Counseling Program

Master's
Student Handbook
2019-2020

School of Human Services
College of Education, Criminal Justice and Human Services

UNIVERSITY OF
Cincinnati

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PREFACE

The Counseling Program *Master's Student Handbook* is intended to provide students with specific information about the University of Cincinnati; the College of Education, Criminal Justice, and Human Services (CECH); the School of Human Services; and the Counseling Program. This Handbook is a tool for students as they progress through the Master's Degree Programs in Mental Health Counseling and School Counseling. Program policies exist within the framework of those of the College and the University (Graduate School). The *Master's Student Handbook* presents policies and procedures specific to the Master's Degree Programs (M.A. in Mental Health Counseling, M.Ed. in School Counseling) and is in compliance with the rules and policies of the Graduate School and the College of Education, Criminal Justice, and Human Services. Students are responsible for being aware of Program, College, and University regulations and policies described in the *University of Cincinnati Graduate Handbook* (available on-line at www.grad.uc.edu), and the *Student Code of Conduct*. Direct links to these policies are provided on the Program website (http://cech.uc.edu/programs/counseling.html).

Graduate programs at the University of Cincinnati are organized within the Graduate School. The Dean of the Graduate School is responsible for coordinating, implementing, and administering all policies, rules, and regulations pertaining to graduate degree programs, including those of the School of Human Services. Graduate Faculty determines educational policy of the Graduate School and regulates admission of students, advancement to candidacy, and awarding of graduate degrees. The Graduate Faculty have sole power in establishing requirements, but individual departments and programs determine specific courses of study, instructional methods, and evaluation of comprehensive examinations.

INTRODUCTION TO THE COUNSELING PROGRAM AT THE UNIVERSITY OF CINCINNATI

Counseling Mission Statement
The UC Counseling Program strives for national excellence in implementing an ecological counseling perspective through research and service with diverse populations, emphasizing underserved groups. As this vision is realized through faculty, staff, and student efforts, the program continues a tradition of national leadership.

The Counseling Program has four primary programs including the M.A. in Mental Health Counseling, M.Ed. in School Counseling, Ph.D. in Counselor Education and B.S. in Substance Abuse Counseling. Recognized as one of the longest running counseling programs in the nation, the Counseling Program has a long tradition of training quality practitioners to serve in school (K-12), community, and university settings.

The Counseling Program embraces ecological principles in counseling and research. Its programs emphasize applied ecological, systems-based counseling in training and scholarship activities with an emphasis on prevention work. Master's degree students are trained in the delivery of culturally competent counseling services while doctoral students are trained in the research and leadership skills necessary to help shape the delivery of mental health care services, particularly among those who are traditionally underserved.

Program objectives are based upon three primary sources: (a) criteria established by those bodies accrediting the program (e.g., the Council for Accreditation of Counseling and Related Educational Programs [CACREP], the Council for the Accreditation of Educator Preparation [CAEP]), (b) relevant regulatory agencies (e.g., the Ohio Counselor, Social Worker, Marriage and Family Therapist Board [CSWMFT; for Mental Health Counselors] as well as the Ohio Department of Education [ODE; for School Counseling]) and (c) the overarching philosophy articulated through interactions among faculty, present students, alumni, and personnel in cooperating agencies and schools.

Program Objectives

The graduate counseling programs are all accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and each fully endorse the standards and objectives adopted by CACREP. Within the Counseling Program, it is expected that all students will demonstrate their knowledge and skill competence in eight common-core areas and their associated knowledge and skill competence areas (listed below) as established by CACREP (2016). This will be accomplished through course and classroom-related assignments and activities, examinations, research papers, role plays, and supervised clinical practice with actual clients. The common-core areas of the Counseling Program's knowledge and skill base include:

1. **Professional Counseling Orientation and Ethical Practice**

2. **Social and Cultural Diversity**

3. **Human Growth and Development**

4. **Career Development**

5. **Counseling and Helping Relationships**

6. **Group Counseling and Group Work**

7. **Assessment and Testing**

8. **Research and Program Evaluation**

Beyond these eight general program objectives, the Mental Health Counseling and School Counseling Master's programs each have specific program objectives for their curricular emphases.

Programs of Study in Counseling

The Counseling Program offers both master's and doctoral training in counseling. In addition, the program offers an undergraduate degree in Substance Abuse Counseling as well as undergraduate certificates in the areas of Substance Abuse Counseling, Substance Abuse Prevention, and Violence Prevention. For more details about these programs, see the College of Education, Criminal Justice, and Human Services website (http://www.cech.uc.edu/).

Master's Degree Study in Mental Health Counseling (M.A.)
The master's program in mental health counseling is designed for individuals interested in becoming Licensed Professional Counselors in the State of Ohio. This 60-credit-hour semester program meets the training requirements established by the state Counselor, Social Worker, and Marriage and Family Therapist Board for initial licensure as a Licensed Professional Counselor (LPC) and is aligned with the CACREP accreditation standards. The program consists of a set of core classes augmented by specialization classes deemed necessary for practice of clinical mental health counseling in community settings. See Appendix A for more detailed information on the program curricula. On completion of the program, the student will meet the training requirements for licensure as a LPC in the State of Ohio and may sit immediately for the licensure examination (i.e., the National Counselor Examination).

Master's Degree Study in School Counseling (M.Ed.)
The master's program in school counseling is designed for individuals interested in becoming licensed as a Professional School Counselor in the State of Ohio. This 60-credit-hour semester program in School Counseling meets the training requirements established by the Ohio Department of Education and is aligned with the both the CACREP accreditation standards and the American School Counselors Association (ASCA) National Model. In addition, the School

Counseling Program as well as the College of Education, Criminal Justice, and Human Services align with the Ohio School Operating Standards (OAC Chapter 3301-35), The Ohio Standards for Professional Development, and the Ohio Core Administrative Requirements. The program is organized around a set of core classes augmented by specialization classes deemed necessary for practice of counseling in the schools. See Appendix A for more detailed information on the program curricula. On completion of the program, the student will meet the training requirements for licensure as a School Counselor in the State of Ohio. To be licensed as a School Counselor, the student must be approved by the Ohio Department of Education having completed the School Counseling master's program, passed the Ohio Assessment for Educators (#040), and completed the BCI/FBI background check.

Accreditation and Program Approval

Each of the Master's degree granting programs (M.A. in Mental Health Counseling and M.Ed. in School Counseling) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition to CACREP accreditation, the Counseling Program is located within the College of Education, Criminal Justice, and Human Services which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Finally, our M.A. in Mental Health Counseling is approved as meeting the training requirements for licensure by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.

Student Composition

Each year, a cohort of approximately 40 students across school and mental health counseling is admitted into the Program. A broad range of geographic areas and undergraduate institutions is represented. Many first-year students have recently completed their undergraduate training, although many have relevant work experience. A special effort is made to recruit a diverse student body. The Counseling Program and the University are deeply committed to providing the guidance and support necessary for the successful completion of every student's program of study.

The University and Community

The University consists of 14 Colleges and Schools that provide a wide range of graduate and professional programs. Over the years, the University has achieved an outstanding national and international reputation in many areas. The Carnegie Commission has designated it a Level 1 University (R1: Highest research activity). The National Science Foundation ranks the University's sponsored research as 54th in the nation among all universities, and U.S. News and World Report ranks the University as the 75th best public institution. The library is ranked 73rd among the Association of Research Libraries index.

Over 44,000 students (approximately 11,000 graduate and professional) attend the University of Cincinnati. The campus includes excellent facilities for a variety of recreational activities

including a highly rated Campus Recreation Center for swimming, basketball, running, tennis, racquetball, weight training and other activities. There is wide access to computer labs and wireless networks. The University has undergone extensive renovation to modernize and enhance student facilities. It also sponsors movies, concerts, theater, athletic, and musical events. The Counseling Program holds various social gatherings for Program students.

The University is situated within the city of Cincinnati, rated as being one of the most attractive and livable cities in the United States. Greater Cincinnati captures the unique characteristics of three states (Ohio, Kentucky, and Indiana) within a single metropolitan area. Its hills and valleys surround the Ohio River, providing a setting for one of America's most beautiful inland cities. It is noted for its cultural heritage, with its nationally known symphony orchestra, opera, ballet, museums, zoo, and public theater. Professional sports are popular here, especially the Cincinnati Reds baseball team, the Cincinnati Bengals football team, and its newest professional team, FC Cincinnati (Major League Soccer). UC's basketball team enjoys staunch community support as well. Within the region are many opportunities for outdoor recreation including camping, hiking, rock climbing, downhill skiing, and boating/canoeing. Cincinnatians love festivals; the legendary fireworks display on Labor Day weekend, the Oktoberfest in the fall, and numerous holiday celebrations between Thanksgiving and New Year's Day are special favorites. The cost of living is moderate, as is the climate. There are many moderately priced restaurants in the area and a year-round Farmer's Market ten minutes from UC. Cincinnati's specialty ice cream (i.e., Graeter's) is shipped to its devotees all over the country.

The Cincinnati metropolitan area of 2.1 million people has 8 colleges and universities in addition to the University of Cincinnati. The city is located conveniently along major interstates as well as airline, train, and bus routes. It is within a 2-hour drive of Columbus, Indianapolis, Louisville, and Lexington, and within five to six hours of Pittsburgh, Cleveland, St. Louis, Knoxville, Detroit, and Chicago.

Support Systems

Graduate study is extremely challenging and demanding, both academically and personally. The counseling faculty expects each graduate student to demonstrate maturity, professionalism, initiative, and independence, and we also strive to support and assist students in their endeavors as much as possible. An emphasis on close student-faculty relationships is maintained by carefully limiting the number of students enrolled in the Program to be aligned with professional standards and through regular meetings between faculty advisor and advisees. Students also are actively encouraged to collaborate as a cohort and develop support networks for study.

Various support systems exist within the University itself to assist students. Information about support services is included in the folder distributed at the Program Orientation. Among these services are the following:

Division of Experienced-Based Learning and Career Education
Assists students in obtaining part-time employment; assistance is also available for the spouses

of students (http://www.uc.edu/careereducation.html).

Computer Facilities and E-Mail

Students have wide access to computers, printers, and technical assistance in computer labs in Teachers College and throughout the campus, as well as wireless access. All students must sign up for a UC email account which provides access to internet, e-mail, and various campus resources. **This University-assigned e-mail is the official means for university and Program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the student's UC e-mail account.**

Counseling Services, Clifton Campus

Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive three free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

Accessibility Resources

The University provides supports and services for students with disabilities through the Accessibility Resrouces Office (http://www.uc.edu/aess/disability.html/; 513-556-6823). The University of Cincinnati is strongly committeed to maintaining an environment that guarantees students with disabilities full access to educational programs, activities, and facilities. In addition to academic accommodations in the classroom, students, faculty, or staff are encouraged to use the Adaptive Technology lab (http://libraries.uc.edu/services/adaptive-technologies.html) in 408 Langsam, next to the STRC editing suites.

Ethnic Programs and Services

Provides specific supports and services for ethnic minority students (www.uc.edu/eps/ 513.556.6008).

Financial Aid

See Financial Aid section and http.financialaid.uc.edu for more information.

Health Services

Provides various wellness and health services (http://med.uc.edu/uhs/).

Housing

Special graduate student housing is available in the residence halls and in campus apartment complexes; married student housing is also available (http://www.uc.edu/housing). Current students can be very helpful in securing off-campus housing.

Parking Services

Students may sign up for a permit for various student parking lots. Space is limited, but other options are available (www.uc.edu/parking/513.556.2283).

Technology Resources

Assistance with various aspects of technology are available through UC Information Technology (UCIT) (http://ucit.uc.edu, Help Desk 513.556-HELP)

Faculty

The Counseling Program is housed administratively in the School of Human Services, one of four Schools in the College of Education, Criminal Justice, and Human Services (CECH). The other academic programs in the School are School Psychology, Behavior Analysis, Health Promotion and Education, and Sport Administration.

Eight full-time faculty members are responsible for the Counseling Program. Each faculty member is trained and experienced in counseling and counseling-related disciplines.

Faculty members are actively involved in professional practice, consultation, training, and research in schools and community organizations. Additional, faculty members are very involved in professional service at the local, state, regional, and national levels.

Core Faculty

Jenna Marie Alvarez, Ph.D. (Assistant Professor-Educator) coordinates the School Counseling Program and serves as the field coordinator for school counselor trainees. Dr. Alvarez received her doctoral degree from Ohio University (CACREP Accredited) and completed her master's in School Counseling from the University of Dayton (CACREP Accredited). She is currently a licensed professional school counselor with experience working at the elementary level. Additional school related experiences includes working as a special education teacher at the middle school and high school. Her clinical experience also extends to community and hospital settings, where she served children and adolescents, as well as adults with addictions. Her research interests include disability culture, school counselor identity coupled with training, and assessment.

Michael Brubaker, Ph.D. (Associate Professor and Coordinator) directs the Counseling Program and is a graduate of the University of Florida. Licensed to practice chemical dependency counseling in Ohio, he is also a Nationally Certified Counselor. Dr. Brubaker's clinical and research interests have focused on underserved and socially marginalized populations including the homeless, those who identify as lesbian, gay, bisexual, transgender (LGBT), and Appalachian.

Amanda La Guardia, Ph.D. (Assistant Professor) is primarily responsible for coordinating the Mental Health Counseling Program track. A doctoral graduate of Old Dominion University, she completed a double cognate in Research Methodologies and Women's Studies and a double

concentration in Marriage and Family Therapy as well as Community Agency Counseling (Mental Health Counseling) in her Masters of Arts in Counseling. Her research interests include adolescent non-suicidal self-injury and family crisis, professional identity development, collaborative care, and applications of feminist and Adlerian theory in clinical and educational settings.

Sarah Ann Lanman, Ed.D. (Assistant Professor-Educator) is primarily responsible for mental health clinical training and clinical skills development. She is a graduate of the Counseling Program at the University of Cincinnati and is an Ohio Licensed Professional Clinical Counselor with Training Supervision Designation and a National Certified Counselor. Dr. Lanman has extensive experience as a licensed clinician as well as teaching experience at U.C. and other local universities, teaching such courses as counseling techniques, Practicum, counseling theories, ethics, internship, lifespan development, and ecological counseling for families and couples. Her research has focused on professional identity, motivational interviewing, and feminist theory.

