Practicum in Counseling

SPRING YEAR 3

COUN 514 Sexuality Counseling
COUN 518 Internship I in CMHC

SUMMER YEAR 3

COUN 519 Internship II in MCFC
COUN 527 Counseling in a Community Setting

FALL YEAR 4

COUN 511 Seminar in Marriage, Couple and Family Counseling
COUN 520 CMHC/MCFC Internship (for Dual Degree)

Advanced Studies in Play and Creativity in Counseling

The Play and Creativity in Counseling advanced study track prepares counseling professionals to work with children, adolescents, and their families by utilizing the most effective and developmentally appropriate theories and techniques. The three courses are designed to address the history, theories, techniques, and applications of play therapy and may be applied toward the educational requirements necessary for individuals seeking national Registered Play Therapist credentials. For information regarding this credential, mental health professionals should refer to the [Association for Play Therapy website](#).

THE OBJECTIVES OF THE PLAY AND CREATIVITY IN COUNSELING ADVANCED STUDY

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

Counseling professionals and students currently enrolled in a counseling-related master's degree seeking program may choose to enroll in the program. Students must have completed COUN 503 Human Relations Methods and Skills, COUN 505 Counseling Theories, COUN 506 Human Development, and COUN 508 Family Systems before beginning Play and Creativity in Counseling courses.

PLAY AND CREATIVITY IN COUNSELING COURSES

- COUN 531 Play Therapy Theories and Practices
- COUN 532 Play Therapy and Creativity with Families and Special Populations
- COUN 533 Utilizing Expressive Arts in Counseling

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 processes 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 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 **40** 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 **300** hours of which **130** 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 **300** hours of which **130** 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 **130** 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 **300** hours of which **130** 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 **300** hours of which **130** 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 the most comprehensive and up to date knowledge available in the field of counseling. Students must complete **300** hours of which **130** hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by school counselors.

COUN 520 Internship in Counseling. 3 Credits.

Clinical Mental Health Counseling, Marriage, Couple, & Family Counseling, and School 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 with 200 hours in any two specialty areas (200 hours in Clinical Mental Health Counseling and/or 200 hours in Marriage, Couple, & Family Counseling and/or 200 hours in School Counseling) of which 160 (80 hours in Clinical Mental Health Counseling and/or 80 hours in Marriage, Couple & Family Counseling and/or 80 hours in School

Counseling) are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors, marriage, couple & family counselors, and school counselors. Prerequisites: COUN 501, COUN 502, COUN 503, COUN 505, COUN 506, COUN 508, COUN 509, COUN 510 (MCFC), COUN 513, COUN 514, COUN 515, COUN 516, COUN 517, COUN 518, COUN 519, COUN 521, COUN 522 (SC), COUN 525, COUN 526 (CMHC), COUN 534 (SC) (note: these are based on the two areas chosen).

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 not being offered at this time.

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 is not being offered at this time.

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 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, 506, 508

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 AND CREATIVITY WITH FAMILIES AND SPECIAL POPULATIONS

Prerequisites: COUN 503, 505, 506, 508, 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 UTILIZING EXPRESSIVE ARTS IN COUNSELING

Prerequisites: COUN 503, 505, 506, 508, 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 – This course is not being offered at this time.

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 535 PLAY THERAPY SERVICE-LEARNING LAB

Prerequisites: COUN 503, 505, 506, 508

The service-learning lab experience takes place in the community at a location serving the needs of children and is taken concurrently with COUN 531 Play Therapy Theories and Practices.

During the weekly lab, each student provides an individual play therapy session for his/her assigned client under live supervision. Students receive immediate feedback regarding strengths and areas for continued growth and additionally benefit from observing supervisors' and peers' sessions. The hours of play therapy service and supervision can be applied toward the requirements for the Registered Play Therapist credential.

COUN 585 INDEPENDENT STUDY

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 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. Additionally, the Counseling Compact is an interstate compact, or a contract among states, allowing professional counselors **licensed** and residing in a compact member state to practice in other compact member states without need for multiple licenses. For additional information: <https://counselingcompact.org>

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. Information regarding Florida requirements for Registered Mental Health Counselor Intern and Licensed Mental Health Counselors can be found here: <https://floridasmentalhealthprofessions.gov/licensing/>.