George Richardson, Ph.D. (Associate Professor) is a 2011 graduate of the Universty of Louisville. He coordinates the Substance Abuse Counseling Program track and teaches substance abuse counseling and counselor education courses. His research applies life history theory to substance abuse, examines the roles of religiousness and spirituality in substance abuse etiology and recovery, and evaluates the effects of context-based learning approaches. He also has strong interests in psychometrics and methods for addressing confounding variables in observational research.

Mei Tang, Ph.D. (Professor) is primarily responsible for coordinating the doctoral Counselor Education Program track, as well as teaching and advising in the master's programs. She received her Ph. D. from the University of Wisconsin-Milwaukee in 1996 and currently teaches foundation courses in both master's and doctoral programs. Her research interests include career development of minority members, acculturation and cultural identity, counselor education pedagogy, and crosscultural issues in counseling.

Dr. Andrew Wood, Ph.D. (Assistant Professor) is primarily responsible for coordinating the field experiences for the Mental Health Counseling track. He received his doctorate from the University of Central Florida (CACREP Accredited), having completed his master's in Mental Health Counseling from the University of North Florida. Dr. Wood teaches in the areas of abnormal behavior and diagnosis as well as counseling theories. His scholarly interests pertain to chronic illness and quality of life as well as religious and spiritual issues in counseling.

Full time Visiting Faculty

Alessandra Rhinehart, Ph.D. received her doctorate from the University of Tennessee, Knoxville (CACREP Accredited) with a cognate in Child and Family Studies. She received her Master of Arts in Counseling from East Tennessee State University. Dr. Rhinehart teaches core and specialized courses in the master's programs in Counseling, bringing her expertise in school and clinical settings serving children and adolescents. Her scholarship has focused on counselor education and supervision experiences and student professional development.

Associate Faculty

Associate Faculty status is a vehicle to coordinate efforts of faculty who are making contributions to the education of mental health and school counselors, and especially to contribute to doctoral education in the area of research and scholarly productivity. We are developing a partnership with the faculty listed below, drawn from the academic areas of Health Promotion and Education, Educational Foundations, A&S Psychology, and Social Work. These faculty potentially are available for dissertation committees, research grants, program development, and involvement with our emerging Center for Ecological Counseling.

The current Associate Faculty are:

Janet Graden, Ph.D., Professor, School Psychology
Keith A. King, Ph.D., Professor, Health Promotion and Education
LaTrice Montgomery, Ph.D. Assistant Professor, Psychiatry & Behavioral Neuroscience
Paula Shear, Ph.D., Professor, Psychology and Psychiatry
Giao Tran, Ph.D., Associate Professor, Women's, Gender, & Sexuality Studies
Lisa Vaughn, Ph.D., Professor, Pediatrics & Educational Studies (Joint Appointment)
Rebecca Vidourek, Ph.D., Associate Professor, Health Promotion and Education

Emeritus Faculty Members

The Counseling Program has four emeritus faculty members:

Robert K. Conyne, Ph.D. [Retired June, 2006]
Ellen P. Cook, Ph.D. [Retired June, 2013]
F. Robert Wilson, Ph.D. [Retired December, 2011]
Geoffrey G. Yager, Ph.D. [Retired August, 2016]

Program Advisory Committee

The Community Advisory Board (CAB), includes Program faculty and community representatives (e.g., mental health counselors, school counselors, agency administrators, alumni). This group meets a minimum of twice per year and is an important vehicle for community input, future planning, collaboration for local professional development, and in general, receiving feedback and input on program planning and direction.

Commitment to Diversity, Social Justice, and Inclusion

The Counseling Program at the University of Cincinnati embraces diversity, equity, and advocacy as core values. Thus, we affirm the dignity and worth of all people, emphasizing inclusion, social justice, and mutual acceptance. Operating from an ecological model of wellness, we are committed to adopting an attitude of cultural humility, while developing a climate where students faculty, and staff are encouraged to actively explore and critically evaluate their personal and professional attitudes, beliefs, and values. We strive to create a supportive training environment that promotes

multicultural awareness, knowledge, skills, and experiences. In all these efforts, we align with UC's Mission and Notice of Non-Discrimination as well as the American Counseling Association's (ACA) Code of Ethics and the ACA divisions' and affiliates' standards and positions on human rights, in service to our clients, students, and the community at large.

Program Communication

Faculty and student communication is essential and is fostered through several means, including communication in Program courses, individual and group meetings between Program faculty and students, the Program student listserv, Blackboard, and other student meetings and social events. Student and alumni input are actively sought for curricular and program development.

Students are expected to stay in close communication with faculty teaching courses, their advisors, and the Program Coordinators to stay apprised of any Program expectations, changes, news, etc. The Program communicates with students initially via an initial Orientation and this *Handbook* (as a primary source of official requirements) and also through communication in required courses, meetings with students/faculty, and via e-mail. Students are reminded that **University rules require that faculty and students communicate via e-mail using only the UC account**, not other accounts, so **students must check UC e-mail frequently and correspond with faculty only with these accounts**. It is the responsibility of students to use these methods to stay apprised of Program and University expectations and to bring any questions or concerns to the Program faculty for discussion and resolution.

Professional Organizations

Because of the importance and influence of professional counseling organizations in licensure, training, and research, all students are strongly encouraged to become members of the American Counseling Association (ACA) and its various divisions representing special interests. Primary divisions include the American Mental Health Counselors Association (AMHCA), the American School Counselors Association (ASCA), the Association for Counselor Education and Supervision (ACES), and the state and local associations for counseling where they live or work, such as the Ohio Counseling Association (OCA) the Greater Cincinnati Counseling Association (GCCA), the Ohio School Counselors Association (OSCA), and the Ohio Mental Health Counselors Association (OMHCA).

Students will find other opportunities to develop specialty skills, network with other students and professionals, and engage in advocacy through any of the 20 ACA divisions. Interested students are encouraged to see www.counseling.org for more details about all of the divisions and how to apply. Reduced price, student memberships are available for ACA, OCA, GCCA and special interest divisions. Additionally, students are encouraged to participate in the UC chapter of Chi Sigma Iota, the academic and professional honorary society for counseling students and professionals.

MASTER'S PROGRAMS OF STUDY

This section provides a comprehensive description of the Masters Degree Programs in Counseling (M.Ed. in School Counseling, M.A. in Mental Health Counseling).

Program Overview

The master's degree programs in Counseling were designed around core classes, selected to be consistent with national standards for master's programs in counseling, state training requirements for counselors, and university requirements for graduate programs. Beyond this common core, each student may choose an area of concentration–Mental Health Counseling in community human services settings or School Counseling in K-12 educational settings. Graduates of the 60-credit-hour semester program for a Master of Arts Degree in Mental Health Counseling meet the training requirements established by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for licensure as a Licensed Professional Counselor (LPC). Graduates of the 60-credit-hour semester Master of Education degree program in School Counseling meet the training requirements for the School Counselor License in the State of Ohio. In addition to coursework, successful completion of a professional portfolio and comprehensive exam is required for each graduate degree program. Students are encouraged to consult their state licensing board to determine additional requirements for licensure (e.g., state examination).

To meet general program objectives, a set of courses has been identified as core courses. These core courses include both academic and clinical (i.e., practica, internship) courses. In addition, each concentration area (i.e., M.Ed. in School Counseling, M.A. in Mental Health Counseling) requires additional coursework beyond the required counseling core courses. Please see Appendix A for a listing of both the core and specialized courses.

School Counseling

The School Counseling concentration prepares students to serve as counselors in educational settings at the elementary and secondary levels. The program prepares professional school counselors to perform such functions as individual and group counseling, collaborating with teachers, administrators and other school personnel, parents, and community agencies in the provision of appropriate services for the benefit of individual pupils. The program provides for the integration of counseling and the *American School Counselor Association National Model* for school counseling. In addition, the School Counseling Program prepares school counseling trainees to address PreK-12 student college and career readiness through the Ohio Career Connections and the Ohio Means Jobs networks.

Objectives for the School Counseling Specialization
School Counseling students will also be expected to gain knowledge of the environment in which they plan to practice. This will require specialized understandings and skills necessary to work effectively in PreK-12 educational settings. In addition to the general objectives for all students

in the counseling program, specific objectives from the 2016 CACREP Accreditation Standards for the School Counseling specialization include demonstrated knowledge of and skills in each of the following:

1. Foundations of School Counseling:
    a. history and development of school counseling
    b. models of school counseling programs
    c. models of P-12 comprehensive career development
    d. models of school-based collaboration and consultation
    e. assessments specific to P-12 education

2. Contextual Dimensions of School Counseling:
    a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
    b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
    c. school counselor roles in relation to college and career readiness
    d. school counselor roles in school leadership and multidisciplinary teams
    e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
    f. competencies to advocate for school counseling roles
    g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
    h. common medications that affect learning, behavior, and mood in children and adolescents
    i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
    j. qualities and styles of effective leadership in schools
    k. community resources and referral sources
    l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
    m. legislation and government policy relevant to school counseling
    n. legal and ethical considerations specific to school counseling

3. Practice Requirements for School Counseling
    a. development of school counseling program mission statements and objectives
    b. design and evaluation of school counseling programs
    c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
    d. interventions to promote academic development
    e. use of developmentally appropriate career counseling interventions and assessments
    f. techniques of personal/social counseling in school settings
    g. strategies to facilitate school and postsecondary transitions
    h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
    i. approaches to increase promotion and graduation rates
    j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access
l. techniques to foster collaboration and teamwork within schools
m. strategies for implementing and coordinating peer intervention programs
n. use of accountability data to inform decision making
o. use of data to advocate for programs and students

Required Coursework for the School Counseling Specialization

Courses and clinical experiences involve such competency areas as personal, emotional, and career counseling; human development; multicultural issues in counseling; the use of assessment instruments; individual and group counseling techniques; special problems in School Counseling; curriculum development; and consultative methods. Please see Appendix A for more detailed information on required coursework. Clinical instruction will focus on working with school-aged youth and adolescents in school settings.

Electives in the School Counseling Program

Students in the School Counseling program are able to take two graduate course electives to supplement their core classes. As students may elect to work in different school settings or to enter doctoral studies, there are various courses to enhance the required course curriculum. In addition, students bring prior training experiences (e.g. psychology, education, etc.) with them as they enter the program. Therefore, it is suggested that they select courses that complement but not duplicate their prior coursework. Students are encouraged to consult with their academic advisor in order to select appropriate courses for their career trajectory. The U.C. Counseling Program has developed the following list of pre-approved electives:

Education Studies Focused Electives
EDST 7001   (3G)   Politics of Education
EDST 7003   (3G)   Introduction to Educational Studies
EDST 7031   (3G)   Human Development: Early and Middle Childhood

Education Leadership Focused Electives
EDLD 7035   (3G)   Educational Leadership Theory
EDST 7040   (3G)   Relational Context of Teaching and Learning
EDLD 8030   (3G)   A Study of Change and Innovations in Education
EDLD 8035   (3G)   School Law
EDLD 8036   (3G)   Curriculum Development & Data Analysis

Special Education Focused Electives
SPED 6002   (3G)   Engaging and Supporting Families with Members with Disabilities
SPED 7051   (3G)   Partnerships and Collaboration
SPED 7053   (3G)   Transition Strategies for Individuals with Disabilities

Mental Health Focused Electives
CNSL 7071C (3G)   Solution-Focused Brief Approaches in Practice
CNSL 7080   (3G)   Interprofessional Approaches to Suicide Prevention
CNSL 8005   (1G)   Integrated Behavioral Healthcare
CNSL 8031   (3G)   Abnormal Human Behavior
CNSL 8034   (3G)   Mental Health and Substance Use Assessment
CNSL 8040   (3G)   Counseling Supervision
CNSL 8042   (3G)   Disaster and Crisis Counseling
CNSL 8046   (3G)   Chemical Dependency Counseling
CNSL 8070   (3G)   Motivational Interviewing

Research Focused Electives
CNSL 8073   (1-6G) Master's Thesis Guidance: Counseling (See *Master's Thesis Option* for more details)
CNSL 9040   (1-6G) Individual Study in Ecological Counseling

Professional Portfolio and Comprehensive Exam
In compliance with our School Counseling program's CAEP accreditation and assessment of the CACREP Standards, School Counseling students must complete a professional portfolio and comprehensive exam. The professional portfolio is a summative project, providing a student the opportunity to demonstrate their knowledge, skills, and attitudes and how they have developed throughout the program. Students are expected to maintain key artifacts including papers, presentations, projects, and other documents that may be used for the final electronic portfolio, as these may demonstrate how they have met accreditation Standards. A description of the requirements for this portfolio is provided in Appendix G. Additional details about the Comprehensive Exam are noted following the section below.

Mental Health Counseling

The program for Mental Health Counseling has been developed for students interested in counseling in human services settings. Graduates of this program will be prepared to serve in entry-level positions in mental health and related agencies. Depending on the choice of electives and field experiences, graduates will be qualified for positions in a wide range of mental health and related agencies including community mental health centers, substance abuse programs, halfway houses, employee assistance programs, and women's programs and services.

Objectives for the Mental Health Counseling Specialization
Students will be expected to gain knowledge of the specialized skills needed for diagnosis and treatment of mental and emotional disorders. This will require specialized understandings and skills necessary to work effectively with individuals experiencing significant distress, impairment, or risk of life, health, or freedom. Specific objectives for the developing expertise in diagnosis, treatment, and prevention of mental and emotional disorders from the CACREP Accreditation Standards include demonstrated knowledge of and skills in each of the following:

1. Foundations of Mental Health Counseling
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. psychological tests and assessments specific to clinical mental health counseling

2. Contextual Dimensions of Mental Health Counseling
   a. roles and settings of clinical mental health counselors
   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. impact of crisis and trauma on individuals with mental health diagnoses
   g. impact of biological and neurological mechanisms on mental health
   h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. legislation and government policy relevant to clinical mental health counseling
   j. cultural factors relevant to clinical mental health counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l. legal and ethical considerations specific to clinical mental health counseling
   m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice Requirements for Mental Health Counselors
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   c. strategies for interfacing with the legal system regarding court-referred clients
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues

Electives in the Mental Health Counseling Program

Students in the Mental Health Counseling program are able to take two graduate course electives to supplement their clinical training. As students may elect to work in different mental health settings or to enter doctoral studies, there are various courses to enhance the required course curriculum. In addition, students bring prior training experiences (e.g. psychology, substance abuse counseling, etc.) with them as they enter the program. Therefore, it is suggested that they select courses that complement but not duplicate their prior coursework. Students are encouraged to consult with their academic advisor in order to select appropriate courses for their career trajectory. The U.C. Counseling Program has developed the following list of pre-approved electives:

CNSL 7071C	(3G)	Solution-Focused Brief Approaches in Practice
CNSL 7080	(3G)	Interprofessional Approaches to Suicide Prevention
CNSL 8005	(1G)	Integrated Behavioral Healthcare
CNSL 8040	(3G)	Supervision of Counselors
CNSL 8014	(3G)	Counseling Children and Adolescents
CNSL 8069	(3G)	Ecologically-Based Substance Abuse Prevention & Treatment for Couples, Families and Communities
CNSL 8070	(2-3G)	Motivational Interviewing
CNSL 8073	(1-6G)	Master's Thesis Guidance: Counseling (See *Master's Thesis Option* for more details)
CNSL 9040	(3G)	Individual Study in Ecological Counseling
HPE 7000	(3G)	Human Sexuality and Health
SPSY 8027	(3G)	Behavioral Counseling and Mental Health Interventions

Comprehensive and Specialty Exam

Mental Health Counseling students must take and successfully pass a comprehensive and specialy exam prior to graduating from the program. The specialty exam provides students an opportunity to demonstrate theoretically-based case conceptualization, diagnosis, treatment planning, and clinical skills in a standardized format. The exam is taken in the final semester of the student's program prior to graduation consisting of a written portion and a recorded demonstration based on a selected case study. The specialty exam will be evaluated by the student's advisor and one additional mental health counseling faculty member. Additional details will be provided through the Counseling Program Community Blackboad site. Additional details about the Comprehensive Exam are noted in the section below.

School and Mental Health Counseling Comprehensive Exam

All master's degree students must take a comprehensive examination prior to receiving their master's degree. The Counseling Program uses the standardized, Counselor Preparation Comprehensive Examination (CPCE) published by the National Board for Certified Counselors,

Inc. (NBCC). The examination which consists of 200 multiple choice questions covering the core areas of counseling instruction defined by our accreditation agency is offered each term, including summer.

Application for the comprehensive examination must be made by the application deadline, publicized through the program on Blackboard. Prior to applying, students must submit a current copy of their Degree Progress Audit to the student's advisor for approval. Once the advisor's approval signature has been obtained, the student will apply for and submit payment for the CPCE through testing services. To apply, the student must complete the application form through testing services and submit a copy of registration through the Counseling Program Blackboard site. You will register for the CPCE through testing services the year you plan to graduate.

Recommended study materials are listed on the NBCC website (http://www.nbcc.org/study/), the Center for Credentialing in Education (http://www.cce-global.org/AssessmentsAndExaminations/CPCE), and through several commercial examination preparation companies. Examination preparation workshops are offered through the program.

When exam scores are obtained and submitted, faculty will review results and compare to your total score to the National Descriptive Statistics Exit Exam report information provided by NBCC each year. Your score will need to be one standard deviation from the mean national average or higher in order to pass. If you do not pass, you may be offered a second opportunity to take the CPCE. If you do not pass a second time, you can petition the faculty to complete a written alternative. If your CPCE score is below one standard deviation from the national exit exam mean, and you are approved to complete an alternative exam, you will respond to essay questions in the content areas falling at or below the national exit exam mean. A rubric will be used to score these essays.

On being approved for re-examination, the student will be notified which of the CACREP areas will be included in the re-examination and provided with the set of questions to be answered. The student will be given a period equivalent to one academic quarter (i.e., 3 months) to prepare responses to the questions. Failure to submit responses to all examination questions by the submission deadline will result in an automatic failing grade for the re-examination. Responses will be graded by pairs of faculty. Should a pair of readers not be unanimous in their judgment of the response, a third faculty member will also read grade the question. Determination of whether the student is judged to have passed will be based on a review by the faculty of the student's overall performance on the re-examination.

Failure to pass the comprehensive examination after three tries (twice on the CPCE and once on the alternative exam) is grounds for termination from the program. Any student who is terminated under this policy has the right to petition the faculty for reconsideration of the termination decision. However, students should also consider if they cannot pass the CPCE, they may not be able to pass state licensing exams required for counseling licensure.

MASTERS' THESIS OPTION

Both Mental Health and School Counseling students have the option to complete a masters' thesis research project. Students who are interested in pursuing doctoral studies are strongly encouraged to apply for the master's thesis option. Students are eligible to apply during the Fall semester of their first year. If selected to participate in the thesis option, students must work with faculty members on existing (e.g., secondary analyses of public datasets) or ongoing IRB approved projects. Without exception, thesis projects must be data-based empirical projects (experimental, associational or descriptive). The thesis project must be prepared according to the thesis format set forth by the graduate school (http://grad.uc.edu/student-life/etd/formatting.html) and in conformance to the latest edition of the *American Psychological Association Publication Manual.*

Students completing the thesis option are expected to complete and successfully defend their thesis project by the prescribed deadlines in their second year of their program. Failure to complete this requirement will result in a delay of graduation from the program.

Master's Thesis Application Process

Students will be invited to attend a thesis option information session in the Fall semester of their first year. The information session will provide an overview of the thesis option and an opportunity to connect with graduate faculty members who are accepting students for the thesis option. After the information session, students who are interested in the thesis option will be invited to complete an application. The required materials for the application include a resume/CV, writing sample, and a future goal statement (2-3 double spaced pages) that describes (a) future career goals and (b) the proposed research problem and question (*see Appendix H-1*). Faculty members will then meet, review applications and select students to participate in the thesis option (1 new student per qualified faculty member per year, as discussed below). Students will receive notice of the committee's final decision during the Fall semester of their first year. All students who are selected to participate in the thesis option will be required to attend an orientation session to discuss next steps. Students on the thesis option track are required to successfully complete the thesis option, CPCE, and portfolio/specialty exam before graduation.

Students who are not selected because they do not meet the criteria and/or there are not enough qualified faculty members will be encouraged to work with a faculty member on an informal research project. Students working on informal research projects will meet with supervising faculty to determine their roles on existing studies.

Master's Thesis Process and Responsibilities

The overall process for completing a master's thesis involves: (a) orientation attendance and application submission (Fall), (b) initial conceptualization of project (Fall), (c) formally enroll in CNSL 8073 (Master's Thesis Guidance: Counseling) from the Spring semester of year 1 until graduation, (d) preparing a master's thesis proposal (Spring/Summer), (e) review and approval of proposal (Summer), (f) applying for Institutional Review Board (IRB) approval (Summer), (g) conducting the research (varies), (h) writing the master's thesis manuscript, (i) holding a master's thesis defense, and (j) submitting the final version of the master's thesis to the Graduate School. During this supervised process, all students will receive ongoing feedback on their progress and

will work closely with their thesis advisor and committee to follow requirements and meet deadlines. All students are required to abide by the deadlines set forth by the Graduate school (http://grad.uc.edu/student-life/etd.html) and Counseling program. A sample timeline and detailed explanation of each activity is included in *Appendix H-2*.

Master's Thesis Committee Chairperson

The chairperson (also referred to as thesis advisor) must be a full-time Counseling program faculty member who is also a member of the University Graduate Faculty. Eligible faculty members will be limited to chairing one new master's thesis project each academic year. Students must work closely with their chairpersons to plan the proposed thesis project and to write an acceptable proposal for review by the master's thesis committee. The chairperson typically discusses plans for the literature review, research question, and methodology with the candidate, and reviews multiple drafts of the proposal for clarity, comprehensiveness, contributions to the field, and soundness of the research plan. Candidates may consult with other committee members during the planning process, but rarely do other members review early drafts of the proposal. Students are expected to maintain close and regular contact with their chairperson while working on the proposal.

The Master's Thesis Committee

The thesis committee must consist of at least three full-time faculty members, the majority of whom are faculty members in the Counseling program. More than half of the committee members must be full-time faculty members in the Counseling program. All full-time Counseling faculty members may serve as committee members. External faculty members from other UC programs and scholars in the surrounding community (e.g., clinician at a community mental health center) who hold doctoral degrees and have a demonstrated track record of research and scholarly accomplishments are eligible to participate and provide expertise and assistance in content, research methodology, or professional experience with a population of interest. These policies are consistent with the rules set forth by the graduate school (http://grad.uc.edu/student-life/graduate_studenthandbook/policy_masters/theses_researchprojects_examinations.html).

Master's Thesis Proposal Hearing

Students are responsible for presenting the master's thesis proposal in a face-to-face or virtual meeting to their committee by the end of the summer following their first year. The thesis hearing provides an opportunity for (1) students to elaborate on the proposal and discuss any questions or concerns that s/he may have and (2) the committee to assess the proposal and provide constructive feedback and advice. The committee will determine the acceptability of the proposal and make recommendations for moving forward. Formal approval may be delayed, pending significant changes to the proposal. Students should consult with their thesis chairperson prior to scheduling this meeting to ensure readiness. The proposal is officially approved once all members of the master's thesis committee have signed the proposal hearing form (*see Appendix H-3*).

Conducting the Study

The approved research proposal is a contract between the student and the master's thesis committee. To insure that the final research will be acceptable, the student must adhere to the contract and follow the plans described in the proposal. Naturally, at times, problems may arise

which necessitate changes. It is critical that the student involves the chairperson if any changes are needed. If major changes are indicated, the chairperson may suggest involving all committee members in the decision. Before making any research changes the student must also comply with all IRB policies for reporting and/or additional permission.

Institutional Review Board (IRB)

The IRB is a committee that has been formally designed to approve, monitor and review research that involves human subjects (http://researchcompliance.uc.edu/HSR/IRB/Overview.aspx). All students are required to work with their thesis advisor to obtain IRB approval before collecting data or viewing data on existing projects. It is important to note that the length of the IRB review process varies based on a number of factors that are out of the Counseling program's control. Therefore, students are strongly encouraged to submit their full IRB proposal or modifications to existing proposals as soon as possible through the ePAS system (http://researchcompliance.uc.edu/HSR/IRB/FormsForNewSubmissionsProtocols/ePASSubmissionGuidanceDocuments.aspx). The IRB process will be discussed in great detail at the orientation and in meetings with your thesis advisor.

The Master's Thesis Defense

The purpose of the defense is to permit the student and his or her committee members to have a face-to-face meeting in which the student will present the findings of the master's thesis research. The committee bears official responsibility on behalf of the University for approving the quality of the thesis. The committee requires ample time (at least two weeks) to review the final draft prior to the defense. Committee members expect the final draft to be complete and free of stylistic errors. Students are required to abide by the rules of the graduate school when scheduling the defense. The defense is officially approved once all members of the master's thesis committee have signed the master's thesis defense form (*see Appendix H-4*).

Submitting the Master's Thesis

The final step in this process is to have the final, corrected draft of the thesis and submitted electronically according to University requirements (http://grad.uc.edu/student-life/graduate_studenthandbook/policy_masters/theses_researchprojects_examinations.html).

PROGRAM DESIGN AND APPROVAL

Working with the Program Advisor

All students in the Counseling Program have a program advisor. Regular contact with the program advisor is essential for the student's smooth progression through the program. Among other tasks, the program advisor will help explore career options; complete a program plan; process routine paperwork; consider field placement alternatives; develop solutions to problems with classes, requirements, or faculty; and conduct initial graduation check-out. The Program Coordinator will certify the graduation upon receiving the graduation check-out form completed by the advisor.

To make contact with the advisor most productive, the student should be prepared for advising meetings (e.g., carefully review course schedules prior to the meeting) and should bring necessary paperwork such as their degree audit report, which can be found at https://onestop.uc.edu/classes/GetMyDegreeAudit.html.

Changing Advisors

At admission, each student is assigned an advisor. Occasionally, during the course of one's studies, one may wish to change advisors. To change advisors, the student must request a change of advisor in writing from the Program Coordinator. The Program Coordinator will determine the appropriate action.

Program Plan

Prior to or within the first term of study, each master's degree student *must* meet with his or her advisor, develop a program plan, and submit this program plan to the Counseling Program Coordinator for review. The approved Individual Student Program Plan (see Appendix B) will be placed on file in the School of Human Services office. The program plan will include a listing of required counseling core courses, specialization courses for human services or educational settings, and elective courses. The program plan will also include planning for completion of field experience requirements. The program plan should be developed in collaboration with the program advisor and must be approved by the student's advisor before it is valid. The program plan is a vital part of the academic record; it will be used at graduation as the basis for graduation check-out. Blank Individual Student Program Plan forms are available in Appendix B.

Transfer of Coursework

Students may transfer a *maximum* of 18 graduate semester credits, upon approval of the program advisor, for classes taken from another CACREP accredited program. Other graduate coursework from an approved college or university may be transferred in to meet graduate elective credit upon approval of your Advisor, Program Coordinator and Graduate School. Only courses with grades of *B-* or higher taken within five years prior to formal admission to the counseling program will be considered. In addition, a maximum of 6 graduate semester credits of UC Counseling Program

coursework taken as a non-classified (non-matriculating) student at U.C. prior to admission may be applied to the degree. ***Students seeking to transfer credits must submit their request to their Doctoral Advisor and Counseling Program Coordinator in their first semester as a matriculated student.***

Modifying the Program Plan

As needs change, it may be necessary to modify the program plan. Changes to the program plan must be described in writing, must have advisor approval, and must be filed as part of the formal program plan. Note: the program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a grade for a course, the student may not then decide to add that course to or take that course off the program plan.

Completing Coursework

A scheduled plan for completion of the M.A. in Mental Health Counseling and the M.Ed. in School Counseling has been designed to ensure that full-time students can complete their programs in an orderly and efficient manner. Full-time master's degree students must adhere to their curricular schedule to avoid graduation delay. Part-time students must complete first year courses prior to enrolling for second year courses and should work closely with an advisor to avoid problems in course sequencing which could delay graduation. See Appendix A for the suggested program completion schedule and Appendix B for developing an Individual Student Program Plan with your advisor.