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 \(AMFTRB\)](https://floridasmentalhealthprofessions.gov/licensing/) 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 Registered Marriage & Family Therapist Intern and Licensed Marriage & Family Therapists can be found here: <https://floridasmentalhealthprofessions.gov/licensing/>.

It is YOUR responsibility to find out the different licensure/certification laws pertaining to the state where you plan to reside. 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.

Licensure Exam Requirements for Registered MH/MCFC Interns in Florida

Mental Health Registered Interns

MENTAL HEALTH COUNSELING – \$350 DIRECT TO CENTER FOR CREDENTIALING & EDUCATION (CCE) FOR INITIAL EXAM and \$275 FOR RE-EXAM

MHC exam applicants are not required to have Board approval prior to taking the National Clinical Mental Health Counseling Examination (NCMHCE).

Step 1 – Apply to CCE to take the NCMHCE by submitting the CCE Exam Application Form and your official transcript.

NOTE: You must have a master's degree in mental health counseling or related to the practice of mental health counseling from a regionally accredited institution before you are permitted to take the examination.

Step 2 – After passing the examination, your transcript and scores will be forwarded to the FL Board.

Please click on the link below for the Exam Application Form and NCMHCE Exam Handbook.
<http://www.nbcc.org/Search/StateBoardDirectory/fl>

Marriage & Family Registered Interns

MARRIAGE AND FAMILY THERAPY– \$375 DIRECT TO PROFESSIONAL TESTING CORPORATION

To register, please visit <https://secure.ptcny.com/apply/>. Complete the examination application using your confidential Florida Approval Code and submit examination/testing fee payment. Applications are not considered complete until all information has been provided and payment is received. Within six (6) weeks prior to the start of the testing period, Professional Testing Corporation (PTC)* sends your “Scheduling Authorization” via email. The “Scheduling Authorization” Notice includes an authorization number and information on how to set up your examination location, date, and time through PSI. Retain this document. You must present your current driver’s license, passport or U.S. military ID at the test center at the time of your test appointment. Temporary/paper driver licenses will not be accepted. See <https://floridasmentalhealthprofessions.gov/resources/exam-schedule/> for testing schedules.

Contact Information:

Customer Contact Center

Monday – Friday

8:00 a.m. to 6:00 p.m. ET

(850) 488-0595

Board Office

8:00 a.m. to 5:00 p.m. ET

(850) 245-4292

FAX: (850) 413-6982

Mailing Address:

Department of Health

Board of Mental Health Professions

4052 Bald Cypress Way Bin C-08

Tallahassee, FL 32399-3258

Applications and Fees ONLY:

Department of Health

Board of Mental Health Professions

P.O. Box 6330

Tallahassee, FL 32314-6330

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)

6101 Stevenson Avenue
Alexandria, Virginia 22304-3300
Phone: 800-347-6647
Fax: 800-473-2329

www.counseling.org

<https://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

<https://www.aamft.org/>

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

<https://www.amhca.org/home>

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

Chi Sigma Iota
Counseling Academic and Professional Honor Society International
P.O. Box 1829
Thomasville, NC 27360
Phone: 336-841-8180
Fax: 336-841-8180
<https://www.csi-net.org/>
www.csi-net.org

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

Florida Counseling Association (FCA)
PO Box 4474
Deerfield Beach, Florida 33442
<https://www.flacounseling.org/>
www.flacounseling.org

Central Florida Association for Marriage and Family Therapy (CFAMFT)
CFAMFT
P.O. Box 536277
Orlando, FL 32853 www.famft.org
[Central Florida Association for Marriage and Family Therapy](http://www.famft.org)
<https://www.cfamft.org/>

Florida Mental Health Counselors Association (FMHCA)
<http://www.fla-schoolcounselor.org/>
2101 Vista Parkway, Suite 250
West Palm Beach, FL 33411
561-228-6129
<https://fmhca.wildapricot.org/>

Alpha Omicron
Stetson University's chapter of Chi Sigma Iota
<http://www.stetson.edu/artsci/counselor/csi.php>

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)

Association for Child and Adolescent Counseling (ACAC)
Association for Creativity in Counseling (ACC)
National Career Development Association (NCDA)
American College Counseling Association (ACCA)
Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)
Association for Humanistic Counseling (AHC)
American Rehabilitation Counseling Association (ARCA)
Association for Assessment and Research in Counseling (AARC)
National Employment Counseling Association (NECA)
International Association of Addictions and Offender Counselors (IAAOC)
Association for Spiritual, Ethical, and Religious Values 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)
Military and Government Counseling Association (MGCA)