Students may track their completion of the curricular requirements for their program by referring to the Degree Progress Audit system available at the One Stop Student Services website: https://onestop.uc.edu/classes/GetMyDegreeAudit.html. Drawing on the Registrar's database of courses attempted and completed, this service compares the student's record of completed coursework to the required curriculum for the student's academic program. Regular review of one's completion status can help the student avoid graduation delays.

Satisfactory completion of coursework and program requirements is subject to Program standards for academic and professional performance and behavior. The following section reviews in detail the program requirements and expectations, including policies on selective retention.

PROGRAM REQUIREMENTS AND EXPECTATIONS

Continuous Progress Monitoring and Selective Retention

Program Expectations and Review Processes

The counseling faculty is dedicated to producing legal, ethical, and professional counselors. In order to ensure the development of professional competencies and to ensure satisfactory progress toward degree completion, the faculty continually monitors student performance. Students likewise are expected to engage in goal setting, self-monitoring of progress academically and professionally, and reflection on skills, progress, and areas for continuous improvement. This process of review, feedback, and continuous improvement is critical to any applied professional training program. Faculty advisors meet with each advisee and provide overall feedback on progress in the program at least twice each year, at a minimum. Specific feedback related to coursework and applied work is provided by instructors and field supervisors. Faculty members complete a review of every student each term during faculty meeting, reviewing student knowledge, skills, attitudes, and professional dispositions. Annually at the end of each training year, students receive a Student Performance Review (See Appendix C), which is a summary evaluation encompassing faculty ratings across courses and field experiences, progress on professional behaviors, and progress in meeting overall program expectations. As needed, a written Professional Development Plan may be used to set specific targets and goals for improvement, delineate plans, and note review dates and expectations for good progress. A template of the Professional Development Plan is included in Appendix F.

Progress Monitoring and Selective Retention Criteria

Students must adhere to University, College, and Program rules and regulations regarding academic performance and professional conduct. Furthermore, because counseling is an applied profession, all students must demonstrate not only knowledge but skill competency and personal characteristics (dispositions) appropriate to the requirements of the profession. The following list of criteria describes Program expectations for professional behavior/dispositions. Students are expected to reflect on their own development across behaviors (and complete regular self-evaluations), and faculty and field supervisors also rate students on these behaviors to provide feedback. These criteria also can be the basis for action plans for targeted improvement. As warranted, these criteria may be the basis for selective retention decisions when there is lack of improvement or serious concerns.

On-going evaluation in regard to selective retention is focused on demonstration of the following criteria:
- Adherence to the University of Cincinnati *Student Code of Conduct* (http://www.uc.edu/conduct/Code_of_Conduct.html).
- Adherence to the ethical standards and standards of best practice of the American Counseling Association (and American School Counselors Association for school counseling students) with conduct becoming a professional counselor.

- Adherence to the legal and <u>Professional Counseling standards of the State of Ohio</u>.
- Ability to work effectively with clients, colleagues, parents, families, agency and/or school personnel, students, supervisors, faculty, and peers in simulated and actual situations.
- Performance in a professional manner as documented by University and/or field site supervisors.
- Effective thinking and problem-solving skills consistent with professional performance.
- Effective communication skills (written and verbal).
- Receptive attitude toward learning as indicated by attendance and active participation in university classes and field experiences as well as responsiveness to feedback from faculty, supervisors, and peers.
- Commitment to one's own development as demonstrated by taking personal responsibility, seeking positive solutions, and personal initiative.
- Achievement of knowledge and skills based on quality of both foundational and specialization coursework.
- Demonstration of scholarly skill in research and coursework.
- Quality of clinical skills as demonstrated in skills-based courses, practica, and internship.
- Positive feedback on review of progress by faculty based on comprehensive progress monitoring criteria.
- In personal behavior, dispositions, and characteristics, a student's professional work must be characterized by the following:

- Satisfactory progress towards degree completion
- Acceptable quality of clinical, academic and interpersonal skills including:
    - Empathy
    - Active listening
    - Attending
    - Documentation
    - Advocacy
    - Diagnosis
    - Objectivity
    - Academic skills
    - Effective team skills

- Quality of professional attitude:
    - Adaptability
    - Personal stability
    - Cooperativeness
    - Responsiveness to feedback
    - Initiative & leadership
    - Attendance, punctuality, dependability
- Demonstrated values of
    - Legal and ethical behavior
    - Professionalism
    - Respect for client autonomy
    - Embracing Diversity

The Counseling Student Review (Appendix C) is a form based on these criteria. The counseling faculty and students will use the form for review of student progress.

Academic Performance Requirements

Students must adhere to all University and Colleges rules, policies, and requirements for graduate students. Students also must meet Program requirements for good academic standing, which include:

- All master's level courses except for clinical instruction courses must be taken for a letter grade and all students are expected to earn a B average (3.0) or better with no single course grade below a B-.
- A minimum grade point average of 3.0 for graduation
- Clinical instruction courses offered by the Counseling Program (i.e., Counseling Techniques, Field Practicum, and Master's Internship) are graded on a Pass/Fail basis. The Counseling Program awards a grade of "Pass" if the student's work would have been worth a grade of B- or better were the course to have been graded using the University's letter grade scale.
- A course grade of a B- or better is needed in all required coursework, as this is a requirement for licensure. Whenever a student obtains a substandard grade (C+, C, or F) in a course required as part of the student's program plan, the student <u>must</u> meet with his/her advisor to discuss his/her status in the program and develop a Professional Development Plan (Appendix F). This will include retaking the class and earning the grade B- or better work. The student has one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate. According to University policy, the original substandard grade remains on the official transcript
- Three situations can lead to an Academic Probation status including: (a) failure to remediate a substandard grade (C+, C, or F) in a course required in the student's program plan, (b) more than one substandard grade in graduate work, or (c) a failing grade in any clinical instruction course. Failure to remediate probationary status may lead to dismissal from the Program. A student who has been terminated under this policy may appeal the decision by following the University Graduate Student Grievance Policies (http://grad.uc.edu/student-life/policies/grievances.html).

Professional Development Plans

In addition to the Counseling Student Performance Reviews, counseling students who in some way do not meet the expectations for professional practice will be remediated using Professional Development Plans (PDPs). Situations that lead to the development of a PDP include, but are not limited to, performance in academic, clinical or professional progress. A copy of this form is included in Appendix D. The counseling faculty implement PDPs as needed to document and address: (a) expectations of the student, (b) specific behaviors required of the student, both on campus and at practicum/internship sites, (c) remediation tasks that faculty will implement to support the student's success, as well as tasks that the student must engage in to facilitate her/his success, and (d) consequences the student faces for not successfully addressing the expected tasks and engaging in the required behaviors.

The remediation process can be detailed in the following steps: (a) A faculty member identifies areas of concern regarding a student's academic or professional behavior or tasks. These concerns will be separate from "normal" developmental progression of students or typical academic issues. In fact, the faculty member will identify specific behavior(s) which are problematic academically or professionally, and connect those behaviors to competencies expected by the faculty of students. (b) Faculty will then list specific remediation activities related to each task or behavior of concern. (c) Students will be an active participant in this process, and receive formative feedback from a specific faculty member (usually their advisor), to integrate into their behavior to remedy the areas of concern. (d) The student will have an opportunity to review and discuss the PDP, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document thereby agreeing to the PDP.

The successful completion of a PDP is needed to advance within the program once a remediation process has begun. The faculty may allow certain courses to be completed concurrently with the PDP. However, certain violations (ethical and legal violations) are grounds for immediate dismissal from the program, and the remediation process and PDPs are superseded in these cases.

(Adapted from Kress, V.E. & Protivnak, J.J. (2009). Professional Development Plans to Remedy Problematic Counseling Student Behaviors. *Counselor Education and Supervision, 48*, 154-166.)

Academic Dishonesty

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic setting. Dishonesty in any form (e.g., cheating, plagiarism, unauthorized assistance, fabricating data) may result in a failing grade in a course or graduate research credits and/or immediate suspension or dismissal from the program. Further information about academic misconduct may be found at: http://www.uc.edu/conduct/Academic_Integrity.html.

Misconduct

Instances of counseling student academic or non-academic misconduct should be reported, in writing, to the Program Coordinator. Next steps will be guided by the University of Cincinnati Student Code of Conduct (http://www.uc.edu/conduct/Code_of_Conduct.html).

FIELD PLACEMENT

General Policies

Field Practicum and all Master's Internship courses require that the student be placed in a field experience site. All students must complete 3 semester credits (150 clock hours) of a Field Practicum placement prior to proceeding to Internship. The Field Practicum will consist of 150 hours related to working as a counselor. At least 40 of these hours must be direct client contact hours. For a description of what are considered client contact hours, please see Appendix G.

Internship requirements are:

- M.Ed. students must complete 6 semester credits (700 clock hours) of Internship (CNSL-7060) in a school setting to complete their degree program.
- M.A. students must complete 6 semester credits (700 clock hours) of Internship (CNSL-7060) in a mental health setting to complete their degree program.

Of the 700 clock hours, at least 240 of these hours must be direct client contact hours. In addition of those 240 hours, at least 10 must be group counseling hours. For a description of what are considered client contact hours, please see Appendix G.

Prior to beginning their field placement, all students must complete a background check and be pre-approved by faculty for service in the field. If the faculty determine that a student is not fit due to prior legal convictions, the student will not be allowed to begin the field placement experience. Students must also complete the following courses prior to beginning the Field Practicum (CNSL 7050): *Counseling Techniques* (CNSL 7021), *Counseling Theories* (CNSL 7023) and *Group Work in Ecological Counseling – Theory, Research, and Practice* (CNSL 7025).

All students who take Field Practicum must be supervised by a counselor or school counselor with appropriate credentials; that is a counselor with a Master's degree in counseling and two years' experience with equivalent qualification, including appropriate certifications and/or license (i.e., LPCC-S for mental health students; School Counseling License for school students). The U.C. Counseling Program will also provide simultaneous supervision to students while enrolled in Field Practicum class.

All M.A. students who take Internship must be supervised by a counselor with a LPCC-S supervision credential, or equivalent if serving in Kentucky or Indiana, at their site.

The student is required to secure a field experience site prior to beginning the Field Practicum or Internship class. The program website has a list of approved practicum and internship sites from which the student must choose. All students are encouraged to seek consultation from their

Advisor prior to selecting a practicum site. It is strongly encouraged that students work with their Advisor and Field Service Coordinator during the fall semester while taking Counseling Techniques (CNSL 7021) to assist in determining an appropriate field practicum setting.

Prior to the Internship, students must seek approval with their Advisor using the Internship Application Packet Checklist form (Appendix E) before signing their field placement forms (Appendix F). If students choose to work at a site not on the list of approved sites they must contact the Field Placement Coordinator at least one full semester prior to request for site approval. Approval is not guaranteed as each site must meet criteria for appropriateness for counselor training.

All students need to apply to proceed to Internship following the approval process during the term prior to their Internship class. See the "Stage I: Preparing for Internship" in the following pages.

Internship Start Time

This section provides clarification for the start time for accumulating hours toward the 700 clock hours required for the Internship (CNSL-7060).

Starting the CNSL 7060 Internship

School Counseling students and Mental Health Counseling students follow different rules pertaining to their respective program of study:

Mental Health Counseling: Because Mental Health Counseling students must comply with state statutes governing the practice of mental health counseling, they are not permitted to provide counseling services for clients unless they are enrolled in an internship. Before the first week of class, Mental Health Counseling students may start collecting indirect service hours (attending orientation meetings, observing counseling sessions, shadowing mentors) but may not start collecting direct service client contact hours until the first internship class meeting of the semester.

School Counseling: Because School Counseling students are regulated by state statutes and rules which govern the practice of counseling in the schools, they may start collecting indirect service hours in the summer before internship from the time their school site starts its school calendar, regardless of whether the internship in which they are enrolled has actually started. However, if school counseling students are asked to provide direct service hours, they must receive permission from the School Counseling Field Placement Coordinator after making arrangements for university supervision.

Continuing Counseling Activities During the Break Between Terms

Both Mental Health Counseling and School Counseling students may continue collecting both indirect and direct service hours during the period of time between the first and second internship terms provided they inform the Counseling Field Placement Coordinator and Internship Instructor

to provide for interim academic supervision. Their respective licensing boards permit the provision of services across our term break. This provision applies only for students who are remaining at their current site.

Starting a New Placement with a New Supervisor

Mental Health Counseling students may start a new placement under a new Counseling Program approved supervisor with the term of the internship class; however, the student must receive approval from the Field Placement Coordinator and communicate this change to their Internship Instructor. If they start a new placement under a new supervisor during the term break, they must wait to collect direct service hours until the first week of class.

Clinical Sequential Courses

Master's Clinical Instruction Courses (Semester)

18-CNSL-7021 Counseling Techniques
18-CNSL-7050 Field Practicum in Counseling
18-CNSL-7060 Master's Internship in Counseling

With the exception of the Counseling Techniques course (CSNL 7021), all clinical instruction courses are reserved for matriculated counseling students or students matriculated into other programs for which one or more of the counseling clinical instruction courses are a required part of the program's curriculum.

Clinical Training Sequence

Course	Timing (M.A. & M.Ed.)	Student Responsibilities & Steps to Clinical Training Completion
Counseling Techniques	Yr 1: Fall Term	Consult with Advisor to determine Field Placement site, submit site application form, apply for CT status, submit background checks
Field Practicum	Yr 1: Spring Term	Complete Internship Application Checklist and obtain advisor approval (Appendix E)
Internship	Yr 2: M.A. Summer/Fall Yr 2: M.Ed. Fall/Spring	Complete all the initial forms needed (Appendix F)

Stage I: Preparing for Practicum and Internship

At the beginning of the term prior to Field Practicum a student should begin preparing the following:

Background Checks

Prior to entering the Counseling Program, all Master's students must complete a **criminal background check/fingerprint check** through the Federal Bureau of Investigation (FBI) and the Ohio Bureau of Criminal Investigation (BCI) or their respective state bureau of criminal investigation. It is the responsibility of each student to verify the accuracy of their record and report any felony charges that are not included on the report. Should a student receive a new legal charge, it is her or his responsibility to report this to their academic advisor and program coordinator. The faculty will review all legal records and self-reported charges to determine the fitness of the student to proceed in the program. Unreported felony charges that are discovered by the program are immediate grounds for dismissal. As the faculty share a fiduciary responsibility to protect the public, they may deem any prior or new legal charge as grounds for dismissal upon review.