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 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, Associate Department Chair
Ph.D., University of Massachusetts at Amherst, 1991

Laura Cunningham (2023), Assistant Professor of Practice
Ph.D., University of Central Florida, 2010

Jesse Fox (2017), Associate Professor, Department Chair
Ph.D., University of Central Florida, 2013

Breahannah Hilaire (2022), Assistant Professor
Ph.D., University of Central Florida, 2022

Leila F. Roach (2007), Associate Professor
Ph.D., University of Central Florida, 2005

Allanah Roberts-Headley (2023), Assistant Professor of Practice
Ed.D., National Louis University, 2023

Jude Singh (2023), Visiting Assistant Professor
MA, Capella University, 2018

Jacqueline Williams (2018), Assistant Professor of Practice
Ph.D., Capella University, 2012

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.

APPENDICES

PRACTICUM AND INTERNSHIP FORMS

- Practicum Resource Guide
- CMHC/MCFC Site Contract
- CMHC/MCFC Final Summary of Practicum and Internship Hours
- Supervision Evaluation – MCFC & CMHC

Practicum Resource Guide
(found on the [Counselor Education Webpage](#))

STETSON UNIVERSITY

Pre-Practicum Resource Guide

Nine months to one year prior to entering your Practicum semester:

- ☐ Attend a Practicum Orientation.
 - Orientation is offered only in Fall and Spring terms.
 - Proof of attendance is required prior to the start of your Practicum course.
- ☐ Update Professional Resume with most current training, etc.
 - Contact [Career and Professional Development](#) for guidance on creating your professional resume.
- ☐ [Counselor Education Practicum and Internship Manual](#).
 - Identify 3-4 potential sites from the Practicum and Internship Manual, link above.

Securing your Practicum Site

Students Participating in the HBHC Grant

- ☐ Follow directions set forth by the grant guidelines for contacting sites.
- ☐ Practicum position will be secured with the help and guidance of Dr. Williams.
- ☐ Complete any required paperwork or background check required by the site. This may require a fee.

Students NOT Participating in the HBHC Grant

- ☐ Contact each of your 3-4 site choices to set up a professional interview.
- ☐ Discuss the availability of practicum space, expectations from the site, potential start date, identify hours you are able to work, etc.
- ☐ Secure practicum position at your desired location with a formal offer.
- ☐ Complete any required paperwork or background check required by the site. This may require a fee.

Practicum Check-list

Three months prior to entering your Practicum semester, the following forms must be completed:

- ☐ [Counselor Education Practicum and Internship Manual](#) - not a form to complete
 - First item on the Practicum Check-list from above.
- ☐ [Academic Advisor Approval to start Practicum](#)
 - You must send the link above to your Academic Advisor for them to complete
- ☐ [Academic Internship Risk Acknowledgement](#)
- ☐ [Acknowledgment of Risk Form Off-Campus Educational Experiences](#)
- ☐ [Prerequisite Attestation Form](#)
- ☐ [Final Accepted Practicum Site Documentation](#) (the items below will be uploaded with the Final Practicum Documentation)
 - Completion Letter of Eight Counseling Sessions
 - Copy of Liability Insurance

Additional Important Information

- ☐ Time2Track – This is an online system that is utilized to track training hours and is REQUIRED for all students at a cost of \$69 at the start of Practicum.
- ☐ As the Student Handbook states, the CPCE Exam is required as one of our graduation requirements and is normally taken during Practicum at a cost of \$75.

All forms on the Practicum Check-List are required to be completed 90 days prior to the start of the term in which you are starting Practicum – no exceptions

STETSON UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION

PRACTICUM/INTERNSHIP CONTRACT

Clinical Mental Health Counseling and Marriage, Couple & Family Counseling

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, rule, 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

Faculty Supervisor

University Practicum & Internship Coordinator

Date

STETSON UNIVERSITY

FINAL SUMMARY OF PRACTICUM/INTERNSHIP ACTIVITIES

Student's Name:
Practicum/ Internship I/ or Internship II?
Dates of Practicum/Internship:
Site:
Site Supervisor's Name & Title:

ACTIVITY

Direct Contact

Individual.....
Group.....
Co-Therapy.....
Classroom Guidance.....
Other:

(Other = Consultation, Crisis Intervention, Community Resources)

SUBTOTAL Direct Hours:

Individual Supervision

Site.....
Campus

Group Supervision

Site.....
Campus

SUBTOTAL Supervision:

Administrative Case Management

Other:

SUBTOTAL Indirect Hours:

TOTAL PRACTICUM HOURS:

Student Signature: _____ **Date:** _____

Faculty Supervisor Signature: _____ **Date:** _____

**DEPARTMENT OF COUNSELOR EDUCATION
SUPERVISOR EVALUATION OF STUDENT (CMHC & MCFC)**

Elements	Exceeds Expectations 5	Meets Expectations/ Demonstrates Competency 4	Near Expectations/ Developing Towards Competency 3	Below Expectations 2	Unacceptable 1
Utilizes appropriate skills in an intake, a mental status evaluation, a biopsychosocial and/or psychological assessment, and/or initial session	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Understanding of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/skills
Demonstrates effective non-verbal skills	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/skills

Demonstrates effective verbal skills (e.g., door openers, minimal encouragers, open versus closed ended questions)	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/skills
Accurately reflects the content of the client problem(s) and/or story (e.g., paraphrase) Accurately reflects the feelings of client problem(s) and/or story (e.g., reflection of feeling)	Skills and understanding significantly beyond developmental Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/skills Significant remediation needed; deficits in knowledge/skills

Accurately reflects and summarizes the client problem(s) and/or story (e.g., reflection of meaning, summarizing)	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Effectively challenges clients to recognize discrepancies (e.g., confrontation)	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Identification of the client's presenting problem(s) and keeps client focused on their own concerns	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Provides diagnosis related to mental status exam including identification of correct codes and differential diagnosis	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills

Uses assessment instruments to support diagnosis with an awareness of cultural bias	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Considers medical issues including detailed information about medications	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Documents and takes action following risk assessment for harm to self and others; substance abuse; child or elder abuse; and violence	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Identifies referrals and makes appropriate contacts of medical, psychiatric, and support referrals	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills

Utilizes a theoretically consistent approach to developing appropriate (e.g., specific, measurable, and observable) short-term and long-term goals and interventions	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Demonstrates appropriate record-keeping and detailed documentation including documentation of ethical issues, legal issues, and risk assessment	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Adjusts plan based on client needs and response to counseling (e.g., flexible and adaptable)	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills

Completes case notes in a timely manner in exact accordance with legal and ethical requirements	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Demonstrates multicultural competence in all phases of case conceptualiza-tion, clinical assessment, case management, and treatment	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills

Recognizes own limitations and seeks supervision, consultation, or refers clients when appropriate (e.g., personal and professional awareness)	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Demonstrates insightful attention to personal issues that affect treatment and displays boundaries with clients, peers, and supervisors	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills
Demonstrates professional behavior by arriving on- time, engaging in respectful interactions with staff and peers, pro-actively engaging in site activities, organized and prepared, and following all site rules and regulations	Skills and understanding significantly beyond developmental	Strong mastery of skills and thorough understanding of concepts	Under-standing of concepts/skills evident	Minor conceptual and skill errors; in process of developing	Significant remediation needed; deficits in knowledge/ skills

ADVANCEMENT TO CANDIDACY RUBRIC

CACREP (2016) Common Core Standards:

1. Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
2. Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
3. Multicultural counseling competencies (Section II, *Standard 2.c.*)
4. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
5. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
6. Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
7. Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
8. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (Section 4, *Standard H.*).
9. Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).

Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling content area.

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling content area.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling content area.

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling content area.

Unacceptable (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling content area.

Elements	Exceeds Expectations / Demonstrates Competencies	Meets Expectations / Demonstrates Competencies	Near Expectations / Developing towards Competencies	Below Expectations / Insufficient / Unacceptable	Unacceptable
	5 Points	4 Points	3 Points	2 Points	1 Point
Knowledge	Demonstrates strong knowledge in counseling as evidenced by above average GPA, scores on KPIs and assignments in courses, and course participation.	Demonstrates knowledge in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, and course participation.	Demonstrates inconsistent knowledge in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, and course participation.	Demonstrates limited knowledge in counseling as evidenced by below average GPA, scores on KPIs and assignments in courses, and course participation.	Failure to demonstrate knowledge in counseling as evidenced by low and/or poor GPA, scores on KPIs and assignments in courses, and course participation.
	5 Points	4 Points	3 Points	2 Points	1 Point
Skills	Demonstrates strong skills in counseling as evidenced by above average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates skills in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates inconsistent skills in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates limited skills in counseling as evidenced by below average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Failure to demonstrate skills in counseling as evidenced by low and/or poor GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.

	5 Points	4 Points	3 Points	2 Points	1 Point
Dispositions	Demonstrates strong dispositions in counseling as evidenced by above average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates dispositions in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates inconsistent dispositions in counseling as evidenced by average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Demonstrates limited dispositions in counseling as evidenced by below average GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.	Failure to demonstrate dispositions in counseling as evidenced by low and/or poor GPA, scores on KPIs and assignments in courses, score on the skills final evaluation, and course participation.

STUDENT COMPETENCY PROGRESS REPORT

Score		<u>Exceeds Expectations / Demonstrates Competencies (5)</u>	<u>Meets Expectations / Demonstrates Competencies (4)</u>	<u>Near Expectations / Developing Towards Competencies (3)</u>	<u>Below Expectations / Insufficient (2)</u>	<u>Unacceptable (1)</u>
	Demonstrates effective non-verbal skills that assist in building rapport	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates effective verbal invitational skills (e.g., door openers, minimal encouragers, open versus closed ended questions)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Accurately reflects the content of the client problem(s) and/or story (e.g., paraphrase, avoids siding with the client, reflects content from the client's perspective)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Accurately reflects the feelings of client problem(s) and/or story (e.g., reflection of feeling)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Accurately reflects the client's values and beliefs about self, others, and the world infused within the problem(s) and/or story (e.g., reflection of meaning)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

	Accurately reflects and summarizes the client problem(s) and/or story (e.g., summarizing)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Effectively challenges clients to recognize discrepancies (e.g., confrontation)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Effectively assists clients in determining appropriate goals (e.g., asks effective goal setting questions, questions remain focused on the client)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates self-awareness and ability to recognize countertransference when present	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates self-acceptance (e.g., accepts strengths, weaknesses, and imperfection)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates openness to feedback, responding non-defensively and incorporating instructor feedback appropriately	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

	Completes all assignments correctly, in a professional manner, and by the allotted due dates	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates effective use of healthy coping skills and personal wellness strategies (and/or demonstrates a strong willingness to grow in these areas)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates acceptance of others, avoids imposing judgement (both positive <i>and</i> negative) and personal opinions on clients	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates sound judgment in making ethical decisions and adheres to all legal and professional requirements	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
	Demonstrates multicultural competence appropriate to training level (e.g., expresses respect for cultural differences and others' perspectives)	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.