The Counseling Program requires all Mental Health Counseling interns to register with the Ohio CSWMFT Board as a Counselor Trainee (CT). In doing so, students will submit background checks directly to the Board in the fall semester of their first year. If any problems are anticipated, the student should inform his/her advisor or the Program Coordinator and seek assistance early to avoid delays in placement. Detailed information on Ohio licensure requirements and background checks is on the Ohio CSWMFT Board website http://cswmft.ohio.gov/BCIFBIBackgroundChecks.aspx and Ohio Department of Education (ODE) website http://education.ohio.gov/Topics/Teaching/Licensure/Additional-Information/Background-Check-FAQs. Exceptions may be granted for students wishing to complete their practicum and internship in Kentucky or Indiana. If a student intends to complete their practicum and/or internship hours out-of-state, it is the student's responsibility to communicate this to the Field Placement Coordinator prior to the start of work to obtain a CT status waiver.

Professional Liability Insurance

All students are required to obtain and maintaing professional liability insurance *prior to* beginning field-placement practica and internships. Written verification of insurance is required to be given to the course instructor and then be placed in each student's file at the beginning of Field Practicum and each internship class. Typically, mental health counseling students obtain professional liability insurance by joining ACA and/or AMCHA and applying for coverage by the organization's recognized insurance carrier without an additional charge. School counseling students will become American School Counselor Association (ASCA) members and obtain the ASCA liability insurance prior to starting Field Practicum. Failure to obtain professional liability insurance and provide verification will result in a student not being admitted to field-placement practica and internship courses and/or not being placed in a field-placement setting. Advisors can provide assistance in securing insurance.

Rules Pertaining to Counselor Trainee Status

Counseling interns whose field placement sites are located in Ohio and bill clients for the counseling intern's services must register with the Ohio CSWMFT Board as Counselor Trainees (CT). Application is made electronically through the Board's website, http://www.cswmft.ohio.gov/. It is the intern's responsibility to monitor his or her own CT status. If an intern allows his or her CT status to lapse and his or her agency continues to bill clients for the intern's services, both the intern and the agency may be charged with illegal practice. It is solely the intern's responsibility to comply with rules governing the practice of counseling.

Apply for Internship Approval

At the beginning of the term before the student intends to enroll for Internship, the student must apply for and be approved for internship enrollment by the Field Placement Coordinator. This approval process will examine whether the student has demonstrated the knowledge, skills, attitudes, and values necessary for effective, efficient, and ethical performance of the duties of a counseling intern. To be approved, the student must:

- Complete or be enrolled in all first year foundational and specialization. The student must have earned a grade of B- or better in all completed courses and be making satisfactory progress in those courses for which the student is currently enrolled. All incomplete work (i.e., "I") must be cleared. SP grades will not be approved.
- Complete or be enrolled in all first year clinical instruction courses. The student must have earned a grade of P (in clinical instruction courses graded P/F) or a letter grade of B- or better (in those graded with a letter grade). The student must be making satisfactory progress in those clinical instruction courses in which the student is currently enrolled. All incomplete work must be cleared.
- Submit a completed Internship Placement Application Checklist (Appendix E) for Internship accompanied by the application packet detailing and analyzing the student's accomplishments by at least mid-way through the term prior to desired start of internship. This application packet must include:

  o The Internship Application Checklist form(Appendix E) with attachments:
    - A copy of the student's Degree Progress Audit documenting courses completed
    - A Student Self-Assessment of Internship and Counseling Skills Rating Form

Students deemed ready to advance and whose internship site is approved will be notified by email to proceed with completing their Internship forms (e.g. "Confirmation of Internship Responsibilities" and "Counselor Field Placement Site Description" in Appendix F).

Students who the faculty determines are not ready to assume the responsibilities of a counseling intern must meet with their advisors to construct a written Professional Development Plan (see page 23) to remediate deficiency in knowledge, skills, attitudes, or values necessary for effective, efficient, and ethical performance of the duties of a counseling intern. This individualized, collaboratively designed plan will consist of behavioral learning objectives and action steps to be

implemented by the student typically within a timeframe of an academic term. The plan must be signed by both the student and the advisor. Refusal to sign the plan or failure to complete the plan within the timeframe stipulated in the plan may result in termination from the program. Upon acceptance and successful completion of the professional development plan, the student may reapply for advanced master's student status.

Stage II: Completing Practicum & Internship

Students need to enroll in the pertaining class, complete and submit the appropriate forms (Confirmation of Internship Responsibilities, Counselor Field Placement Site Description) to the instructor of the class, fulfill the intern duties at the site, attend weekly seminar on campus, and submit the logs and the evaluation forms (Student Self-Assessment, Supervisor Evaluation of Intern, Intern Evaluation of Site) at the end of each term they are enrolled in the practicum or internship class. All forms needed for documenting one's field based activities, and the information needed to make the field based experience a success are found in this Handbook (see Appendix F). Additionally, all policies are reviewed below.

Maintaining CT Status

The Counseling Program requires all mental health counseling interns to register for CT status with the Ohio Counselor, Social Worker, and Marriage and Family Therapists Board (CSWMFT Board). The Trainee Supervision Agreement form necessary for obtaining CT status must be obtained online from the Ohio CSWMFT Board website: http://www.cswmft.ohio.gov/.

It is the intern's responsibility to monitor and maintain his or her own CT status. If an intern allows his or her CT status to lapse and his or her agency continues to bill clients for the intern's services, both the intern and the agency may be charged with illegal practice. It is solely the intern's responsibility to comply with rules governing the practice of counseling.

To ensure that all applicants for CT status are duly enrolled in an internship, the Ohio CSWMFT Board must verify student enrollment each term. To facilitate the process of verification, the Counseling Program sends the Board the names of students enrolled in Field Practicum, Master's Counseling Internship, and the Doctoral Internship.

Mental Health Counseling Internship

All Mental Health Counseling students must complete field-based clinical instruction coursework in a mental health counseling setting supervised by an independently licensed mental health counselor with authority to supervise (LPCC-S). M.A. students must complete 700 clock hours of internship.

Policy on Initiation of the Internship and Practicum: Mental Health Counseling students may not begin accumulating direct contact hours until they are enrolled in and begin their first week of their practicum or internship sections.

Policy on Completion of Internship Requirements: Mental Health Counseling students who have not completed the 240 direct contact hours required for their 6 semester credits worth of Master's Internship (CNSL 7060), of which at least 10 hours must be group counseling hours, must:

- Enroll for at least 1 term semester hour of CNSL 7060 internship (because OH CSWMFT Board rules require all individuals who do not possess a LPC or LPCC-S license but who, as part of their educational requirements, must engage in supervised counseling practice, to be enrolled in an internship during the time they are engaging in such practice)
- Attend all internship seminar meetings
- Document sufficient service hours to meet the total service hour requirement commensurate with the number of credits for which the student is enrolled (i.e., 100 hours minimum per one semester credit). [**Note:** The total service hours for additional internship credit(s) may be any combination of direct, indirect, on-site supervision, and seminar hours. All direct service hours may be counted toward meeting the 240 direct contact hour requirement of the 6 semester credit Master's Internship (CNSL 7060).]
- No minimum number of *direct service hours* will be required for the additional internship credits for which the student is enrolled.

Exception: If a Mental Health Counseling student who has an incomplete for the Master's Internship (CNSL 7060) is short 20 or fewer direct service hours, the student may complete these direct service hours without having to enroll for additional internship credits. If completion of these direct service hours (20 or fewer hours) extends into a subsequent academic term, the student will be required to attend an internship seminar weekly until the hours have been completed. The student will report these hours, once completed, to their supervision instructor who awarded the incomplete grade. The instructor will review these hours to determine if a passing grade may be awarded. Should the student have more than 20 hours of direct service hours to complete after the end of the term, the student will be required to enroll in Internship (CNSL 7060) for the subsequent term.

School Counseling Internship

Policy on Initiation of the Internship: School Counseling students are strongly encouraged to begin their internships when school opens, typically at the middle to the end of August. In many cases, both public and private schools will begin within a week or two of the start of the fall term. Should it occur that the intern plans to begin working in the school before the start of the fall term, he or she must notify the Field Service Coordinator prior to beginning their service hours. *Students may not conduct direct contact hours prior to the beginning of the term.* Indirect service hours are permitted, including orientation activities, shadowing, and attending staff meetings. As soon as the fall term has begun, interns will start attending their regularly scheduled internship meetings and may begin collecting direct service hours.

Policy on Liability Insurance: All School Counseling interns must join ASCA. In becoming a member, the student will also gain an ASCA professional liability insurance policy.

Policy on Completion of Internship Requirements: School Counseling students who have not completed all clock hour requirements of their 700 clock hour internship, 240 of which are direct contact hours including 10 group hours, during the Fall and Spring terms will be given an incomplete ("I") grade and may continue to work at their internship site without enrolling for any further internship credits (because the OH Board of Education does not require school counseling students to be enrolled in an internship while engaging in supervised counseling activities). However, these students will be required to attend an internship class meeting up to the point at which they have completed the required 700 hours, 240 of which are direct contact hours including 10 group hours. Students who are enrolled in Internship to fulfill the requirements of an incomplete, exceeding their minimum six credit hours, may discontinue participation in the internship seminar meetings once their required clock hours are satisfied. *Students who are enrolled in their first or second semester of Internship must continue to serve at their internship site and attend the internship seminar meetings throughout both semesters even if they have satisfied their clock hour requirements early. In accordance with professional practice behavior, it is expected that school counseling students remain at their sites until the end of the site school year, even though the University semester has ended. The Field Service Coordinator and/or Practicum or Internship instructor will make provisions for faculty support during this time.*

Security of Client and Student Data for Field Experiences

As counselors in training in a professional training program that follows federal privacy laws, all students are required to be aware of and follow federal, state, and district policies for handling of confidential client/student records and data. Information on these requirements is shared in courses and in specific field experiences. When client/student data (e.g., assessments, records from observation, case notes, interviews, etc.) are kept by trainees, identifying data must be removed or all documents with identifying information must be secured in a locked box and all electronic records must be stored in password secured devices and transmitted only through approved, encrypted software.

FINAL TERM, GRADUATION, AND OTHER PROGRAM CONSIDERATIONS

National Counselor Exam (NCE)

All master's degree students who wish to obtain Ohio Licensed Professional Counselor (LPC) designation must take the National Counselor Examination (NCE) for Licensure and Certification. This examination, published by the National Board for Certified Counselors, Inc. (NBCC), consists of 200 multiple choice questions covering the core areas of counseling instruction defined by our accreditation agency. It is offered each term, including summer.

Application for the NCE is made directly through the state by the student. Application materials include a verification letter from the Counseling Program that the student is in his or her final term. Students may request this letter at the beginning of their final term. *Students who have an incomplete on their academic record or are not in good standing will not be considered in their last semester until such deficiencies are corrected.* The Ohio CSWMFT Board will provide further instuctions following notification by the Counseling Program. Study materials may be found in the reserved section of the CECH Library and are also available through several commercial examination preparation companies, including the National Board for Certified Counselors: http://www.nbcc.org/exams/examprep. An examination preparation workshop is offered through the program.

Those who pass successfully will be eligible to become Nationally Certified Counselors (NCCs) and meet the examination criteria for licensure as a Licensed Professional Counselor (LPC) in Ohio and comparable credentials in many other states.

Post-Internship and Post-Graduation Clinical Supervision

According to State of Ohio licensure law, one may provide counseling services to clients if (a) one has obtained a license to practice counseling, or (b) one is enrolled in a counseling internship. Individuals who have graduated with a master's degree in counseling but have not yet obtained their Licensed Professional Counselor (LPC) license or who have completed the clinical instruction sequence required within their programs must either discontinue their clinical work or enroll for additional internship credit.

To help students and program graduates continue to engage in clinical work within the constraints of the law and to offer additional training experiences, the Counseling Program will allow current students to enroll for additional internship credit and will grant "guest status" in our internship to graduates of our academic programs.

Students and graduates who want to use this option to continue clinical practice until licensure is granted should request permission to enroll in CNSL-7060 Internship for 1 credit hour. Individuals given permission to enroll under this plan will be required to complete all internship related enrollment paperwork and meet all internship requirements (including attending weekly

supervision) and any other forms or products deemed necessary by the internship seminar professor.

Graduation Application for M.A. and M.Ed.

Upon meeting all requirements for the M.A. and M.Ed. degrees, **students must apply for graduation online** at https://www.uc.edu/commencement/checklist/apply.html. Deadlines for graduation are strictly adhered to by the Graduate School. Students are required to be aware of these dates which are posted on the Graduate School Website. **It is the student's responsibility to apply at the online graduation website before the deadline posted for the term in which they plan to graduate.**

Before the program can certify that a student can graduate, the student must meet the following requirements:

- The student must earn satisfactory grades for all courses required in the pertaining program.
- The student must satisfactorily complete the required comprehensive examination.
- The students must satisfactorily complete their portfolio, meeting requirements of their respective counseling program track.
- The student must satisfactorily complete all applicable College and program requirements specific to the student's program of study.
- The student must maintain active student status; meaning the student must register for at least one graduate credit in their program in an academic year, after having met minimum degree course/candidacy requirements.
- All grades of NG, I, UP, SP must be satisfactorily resolved to ensure on time graduation.

If students have any outstanding issues in their graduation application progress report, they should work with their advisor to resolve these issues prior to graduation.

Switching Between Programs (M.A., M.Ed.)

From time to time, a student enrolled in one of our two master's degree programs may wish to switch to the other program. In order to change from one degree program to another, a student must submit a complete application through the Graduate School to the new program. A student cannot graduate from a program different from the one to which they are officially accepted and in which university records show the student to be matriculated. For further information, go to the Graduate School website: https://grad.uc.edu/fac-staff/handbook.html.

Documenting Your Work

As you prepare to graduate from the Counseling Program, you should make sure you have documentation of your work as a graduate student and as a counselor trainee.