	Demonstrates professional behavior by arriving on-time, organized and prepared, engaging in respectful interactions with faculty and peers, and following all program policies and guidelines.	Strong skills, knowledge, and/or dispositions. Competency above developmental level.	Proficient skills, knowledge, and/or dispositions. Competency at developmental level.	Inconsistent skills, knowledge, and/or dispositions. Competency nearing developmental level.	Limited skills, knowledge, and/or dispositions. Competency below developmental level.	Significant remediation needed; deficits in knowledge, skills, and/or dispositions.
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Portfolio & Presentation Rubric	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Unacceptable (1)	CACREP 2016 Standard
Ethically Informed Professional Identity	Provides in-depth, thorough evidence and articulation of integrating professional identity using an ethical decision-making model example regarding counseling clients by articulating the laws and/or professional ethical standards Describes consultation with other professionals when law and ethical standards do <i>not</i> specifically address a client situation.	Provides thorough evidence and articulation of integrating professional identity using an ethical decision-making model example regarding counseling clients by articulating the laws and/or professional ethical standards Describes consultation with other professionals when law and ethical standards do <i>not</i> specifically address a client situation.	Provides inconsistent evidence and/or articulation of integrating professional identity using an ethical decision-making model example regarding counseling clients by articulating the laws and/or professional ethical standards Describes consultation with other professionals when law and ethical standards do <i>not</i> specifically address a client situation.	Provides limited evidence and articulation integrating professional identity using an ethical decision-making model example regarding counseling clients by articulating the laws and/or professional ethical standards Describes consultation with other professionals when law and ethical standards do <i>not</i> specifically address a client situation.	Fails to provide evidence and articulation of integrating professional identity using an ethical decision-making model example regarding counseling clients by articulating the laws and/or professional ethical standards Describes consultation with other professionals when law and ethical standards do <i>not</i> specifically address a client situation.	CACREP 2.F.1.a CACREP 2.F.1.b CACREP 2.F.1.c CACREP 2.F.1.d CACREP 2.F.1.e CACREP 2.F.1.f CACREP 2.F.1.g CACREP 2.F.1.h CACREP 2.F.1.i CACREP 2.F.1.j CACREP 2.F.1.k CACREP 2.F.1.l CACREP 2.F.1.m CACREP 2.F.3.i. CACREP 2.F.5.d. CACREP 2.F.6.g. CACREP 2.F.7.m. CACREP 2.F.8.j CMHC 5.C.2.l. CMHC 5.C.3.c MCFC 5.F.2.o. MCFC 5.F.3.e
Awareness of Personal Strengths and Resiliency	Demonstrates in-depth, thorough evidence and articulation of integrating professional and pedagogical knowledge and skills, articulates personal and professional growth, describes a developmental process that includes future plans for growth, expresses commitment to continued personal change and to provide counseling services based on implementation of technology, counseling	Demonstrates thorough evidence and articulation of integrating professional and pedagogical knowledge and skills, articulates personal and professional growth, describes a developmental process that includes future plans for growth, expresses commitment to continued personal change and to provide counseling services based on	Demonstrates inconsistent evidence and/or articulation of integrating professional and pedagogical knowledge and skills, articulates personal and professional growth, describes a developmental process that includes future plans for growth, expresses commitment to continued personal change and to provide counseling services based on implementation of	Demonstrates limited evidence and articulation of integrating professional and pedagogical knowledge and skills, articulates personal and professional growth, describes a developmental process that includes future plans for growth, expresses commitment to continued personal change and to provide counseling services based on implementation of technology, counseling skills, research, and best practices.	Fails to provide evidence and articulate professional and pedagogical knowledge and skills, articulates personal and professional growth, and describes a developmental process that includes future plans for growth, expresses commitment to continued personal change and to provide counseling services based on implementation of technology, counseling skills, research, and best practices.	CACREP 2.F.1.k. CACREP 2.F.1.l. CACREP 2.F.5.f.

	skills, research, and best practices.	implementation of technology, counseling skills, research, and best practices.	technology, counseling skills, research, and best practices.			
Appreciation of Diverse Cultures	Comprehensively identifies and articulates attitudes, knowledge, and skills related to the counselor's own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.	Identifies and articulates attitudes, knowledge, and skills related to the counselor's own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.	Inconsistently identifies and/or articulates attitudes, knowledge, and skills related to the counselor's own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.	Limitedly identifies and articulates attitudes, knowledge, and skills related to the counselor's own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.	Fails to identify and articulate attitudes, knowledge, and skills related to the counselor's own cultural values and biases, the counselor's awareness of the client's worldview, and culturally appropriate interventions strategies.	CACREP 2.F.1.e. CACREP 2.F.2.a CACREP 2.F.2.b CACREP 2.F.2.c CACREP 2.F.2.d CACREP 2.F.2.e CACREP 2.F.2.f CACREP 2.F.2.g CACREP 2.F.2.h CACREP 2.F.3.f. CACREP 2.F.5.d. CACREP 2.F.6.d CMHC 5.C.2.j MCFC 5.F.2.m
Critical Thinking and Creative Expression	Comprehensively demonstrates and articulates integrating theory, research, and skills into evidence based practice for their specialty through varied methods and skills; assesses, sets goals, and designs treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients; provides feedback to clients in a facilitative manner and helps clients identify options for change utilizing their own positive assets and potential as human beings.	Demonstrates and articulates integrating theory, research, and skills into evidence based practice for their specialty through varied methods and skills; assesses, sets goals, and designs treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients; provides feedback to clients in a facilitative manner and helps clients identify options for change utilizing their own positive assets and potential as human beings.	Inconsistently demonstrates and/or articulates integrating theory, research, and skills into evidence based practice for their specialty through varied methods and skills; assesses, sets goals, and designs treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients; provides feedback to clients in a facilitative manner and helps clients identify options for change utilizing their own positive assets and potential as human beings.	Limitedly demonstrates and articulates integrating theory, research, and skills into evidence based practice for their specialty through varied methods and skills; assesses, sets goals, and designs treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients; provides feedback to clients in a facilitative manner and helps clients identify options for change utilizing their own positive assets and potential as human beings.	Fails to demonstrates and articulate integrating theory, research, and skills into evidence based practice for their specialty through varied methods and skills; assesses, sets goals, and designs treatment plans in order to deliver appropriate counselor interventions and to facilitate growth or change in their clients; provides feedback to clients in a facilitative manner and helps clients identify options for change utilizing their own positive assets and potential as human beings.	CACREP 2.F.1.b. CACREP 2.F.3.b. CACREP 2.F.3.c. CACREP 2.F.3.d. CACREP 2.F.4.a. CACREP 2.F.5.a. CACREP 2.F.5.h. CACREP 2.F.5.i. CACREP 2.F.5.j. CACREP 2.F.6.a. CACREP 2.F.7.e. CACREP 2.F.8.a. CACREP 2.F.8.b CMHC 5.C.1.b. CMHC 5.C.1.e. CMHC 5.C.3.a. CMHC 5.C.3.b MCFC 5.F.1.b. MCFC 5.F.1.c. MCFC 5.F.2.c. MCFC 5.F.3.a. MCFC 5.F.3.c.