Academic Work:
- A copy of your transcript and/or degree progress audit
- A copy of your notification of passing the comprehensive examination
- A copy of your learning contract for every independent study course you completed
- A copy of any individual professional development plans you were required to complete because of deficiencies in academic knowledge, skill, or attitude

Clinical Work:
Documentation for clinical courses:
- For Field Practicum (CNSL 7050)
  - A copy of your site description form (Appendix F)
  - A copy of your service hour log showing 150 clock hours (with at least 40 hours of direct client contact) for CNSL 7050 (Appendix F)
  - A copy of your field practicum campus supervisor's and site supervisor's evaluation of your work for Internship (Appendix F)
- For Internship (CNSL 7060)
  - A copy of your site description form(s) (Appendix F)
  - A copy of your service hour log(s) showing 700 clock hours (with at least 240 hours of directly client contact) for CNSL7060 (Appendix F)
  - A copy of your internship site supervisor evaluation of your work (Appendix F)
  - A copy of any individual Professional Development Plans (Appendix D) you were required to complete because of deficiencies in clinical knowledge, skill, or attitude

Credentialing / Endorsement Policy

Because credentialing is necessary for program graduates to practice the profession of counseling, it is important that each student be aware of the credentialing process. The Counseling Program has adopted specific policies regarding endorsement for credentialing. A brief review of counselor licensure and school counselor certification is presented below accompanied by a statement of the program endorsement policy.

The Counseling Program faculty will endorse a student for only those professional certifications, licenses, and placements for which the student has been adequately trained. Endorsement will be given only on the basis of evidence of demonstrated proficiency in the vocational and/or credentialing area for which endorsement is sought. A student requesting endorsement for a professional credential or placement must have completed a substantial portion of his/her graduate program in the Counseling Program at the University of Cincinnati including relevant supervised practicum and internship experiences.

*Within-Program Monitoring***:** Student completion of courses and experiences required for endorsement will be monitored in several ways. Each student must complete a program plan during the early stages of training. This program plan is keyed to the degree and major sought. Graduation checkout is conducted with reference to the program plan. In addition, faculty check class lists each term to determine whether each student is registered under the proper major code. Yearly, listings of transcripts for all students are reviewed to insure that each student is taking classes consistent with his/her program plan and is not in violation of program academic performance standards.

*Endorsement by the Counseling Program for Professional Counselor Licensure***:** By Ohio state law, all individuals who wish to call themselves counselors and practice counseling independently must be licensed. Holders of a CACREP Clinical Mental Health Counseling degree, passing all courses with a minimum of a B- and who have also passed their National Counselor Examination may qualify for licensure as a Licensed Professional Counselor (LPC) in the State of Ohio. As noted earlier, holders of the LPC license who satisfy supervised work experience requirements may be granted the LPCC license. Guidelines for licensure will be discussed in various classes during your program.

The individual student is responsible for obtaining copies of the counselor licensing law and license board regulations governing licensure in Ohio and/or licensure in any other state in which the student wishes to practice, and for understanding and following their contents.

A variety of instructions related to counselor licensure in Ohio are readily available on the Counselor, Social Worker, and Marriage and Family Therapist Board's website (http://www.cswmft.ohio.gov/Counselors/LPC.aspx). To prepare for application for licensure after graduation, we strongly recommend that each student assemble a file containing all course syllabi, independent study or readings contracts, field placement activity logs, names and addresses of field placement supervisors, program descriptions, and course catalogs. Questions about individual qualifications or applications of the law should be addressed to:

<div align="center">

State of Ohio Counselor, Social Worker, and Marriage and Family Therapy Board
77 South High Street
24th Floor, Room 2468
Columbus, Ohio 43215-6171
Tel: (614) 466-0912 Fax: (614) 728-7790
http://www.cswmft.ohio.gov

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Graduates from the Mental Health Counseling Program will have completed the necessary academic requirements for licensure as a Licensed Professional Counselor. (On occasion, with additional mental health coursework, including a mental health internship, a School Counseling graduate might also meet the requirements for licensure as a LPC) The licensure applicant would also need to pass the entry level licensure examination (NCE) prior to being granted a license by the Board. Under Ohio law, to qualify for independent licensure as a Licensed Professional Clinical Counselor, the individual must meet additional requirements for post-

master's degree supervised experience and must pass the clinical counselor licensing examination (National Clinical Mental Health Counseling Examination [NCMHCE]).

***Endorsement for the School Counselor License*:** At the completion of a student's academic training in School Counseling, the Coordinator for School Counseling program will review the complete file of the student to determine if all academic requirements have been met. Completion of all academic requirements will lead to program endorsement for School Counselor licensure. A college representative will communicate your satisfaction of these requirements to the Ohio Department of Education should you apply for Ohio licensure.

The individual student is responsible for obtaining copies of the counselor licensing law and license board regulations governing licensure in Ohio and/or licensure in any other state in which the student wishes to practice, and for understanding and following their contents.

Under the requirements of the Ohio Department of Education, the Professional Pupil Services License shall be issued to an individual deemed to be of "good moral character who (a) successfully completes an approved program of preparation and (b) who is recommended by the dean or the head of teacher education, (c) who has completed an examination prescribed by the State Board of Education", and (d) who has a master's degree. The Counseling Program policy for endorsement for the Professional Pupil Services License is as follows:

- A person who holds a master's degree in school counseling from a CACREP accredited program can receive the Counseling Program endorsement without any additional coursework.
- A person who holds a master's degree in School Counseling, Community Counseling, Mental Health Counseling, or a doctorate in Counselor Education, must have their transcripts evaluated for equivalency to the University of Cincinnati M.Ed. program in School Counseling. Additional coursework to satisfy deficiencies must be completed in order to receive Counseling Program endorsement.
- A person who holds a master's degree in other disciplines must be admitted to and must complete M.Ed. program in School Counseling.

School Counseling students planning to work in Ohio following graduation will need to sit for the Ohio Assessment for Educators (OAE #040) examination for licensure. Students are encouraged to take the OAE in December of their second year if graduating in the proceeding spring semester. The examination is administered at the University of Cincinnati. The registration materials and a schedule of test administration dates, published in *NTE Programs: Bulletin of Information*, is available through the Student Services Center in the College.

For further information, contact:

Ohio Department of Education
Division of Teacher Education and Certification
25 South Front Street
Columbus, Ohio 43215-4183
614-995-1545, http://www.ode.state.oh.us

UNIVERSITY RULES AND REQUIREMENTS

Students are expected to adhere to all University rules. Pertinent requirements are highlighted here.

Grading Practices

The Counseling Program uses the grading practices specified in the University of Cincinnati Graduate School *Graduate Hanbook* (https://grad.uc.edu/fac-staff/handbook.html)

Full-time/Part-time Enrollment

All students receiving a University Graduate Incentive Award (GIA) or a Graduate Assistantship (GA) *must* qualify as full-time graduate students during the period covered by the award. Full-time students must complete 12 graduate semester credit hours (exclusive of courses taken as audit courses) per term to receive this financial support. Students do not have to register for summer semester courses to maintain their status. Students taking courses for audit or to satisfy undergraduate deficiencies must still take 12 graduate credit hours.

Procedures for Registration

A student who has applied to and been admitted by the Graduate School registers each term by obtaining, completing and processing registration materials and promptly making full payment when billed. A student may *not* attend classes until registration is completed. Registering involves the use of your student login and password to the university's on-line registration site (*http://onestop.uc.edu*). The full listing of available courses is included online as part of the registration process.

To assist the student in planning and scheduling, the Counseling Program website lists classes being offered in the Counseling Program. **Forewarned is forearmed**: (a) courses are *not* likely to be offered in terms other than those specifically noted in the bi-yearly Course Schedule, (b) some courses are offered only in alternate years. It is important that the student plan coursework according to these course contingencies. Certain sets of courses must be taken in sequence. Changes in course scheduling are typically announced through the Counseling Program LISTSERV, in classes, and on the Blackboard website.

Registration Change Procedure
Once a student has completed registration, the official record can be changed only with a registration change form (Drop/Add Form). The Drop/Add form can be obtained School Offices (Suite 460, Teachers Dyer Complex) and U.C. One Stop. Students should consult *the Registrar's Website (http://www.uc.edu/registrar)* and the U.C. One Stop Center

(http://www.onestop.uc.edu/) for current information about add/drop deadline and refund policies and procedures.

Audit Regulations

The audit option is intended for cases in which coursework is desired or advised but in which a grade is deemed unnecessary by the student in consultation with the student's program advisor. Admissions and conditions for participation in audit courses are at the discretion of the instructor, who is not obligated to accept a student for audit. Audited courses cannot be used to satisfy any graduate degree course requirements. Audited courses cannot be charged to a Graduate Incentive Award (GIA) unless 12 graduate credits are taken that same semester (and if the total is less than 19 total credits). Further, no more than one audit course may be charged to a GIA in any academic period.

Unapproved or Inappropriate Courses

Unless approved by his/her program advisor, a student may not charge courses unrelated to his/her graduate program to a GIA. Students doing so are at risk of having their GIA withdrawn and may be placed on probation.

Withdrawals

During the term, a student may choose to withdraw from a course for various reasons. It is important that you discuss this with your advisor and consult with the U.C. Registrar prior to withdrawing as there are penalties and deadlines to consider. Students requiring a withdrawal should consult the U.C. OneStop website to confirm the correct procedures:

http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html

Note: In addition, withdrawals may impact a student's financial aid status and should be considered carefully with the student's advisor to determine the impact of the withdrawal on graduation and other academic issues.

Graduate Credits and Grading Practices

Change-of-Grade Policy

Incomplete work in a non-research course, given a grade of I, must be completed by the deadline established by the instructor, which may be up to one calendar year. Failure to complete the work within the set time limit results in automatic assignment of a failing grade. Grade changes are made by the faculty member of record through an electronic grade management website.

Active Standing and Leaves of Absence

Active Standing

Students must register for at least one credit per academic year to maintain active student status. This credit must contribute to the degree requirements as determined by the Counseling Program. Students who register in the Fall will maintain graduate student status through the entire academic year, through the summer term.

Leaves of Absence

Because counselor training is sequential, any breaks in study are disruptive. Under special circumstances, graduate students may apply for leave of absence from the University for a specific period up to one year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant.

An approved leave of absence preserves the student's status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Registration is not required during the leave period. A leave may be renewed for up to one additional year if the student applies for a leave extension at least four months prior to the end of his or her initial leave. Renewal of a leave is subject to the approval of the program, college, and the Graduate School. In no case may any student be granted a leave for more than two years.

Students are encouraged to work closely with their advisor and the Program Coordinator throughout this process. Upon return to the Program, the student's status will be the same as when he/she started the leave. Students should be aware that any change in progress with their cohort may affect subsequent decisions such as availability of funding for scholarships/assistantships, such as a Graduate Assistantship or a Graduate Incentive Award, they may have had at the time of their leave. Please consult the Graduate Student Handbook for further details regarding leave of absence, reinstatement and readmission policies:
http://grad.uc.edu/student-life/graduate_studenthandbook.html

Reinstatements

Students who have not been registered for at least one graduate credit hour at UC that contributes to degree requirements (as determined by the graduate program) in an academic year are considered inactive and are no longer considered UC students. To regain active student status, students may petition the Associate Dean of the Graduate School, through their program, for reinstatement. Additionally, students will need to apply for reinstatement and pay reinstatement fees to continue degree. Reinstatements are available to students who have been inactive for _**up to three years**_. Students who have not been enrolled for any credits in their graduate program for a period longer than three consecutive years are not eligible for reinstatement and must apply for readmission to the University.

Readmission

A student who has not been granted a leave of absence and who fails to register for coursework for a period of three years will be dropped from the program and cannot petition for reinstatement. In this case, the student must reapply through the normal admissions process to seek readmission to the program. Readmission is not guaranteed and will be subject to faculty review. Readmission does not change the student's original entry date. Time to degree will be calculated from date of first entry. Further information about the readmission process may be found at http://www.grad.uc.edu.

Time-to-Degree Requirements

University policy specifies total time-to-degree limits. The University limit is 5 years for the master's degree.

Student Records

As a student at the University of Cincinnati, your records are protected by the Family Education Rights and Privacy Act of 1974 (FERPA). As such, you have rights to access your information, much of which is available through means such as a degree audit or other digital records that faculty will share with you while a student at UC. Should you wish to review other records not readily available, you may make a request to do so following University Procedures: http://www.uc.edu/registrar/FERPA_and_records_privacy/FERPA_and_right_to_review.html.

Grievance Procedures and Other Complaint Procedures

Grievance on the part of any student will be processed as described in the *University of Cincinnati Graduate Handbook* and *Graduate Student Grievance Procedures* http://grad.uc.edu/student-life/policies/grievances.html. This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or improper handling of financial aid. Allegations of discrimination will be handled according to the University of Cincinnati Discrimination Policy administered by the Office of Equal Opportunity (513-556-5503). Allegations of sexual harassment, including sexual violence and retaliation, will be handled according to the University of Cincinnati Institutional Policy on Sexual Harassment administered by the Office of the Title IX Coordinator (513-556-3349; http://www.uc.edu/titleix.html). Students are encouraged to consult with the University Ombuds Office regarding procedures, http://www.uc.edu/ombuds.html.

FINANCIAL ASSISTANCE

The Counseling Program actively assists as many students as possible in obtaining financial assistance. The Counseling Program offers two kinds of financial aid, (a) assistantships (GA,

Graduate Assistantships), and (b) scholarships (GIA). Financial aid decisions are made by the Program Coordinator subject to review by the Counseling Faculty. Applications for financial aid should be made at the time of application to the program and may be re-initiated yearly thereafter.

An applicant for financial aid must confirm his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award if not confirmed within this period of time, the offer is <u>automatically</u> withdrawn unless a specified extension has been granted by the Program Coordinator and approved by the School Director.

Graduate Assistantships (GA)

A limited number of graduate assistantships are available to counseling students through the Counseling Program (normally four assistantships). Full-time advanced masters and doctoral students in good academic standing may qualify for a graduate assistantship in the Counseling Program, though priority is given to doctoral students. An assistantship is awarded for an academic year and is ordinarily not renewable. Students receiving an assistantship are expected to participate in research, teaching, supervision of master's practicum and/or internship students; to perform program related tasks; and to assist faculty with other scholarly activities. A graduate assistantship carries a Graduate Assistant Scholarship plus a stipend. University funds for assistantships are severely limited. In addition to the program Graduate Assistantships described above, several Graduate Assistantships are available within various University agencies and offices. Typically, Counseling students are able to obtain these positions which carry support similar to those described for the program Graduate Assistantships.