			potential as human beings.			MCFC 5.F.3.d
Efficacious Commitment to Professional and Community Service	Clearly articulates and demonstrates understanding 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; understands the powerful role of the counselor and utilizes that role to serve as an advocate for marginalized clients; serves as leaders in their professional community and provides knowledge and expertise to agencies.	Articulates and demonstrates understanding 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; understands the powerful role of the counselor and utilizes that role to serve as an advocate for marginalized clients; serves as leaders in their professional community and provides knowledge and expertise to agencies.	Provides unclear articulation and/or understanding of application of 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; understands the powerful role of the counselor and utilizes that role to serve as an advocate for marginalized clients; serves as leaders in their professional community and provides knowledge and expertise to agencies.	Provides limited articulation and understanding application 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; understands the powerful role of the counselor and utilizes that role to serve as an advocate for marginalized clients; serves as leaders in their professional community and provides knowledge and expertise to agencies.	Fails to articulate and demonstrate embrace 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; understands the powerful role of the counselor and utilizes that role to serve as an advocate for marginalized clients; serves as leaders in their professional community and provides knowledge and expertise to agencies.	CACREP 2.F.1.b., CACREP 2.F.1.c., CACREP 2.F.1.d., CACREP 2.F.1.e., CACREP 2.F.2.h., CACREP 2.F.3.f., CACREP 2.F.4.g., CACREP 2.F.5.k CMHC 5.C.2.a., CMHC 5.C.2.i., CMHC 5.C.3.e MCFC 5.F.2.a

STETSON UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION – GRADUATION AUDIT

Student Name: _____
Student ID: 800 _____
Stetson Email: _____

Current Advisor: _____
Previous Advisor: _____
Personal Email: _____

Program of Study: ☐ MCFC ☐ CHMC ☐ PostBac ☐ Play & Creativity

Required Misc. Items

Completed

1. ☐ Admissions Letter (by program start date)
2. ☐ Welcome Letter (by program start date)
3. ☐ Student Handbook Signature Form (during the first semester)
4. ☐ Annual Meeting Attendance (by graduation)
5. ☐ Advancement to Candidacy Letter (after 18 credit hours complete)
6. ☐ Conference Attendance Verification 1 (2 required, last semester in Portfolio)
7. ☐ Conference Attendance Verification 2
8. ☐ CPCE Letter (during practicum semester after completing CPCE)
9. ☐ State Licensure Verification Form (during last semester)

Practicum Application – All items due prior to start of Practicum

10. ☐ Practicum Orientation Attendance _____
11. ☐ Personal Counseling Sessions Letter – (8 required) email letter to counseloreducation@stetson.edu
12. ☐ Practicum Site Choices Form (no longer in use)
13. ☐ Prerequisite Attestation Form
14. ☐ Advisor Practicum Approval Form
15. ☐ Academic Internship Risk Acknowledgement Form
16. ☐ Final Accepted Practicum Site Documentation
17. ☐ Practicum Liability Insurance – email insurance to counseloreducation@stetson.edu Exp: _____