Graduate Incentive Awards

Awards

Graduate Incentive Awards shall be awarded based on merit as judged by the faculty holding the responsibility for making decisions regarding these awards. The awarding of Graduate Incentive Awards (GIA) shall be by the Director of the School of Human Services in a letter which outlines the conditions of the award.

All awards are for a period of 1 academic year (Fall and Spring Semesters) or for 1 summer term. The award will pay partial-full tuition costs for 12-18 graduate credit hours each semester (graduate academic credit only). Students are encouraged to register for at least 15 credit hours each term, but must register for at least 12 credit hours. Only graduate credit hours count toward this requirement. Registration for more than 18 credit hours will require the student to pay for those hours in excess of 18. A student's eligibility to be awarded a GIA is limited to no more than 3 years at the specialist-level. GIAs will not be awarded to students who have accumulated 174 or more graduate credit hours.

A Graduate Incentive Award will not cover the general fees unless specifically indicated in the award letter. In addition, students receiving Graduate Assistantships are not eligible for Graduate Incentive Awards.

An applicant for financial aid must confirm his/her acceptance of the award offered within 10 days of the date of the award letter. If acceptance of the award if not confirmed within this period of time, the offer is automatically withdrawn unless a specified extension has been granted by the Program Coordinator and approved by the School Director.

Termination of Award

Termination of the award may be initiated by the financial aid recipient, the School Director, or the Dean of the Graduate School.

Award recipients wishing to terminate the award prior to the expiration date must notify the School Director in writing. Except in emergency situations, such early terminations should occur only at the end of an academic semester.

If termination during an academic semester results from self-initiated action by the award recipient for other than medical reasons, s/he may be required to repay tuition costs for that term.

Termination also may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), or academic dishonesty. Immediate termination also may result if the award recipient fails to maintain full-time student status (a minimum of 12 graduate credit hours each term). Termination based on unsatisfactory academic performance will become effective at the end of the academic term during which the termination decision is made.

Termination based on academic dishonesty may become effective prior to the end of the academic term.

Procedures for appeal and possible redress of grievances pertaining to Graduate Incentive Awards are set forth in Graduate Student Grievance Procedures (available at http://grad.uc.edu/student-life/policies/grievances.html).

Graduate Assistantship Policies

Policies, procedures, rights and responsibilities pertaining to graduate assistantships in the School of Human Services are based upon the *Graduate Handbook* and interpreted or clarified in this document. Copies of the *Graduate Handbook* may be obtained through the Office of Research and Advanced Studies (https://grad.uc.edu/fac-staff/handbook.html). All faculty, staff and graduate assistants should familiarize themselves with both this document and the *Graduate Handbook.*

Appointments and Reappointments

A. All graduate assistant appointments or reappointments are for a period of one academic year (nine months) beginning August 15 and terminating with the fulfillment of normal academic responsibilities (examinations and the submission of grades) for the Spring term. Graduate Assistant appointments are limited to a maximum of three years. Graduate Assistantships will not be awarded to students who have accumulated 174 or more hours.

B. Applications should be submitted to the School of Human Services Office (460 TDC) by Feb. 15 of the preceding year. The applicant should clearly indicate on the top of the application which assistantship(s) is being sought (e.g., Counseling) and provide supportive documentation including a current vita, three letters of recommendation, and a statement of professional goals.

    C. Appointments will be made by the School Director upon the recommendation of the Program Coordinator for the appropriate program by April 15 when possible.

D. An applicant must confirm in writing his/her acceptance of the award offered within 10 days of the data of the award letter. If acceptance of the award is not confirmed within this period of time, the offer will be withdrawn unless a specified extension has been granted by the Program Coordinator.

E. Appointment decisions will be based upon the anticipated ability of the applicant (1) to meet the programmatic needs associated with the specified position and (2) to gain professionally as an individual from the assistantship experience. Such decisions shall be based upon the qualifications of the applicants and not upon the programs in which they are enrolled.

F. Reappointment decisions will also be based upon an evaluation of the applicant's prior work-related performance as a graduate assistant. Procedures for conducting such evaluations will be determined by the programs which administratively house the assistantships.

Job Descriptions

A. Descriptions of the responsibilities associated with each assistantship have been developed by the respective programs. Desirable or required qualifications for each assistantship are included in or based on those job descriptions.

B. Graduate assistant responsibilities will be based on an average of 20 hours of work-related activities per week. Although assigned work may vary at times during the year, 20 hours will be the maximum average demand for all GAs.

C. Although a graduate assistant may be assigned to and/or supervised by individual faculty, she/he will report directly to the Program Coordinator. All requests for work must be approved at the Program level by the Program Coordinator.

Termination During Period of Appointment

A. Termination may be initiated by the Graduate Assistant, School Director, or Assistant Vice President for Research and Advanced Studies.

B. Graduate assistants wishing to terminate their appointments prior to the established termination date must inform the School Director in writing 30 days prior to the proposed termination date. Except in emergency situations, such early termination should not occur except at the end of an academic term.

C. If termination during an academic term results from self-initiated action by the graduate assistant for other than medical reasons, she/he may be required to repay tuition for that term.

D. Termination may be based on unsatisfactory academic performance (including unsatisfactory progress in the degree or certification program of study), unsatisfactory performance of assigned work-related responsibilities, or academic dishonesty. Termination will also result if the graduate assistant fails to maintain full-time student status (minimum of 12 graduate credit hours each term).

E. Termination based on unsatisfactory academic performance or unsatisfactory performance of work-related responsibilities will become effective at the end of the academic term during which the termination decision is made unless the situation is judged by the School Director and the Dean of the Graduate School to be seriously adverse to the academic program to which the GA is assigned.

F. Termination based on academic dishonesty may become effective prior to the end of an academic term. In such cases, compensation to the graduate assistant shall also terminate on the date of the appointment termination.

G. In emergency situations where a graduate assistant is unable to continue meeting his/her assigned responsibilities, termination will not be effective until the end of the academic term. In such cases, compensation to the graduate assistant will continue until the end of the term. Furthermore, in such cases, the graduate assistant's inability to continue meeting his/her assigned responsibilities will not in itself adversely influence decisions regarding reappointment. Such decisions will be based upon the criteria and in accordance with the procedures regarding all reappointment decisions.

H. Except as noted above, all termination procedures will be in accordance with the guidelines set forth in the Graduate Handbook.

GA Rights, Responsibilities and Grievance Procedures

A. Additional rights and responsibilities of graduate assistants are outlined in the *Graduate Handbook*.

Revised August 2019

B.   Procedures for appeal and possible redress of grievances arising out of a graduate assistant's academic relationship with the School, College, or University are set forth in *Graduate Student Grievance Procedures (*http://grad.uc.edu/student-life/policies/grievances.html*)*.

Course load

A.   The normal academic load for graduate assistants is a minimum of 12 graduate term hours each term. A maximum of 3 additional term hours of credit may be taken upon the specific approval of the Program Coordinator.

Additional Resources for Securing Financial Aid

The University Financial Aid Office at the University Pavilion (https://financialaid.uc.edu; 513.556.9900) can provide additional information and assistance.

MODIFICATION OF HANDBOOK

Please note that this handbook is subject to modification with approval from the Counseling Program Coordinator, Counseling Program faculty, and Director of the School of Human Services.

APPENDICES

APPENDIX A: Master's Degree Program Curricula

Master's Degree in Counseling Program Plan (M.A. and M.Ed.)

	M.A. in Mental Health Counseling		M.Ed. in School Counseling	
Year 1 Fall	18-CNSL-7021 Counseling Techniques	3	18-CNSL-7021 Counseling Techniques	3
	18-CNSL-7023 Counseling Theories	3	18-CNSL-7023 Counseling Theories	3
	18-CNSL-7025 Group Work in Eco. Counseling: Theory Res. and Process	3	18-CNSL-7025 Group Work in Eco. Counseling: Theory Res. and Process	3
	18-CNSL-8030 Introduction to Clinical Mental Health Counseling	3	18-CNSL-8010 Intro to Prof. School Counseling	3
Year 1 Spring	18-CNSL-7001 Legal, Ethical, & Professional Issues in Counseling	3	18-CNSL-7001 Legal, Ethical, & Professional Issues in Counseling	3
	18-CNSL-7005 Multicultural Counseling	3	18-CNSL-7005 Multicultural Counseling	3
	18-CNSL-7050 Field Practicum in Counseling (P)	3	18-CNSL-7050 Field Practicum in Counseling (P)	3
	18 CNSL 8038 Diagnosis and Abnormal Behavior in Counseling from an Ecological Perspective	3	18-CNSL-8014 Counseling with Children & Adolescents	3
Year 1 Summer	18-CNSL-7008 Res. & Program Evaluation in Eco. Counseling	3	18-CNSL-7008 Res. & Program Evaluation in Eco. Counseling	3
	18-CNSL-7011 Ecological Counseling across Lifespan	3	18-CNSL-7011 Ecological Counseling across Lifespan	3
	18-CNSL-7031 Assessment in Counseling	3	18-CNSL-7031 Assessment in Counseling	3
	18-CNSL-7060 Master's Intern. in Counseling (P)	3	18-CNSL-8013 Post-Secondary Planning & College Advising	3
Year 2 Fall	18-CNSL-7015 Career Dev. Counseling	3	18-CNSL-7015 Career Dev. Counseling	3
	18-CNSL-7060 Master's Intern. in Counseling (P)	3	18-CNSL-7060 Master's Intern. in Counseling (P)	3
	18-CNSL 8061 Pharmacology for Helping Professionals	3	18-CNSL-8012 Leadership in SCH (P)	3
	18-CNSL-XXXX Elective	3	18-CNSL-XXXX Elective	3
Year 2 Spring	18-CNSL-8034 Mental Health & Substance Assessment (P)	3	18-CNSL-7060 Master's Intern. in Counseling (P)	3
	18-CNSL-8046 Chemical Dependency Counseling	3	18-CNSL-8016 Counseling Special Needs Children	3
	18-CNSL-8048 Ecological Counseling for Couples & Families	3	18-CNSL-8048 Ecological Counseling for Couples & Families	3
	18-CNSL-XXXX Elective	3	18-CNSL-XXXX Elective	3
Total		60		60
Notes	**Mental Health Counseling Internship** Internships must be completed in a mental health counseling setting with supervision by an independently licensed mental health counselor with authority to supervise (LPCC-S)		**School Counseling Internship** Internships must be completed in a K-12 school counseling setting with supervision by a licensed school counselor	
	Portfolio & Comprehensive Exam Mental Health and School Counseling students must pass the CPCE and complete a specialty portfolio (School) or specialty exam (Menta Health) prior to graduation. **(P) Prerequisites** Classes marked with a (P) indicate that prerequisites must be taken prior to enrolling in this course. Taking courses out of sequence may jeopardize your ability to graduate on time.			

Sample of Individual Advising Plan for Part-Time Master's Students

	M.A. in Mental Health Counseling		M.Ed in School Counseling	
Year 1 Fall	18-CNSL-7023 Counseling Theories	3	18-CNSL-7023 Counseling Theories	3
	18-CNSL-8030 Introduction to Clinical Mental Health Counseling	3	18-CNSL-8010 Intro to Prof. School Counseling	3
Year 1 Spring	18-CNSL-7001 Legal, Ethical, & Professional Issues in Counseling	3	18-CNSL-7001 Legal, Ethical, & Professional Issues in Counseling	3
	18-CNSL-7005 Multicultural Counseling	3	18-CNSL-7005 Multicultural Counseling	3
Year 1 Summer	18-CNSL-7008 Res. & Program Evaluation in Eco. Counseling	3	18-CNSL-7008 Res. & Program Evaluation in Eco. Counseling	3
	18-CNSL-7031 Assessment in Counseling	3	18-CNSL-7031 Assessment in Counseling	3
Year 2 Fall	18-CNSL-7021 Counseling Techniques	3	18-CNSL-7021 Counseling Techniques	3
	18-CNSL-7025 Group Work in Eco. Counseling: Theory Res. and Process	3	18-CNSL-7025 Group Work in Eco. Counseling: Theory Res. and Process	3
Year 2 Spring	18 CNSL 8038 Diagnosis and Abnormal Behavior in Counseling from an Ecological Perspective	3	18-CNSL-8014 Counseling with Children & Adolescents	3
	18-CNSL-8034 Mental Health & Substance Assessment (P)	3	18-CNSL-8016 Counseling Special Needs Children	3
Year 2 Summer	18-CNSL-7011 Ecological Counseling across Lifespan	3	18-CNSL-7011 Ecological Counseling across Lifespan	3
			18-CNSL 8013 Post-Secondary Planning and College Advising	3
Year 3 Fall	18-CNSL-7015 Career Dev. Counseling	3	18-CNSL-7015 Career Dev. Counseling	3
	18-CNSL 8061 Pharmacology for Helping Professionals	3	18-CNSL-8012 Leadership in SCH (P)	3
Year 3 Spring	18-CNSL-7050 Field Practicum in Counseling (P)	3	18-CNSL-7050 Field Practicum in Counseling (P)	3
	18-CNSL-8048 Ecological Counseling for Couples & Families	3	18-CNSL-8048 Ecological Counseling for Couples & Families	3
Year 3 Summer	18-CNSL-7060 Master's Intern. in Counseling (P)	3		
Year 4 Fall	18-CNSL-7060 Master's Intern. in Counseling (P)	3	18-CNSL-7060 Master's Intern. in Counseling (P)	3
	18-CNSL-XXXX Elective	3	18-CNSL-XXXX Elective	3
Year 4 Spring	18-CNSL-8046 Chemical Dependency Counseling	3	18-CNSL-7060 Master's Intern. in Counseling (P)	3
	18-CNSL-XXXX Elective	3	18-CNSL-XXXX Elective	3

*Note that course schedules are subject to change and cannot be guaranteed for part-time students. Students should consult with their advisor to adjust the program plan upon schedule changes.

(P) Prerequisites. Classes marked with a (P) indicate that prerequisites must be taken prior to enrolling in this course. Taking courses out of sequence may jeopardize your ability to graduate on time.