Practicum Documents (Instructor Name) (Site Supervisor Name) – All items due by end of semester

18. ☐ Practicum Contract
19. ☐ Practicum Hours Verification
20. ☐ Practicum Site Supervisor Midterm Evaluation
21. ☐ Practicum Site Supervisor Final Evaluation
22. ☐ Practicum Supervisee Evaluation
23. ☐ Practicum Faculty Evaluation
24. ☐ Practicum Goals (no longer in use)

Internship I Documents (Instructor Name) (Site Supervisor Name) – All items due by end of semester

25. ☐ Intern I Liability Insurance – email insurance to counseloreducation@stetson.edu Exp: _____
26. ☐ Intern I Academic Internship Risk Acknowledgement Form
27. ☐ Intern I Contract
28. ☐ Intern I Hours Verification
29. ☐ Intern I Site Supervisor Midterm Evaluation
30. ☐ Intern I Site Supervisor Final Evaluation
31. ☐ Intern I Supervisee Evaluation

- 32. ☐ Intern I Faculty Evaluation
- 33. ☐ Intern I Goals (no longer in use)

Internship II Documents (Instructor Name) (Site Supervisor Name) – All items due by end of semester

- 34. ☐ Intern II Liability Insurance – email insurance to counseloreducation@stetson.edu Exp: _____
- 35. ☐ Intern II Academic Internship Risk Acknowledgement Form
- 36. ☐ Intern II Contract
- 37. ☐ Intern II Hours Verification
- 38. ☐ Intern II Site Supervisor Midterm Evaluation
- 39. ☐ Intern II Site Supervisor Final Evaluation
- 40. ☐ Intern II Supervisee Evaluation
- 41. ☐ Intern II Faculty Evaluation
- 42. ☐ Intern II Goals (no longer in use)

Dual Major Internship Documents (Instructor Name) (Site Supervisor Name) – All items due by end of semester

- 43. ☐ Intern III Liability Insurance – email insurance to counseloreducation@stetson.edu Exp: _____
- 44. ☐ Intern III Academic Internship Risk Acknowledgement Form
- 45. ☐ Intern III Contract
- 46. ☐ Intern III Hours Verification
- 47. ☐ Intern III Site Supervisor Midterm Evaluation
- 48. ☐ Intern III Site Supervisor Final Evaluation
- 49. ☐ Intern III Supervisee Evaluation
- 50. ☐ Intern III Faculty Evaluation
- 51. ☐ Intern III Goals (no longer in use)

Optional Items

- 52. ☐ Transfer of Credit Approval (if applicable)
 - 53. ☐ Letter Sent to State Date:
 - 54. ☐ Letter to Alumni Date:
-

STETSON UNIVERSITY

OFFICE OF GRADUATE STUDIES – AUDIT FOR PROSPECTIVE GRADUATES

- | | |
|--------------------------------------|-------|
| 1. Graduation Application | _____ |
| 2. Graduation Fee | _____ |
| 3. Advancement to Candidacy Approval | _____ |
| 4. Portfolio Defense Approval | _____ |
| 5. Passing CPCE Score | _____ |
| 6. Cap & Gown Order | _____ |

Further information regarding Graduate Commencement and the application for graduation can be found on the [Graduation website](#).

THE HANDBOOK SIGNATURE FORM IS REQUIRED FOR ALL STUDENTS

HANDBOOK- SIGNATURE FORM



Counselor Education Handbook Signature

By signing and submitting this form you are agreeing that you have read and understand the entire copy of the [Department of Counselor Education Student Handbook](#).

I also understand the specific counseling program policies and procedures related to the admission process, ethical and 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:

- Academics
- Professional identity and development as a counselor
- Ethical and legal behavior based on professional counselor codes of ethics
- Personal development in class, on campus and/or field placements
- Preparation and study plans for passing the comprehensive exam
- Other areas that need improvement in my development as a professional counselor

Further, I understand I have the following obligations:

- To follow the edicts of the handbook
- Use the handbook as a resource throughout the program.
- To communicate with my program advisor about any changes to my planned program.
- 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.

Email Address*

Signature*