APPENDIX B:Individual Student Program Plan Templates

Student Name _____

            Last   First

Advising Sheet for Master's Degree in Mental Health Counseling Program (M.A.)**

	M.A. in Mental Health Counseling		Semester to be Taken
Year 1 **Fall**	18-CNSL-7021 Cnslg Techniques	3	
	18-CNSL-7023 Cnslg Theories	3	
	18-CNSL-7025 Group Work in Eco. Cnslg: Theory Res. and Process	3	
	18-CNSL-8030 Introduction to Clinical Mental Health Counseling	3	
Year 1 **Spring**	18-CNSL-7001 Legal, Eth, & Prof Issues in Cnslg	3	
	18-CNSL-7005 Multicultural Cnslg	3	
	18-CNSL-7050 Field Practicum in Cnslg (P)	3	
	18 CNSL 8038 Diagnosis and Abnormal Behavior in Counseling from an Ecological Perspective	3	
Year 1 **Summer**	18-CNSL-7008 Res. & Program Evaluation in Eco. Cnslg	3	
	18-CNSL-7011 Ecological Cnslg across Lifespan	3	
	18-CNSL-7031 Assessment in Cnslg	3	
	18-CNSL-7060 Masters Internship in Cnslg (P)	3	
Year 2 **Fall**	18-CNSL-7015 Career Dev. Cnslg	3	
	18-CNSL-7060 Masters Internship in Cnslg (P)	3	
	18-CNSL 8061 Pharmacology for Helping Professionals	3	
	18-CNSL-XXXX Elective	3	
Year 2 **Spring**	18-CNSL-8034 Mntl Hlth & Sub Use Assmt (P)	3	
	18-CNSL-8046 Chemical Dependency Cnslg	3	
	18-CNSL-8048 Ecological Cnslg for Couples & Families	3	
	18-CNSL-XXXX Elective	3	
Total		**60**	
Notes	**Mental Health Counseling Internship:** The Practicum and Internships must be completed in a Mental Health Counseling setting under the supervision of a licensed clinical mental health counselor. Attendance at the Practicum/Internship Fair is strongly encouraged.		**Specialization:** Development of a specialization can involve any of the following: electives, research activity, professional development workshops, conference attendance, a master's thesis, and/or focused coursework.
	Portfolio & Comprehensive Exam Mental Health students must pass the CPCE and complete a specialty exam prior to graduation.		**National Counselor Exam (NCE):** Students are strongly encouraged to sit for the NCE prior to graduation.
			(P) Prerequisites. Classes marked with a (P) indicate that prerequisites must be taken prior to enrolling in this course. Taking courses out of sequence may jeopardize your ability to graduate on time.

** = For students admitted Fall 2019 and thereafter.

Student Signature _____   Date_____

Adviser Signature _____

Student Name _____

            Last   First

Master's Degree in School Counseling Program Advising Sheet (M.Ed.)**

	M.Ed. in School Counseling		**Semester to be Taken**
Year 1 Fall	18-CNSL-7021 Cnslg Techniques	3	
	18-CNSL-7023 Cnslg Theories	3	
	18-CNSL-7025 Group Work in Eco. Cnslg: Theory Res. and Process	3	
	18-CNSL-8010 Intro to Prof Sch Cnslg	3	
Year 1 Spring	18-CNSL-7001 Legal, Eth, & Prof Issues in Cnslg	3	
	18-CNSL-7005 Multicultural Cnslg	3	
	18-CNSL-7050 Field Practicum in Cnslg (P)	3	
	18-CNSL-8014 Cnslg with Children & Adolescents	3	
Year 1 Summer	18-CNSL-7008 Res. & Program Evaluation in Eco. Cnslg	3	
	18-CNSL-7011 Ecological Cnslg across Lifespan	3	
	18-CNSL-7031 Assessment in Cnslg	3	
	18-CNSL-8013 Post-Secondary Planning and College Advising	3	
Year 2 Fall	18-CNSL-7015 Career Dev. Cnslg	3	
	18-CNSL-7060 Masters Internship in Cnslg (P)	3	
	18-CNSL-8012 Leadership in SCH (P)	3	
	18-CNSL-XXXX Elective	3	
Year 2 Spring	18-CNSL-7060 Masters Internship in Cnslg (P)	3	
	18-CNSL-8016 Counseling Special Needs Children	3	
	18-CNSL-8048 Ecological Cnslg for Couples & Families	3	
	18-CNSL-XXXX Elective	3	
Total		**60**	
Notes	**School Counseling Internship:** The Practicum and Internships must be completed in a K-12 School Counseling setting under the supervision of a licensed school counselor.		**Specialization:** Development of a specialization can involve any of the following: electives, research activity, professional development workshops, conference attendance, a master's thesis, and/or focused coursework.
	Portfolio & Comprehensive Exam School Counseling students must pass the CPCE and complete a specialty portfolio prior to graduation.		**Ohio Assessment for Educators (#40):** Students are encouraged to take in December prior to their final spring semester. See www.ode.state.oh.us for more details.
			(P) Prerequisites. Classes marked with a (P) indicate that prerequisites must be taken prior to enrolling in this course. Taking courses out of sequence may jeopardize your ability to graduate on time.

** = For students admitted Fall 2019 and thereafter.

Student Signature _____   Date_____

Adviser Signature _____

APPENDIX C: Master's Level Counseling Student Performance Review

University of Cincinnati: Counseling Program
Master's Level Counseling Student Performance Review
Professional Dispositions Competency Assessment—Revised (PDCA-R)

Person Being Rated:_____   **Rater:** _____
Date Range for Observation:_____ (Semester/Year)

<u>Directions</u>: Please rate the individual by determining the rating description that best aligns with the behavior of the individual during the observation date range. Place your score (1, 3, or 5) in the space provided. **The PDCA-RA research was conducted using only ratings of 1, 3, and 5.** However, in practical use the authors have noted that raters will often give a rating of 2 to denote partial agreement with the description of 1 and partial agreement with the description of 3 or a rating of 4 to denote partial agreement with the description of 3 and partial agreement with the description of 5. Adjust your rating for culture if deemed appropriate.

Date Admitted

Program   **Enrollment**   [ ]Full-time   [ ] Part-time

Advisor

Conscientiousness   **Rating 1-5**: Below(1), Meets (2-3), or Above Expectations (4-5)
Coping and Self-Care
Openness
Cooperativeness   For more about the PDCA, please see the following source:
Moral Reasoning
Interpersonal Skills
Cultural Sensitivity   Garner, C. M., Freeman, B. J., & Lee, L. (2016). Assessment of student
Self-Awareness   dispositions: The development and psychometric properties of the
Emotional Stability   Professional Disposition Competence Assessment (PDCA). *VISTAS Online,*
Ethical Behavior   *52*. http://www.counseling.org/knowledge-center/vistas

Faculty Comments:

Student Comments:

Student: Signature _____   **Faculty Advisor: Signature** _____

                Date _____   **Date** _____

Notes. Evaluation filed in student record. Advisor and student keep copies.
Rubric: Above (5) = significantly above average for level of training, Above (4) = above average for level of training, Average (2-3) = on target for level of training, may require minimal improvement or monitoring and Below (1) = below average for level of training, area needs to be addressed/improved.

APPENDIX D: Professional Development Plan Template

**University of Cincinnati
Counseling Program**

Professional Development Plan

(Adapted from Kress, V.E. & Protivnak, J.J. (2009). Professional Development Plans to Remedy Problematic Counseling Student Behaviors. *Counselor Education and Supervision, 48*, 154-166)

Student Name: _____ Date: _____

Section I. Area(s) for Professional Development
It has been noted that _____(student name) would benefit from professional development to remediate the following professional development issue(s):

(Areas for professional development may include progress towards degree completion, quality of foundational coursework, quality of specialization coursework, quality of clinical skill, quality of scholarly skill, cooperativeness, initiative, attendance, punctuality, dependability, empathy, acceptance of diversity, ethics, and/or professionalism.)

Section II. Professional Development Activities
For you to continue to progress toward receiving your counseling degree, the counseling faculty is collectively requiring that you engage in the following professional development activities that relate to the competencies addressed within our program's retention policy. For each competency listed a date by which satisfactory progress must be made should be documented. Please consider that the information on this form will be shared with site supervisors by the faculty member(s) developing the plan with the student.

Competency/Disposition Area Requiring Improvement:	Required Activities to show improvement	Date by Which Progress will be Satisfactory (at appropriate level for student level of training and experience)

University of Cincinnati
Counseling Program

Professional Development Plan p. 2

Section III. Faculty Comments:

Section IV. Student Comments:

Section V. Professional Development Activities Revised _check here if revision not needed

Section VI. Commitment to Professional Development Plan
   I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract deadlines prescribed, I will be subject to termination from the Counseling Program.

_____   _____
Date   Student Signature

_____   _____
Date   Faculty Advisor

_____   _____
Date   Progam Coordinator

University of Cincinnati
Counseling Program

Assessment of Professional Development Completion

Student Name: _____ Date: _____

Section I. Area(s) for Professional Development
_____(student name) engaged in professional development to remediate the following professional development issue(s):

Section II. Professional Development Activities: Resolution
_____(student name) engaged in the following professional development activities that relate to the competencies addressed within our program's retention policy. Please consider that the information on this form will be shared with site supervisors by the faculty member(s) developing the plan with the student.

Competency/ Disposition Area Requiring Improvement:	• Activities Performed by Student • Date of Evaluation • Performance of activities: (satisfactory, unsatisfactory)	Resolution of Development Activity • No more action required at this time, or • Explanation of unsatisfactory progress and next steps for development. • Resolution is complete when progress is satisfactory (at appropriate level for student level of training and experience)

University of Cincinnati
Counseling Program

Assessment of Professional Development Completion (p. 2)

Section III. Faculty Comments:

Section IV. Student Comments:

Section V. Commitment to Professional Development Plan
I understand the information recorded in this document and agree to comply with any next steps for my professional development as noted herein. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date	Student Signature
Date	Faculty Advisor
Date	Program Coordinator

APPENDIX E: Internship Application Packet

University of Cincinnati: Counseling Program
Internship Placement Application Checklist

Directions: This is the coverage page of application for internship placement. To complete your application, you need to submit this form with your degree audit report, and a Student Self-assessment of Internship and Counseling Skills Rating Form to the Field Placement Coordinator for review.

Student Name _____   Advisor _____

Date Admitted _____

Program Area: MA _____   M. Ed. _____

Site Name: Site Description:	Site Address: Supervisor: _____ Phone Number: Fax Number: Email:

The degree audit report shows that you have taken the required courses (please list courses for your advisor to review) Yes___   No ____
 Attach the degree audit report.

Self-assessment including description of career goals, self-evaluation of strengths, weakness, and improvement plan. Attach this self-assessment and improvement plan.	Submitted: Yes_____ No _____

Planned Activities for Internship:

Internship Site Approval: Yes ____ No ____ Comments:	Liability Insurance provided by student: Yes ____ No ____ Directions and Site Description Provided by Student Yes ____ No____
Student Approved for Internship based on Degree Audit and Student Performance Review: Yes_____ No____	Ready to start the internship in Term _____ Year <u>Not ready</u> to start the internship and need to develop a professional Development Plan to address the following area(s):

Student Signature and Date_____

Field Placement Coordinator Signature and Date_____

UC Advisor Signature and Date_____

University of Cincinnati: Counseling Program
Template for Faculty Review of Site

Directions: This form is completed by UC faculty for sites attended by students for internship placement in the internship course. The form is to be returned to the Field Placement Coordinator by the faculty member at the end of each term.

Site Name _____   Faculty Member _____

 Date of Review _____

Site Description:	Site Address:
	Supervisor: _____
	Phone Number:
	Fax Number:
	Email:

Evaluation completed by (circle)   telephone   visit to site
if telephone, reason for conducting telephone interview

Activities for Interns at Site:

Assessment of Site Strengths and Weaknesses:

Internship Review by Faculty:
Site Approved for Internship
 Yes _____   No _____

UC Faculty Signature and Date _____
(UC faculty member responsible for returning form to Field Placement/Internship Coordinator or Program Chair)

APPENDIX F: **Field Placement Forms**

University of Cincinnati - Counseling Program

Confirmation of Internship Responsibilities: Counselor, Field Supervisor, and Campus Supervisor

Field Placement Intern Name _____   Term _____

Field Supervisor Name _____   Year _____ / _____

Field Placement Site _____   Credit Hours _____

This document confirms agreement between the intern, field supervisor, and the university concerning the intern's placement during the period of time specified below. Except under unusual circumstances, dates correspond to one or more academic terms. Intern involvement during interim periods (i.e., semester breaks) must be explicitly negotiated at the beginning of the placement.

Intern Responsibilities
The intern agrees to perform internship duties as specified in the Counselor Field Placement Site Description Form; to complete paperwork as required by the university and placement; and to communicate promptly and accurately with University faculty and Field Supervisor concerning fulfillment of internship requirements and resolution of issues pertinent to performance of placement activities. The intern also bears full responsibility for completing necessary documentation of this internship experience with the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board and/or the Ohio Department of Education.

Field Supervisor Responsibilities
The supervisor agrees to weekly, one-hour supervision of the intern's work at his/her agency or school as specified in the Site Description Form; to complete written evaluations of the intern's work (at midterm and at the end of each semester) and to review these evaluations in person with the student; toengage in periodic in-session observation and/or review of recorded portions of student sessions with clients during supervision meetings; to provide clinical experience opportunities for diagnosis and treatment of mental health disorders for mental health counseling students or clinical experience opportunities within a comprehensive counseling program for professional school counselors; to periodically discuss with the Program Internship Instructor or Field Placement Coordinator the intern's duties and performance, both routine and in exceptional circumstances (e.g., a client in crisis or unanticipated changes in internship arrangements). The supervisor also agrees to provide written emergency protocols to the student for use during student and/or client crises/emergency situations.

Program Responsibilities
The program agrees to facilitate a mutually rewarding working arrangement between the intern and site by: approving all placements through site visits;' review of paperwork, and consultation with the intern and prospective supervisor (approval signifies conformance of the placement with program and national program accreditation (CACREP) standards); maintaining an ongoing relationship with the supervisor through regular phone/email contact and/or site visits; reviewing and filing program-generated internship paperwork; facilitating on-campus didactic instruction, peer support and discussion group for interns; discussing with interns and supervisors individually or together, routine or exceptional issues concerning internship duties and performance; aligning with and abiding by the 2016 Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

Conformance with Ethical Standards
All parties also agree to comply with the Code of Ethics and Standards of Practice of the American Counseling Association and/or the American School Counseling Association or American Mental Health Counselors Association.

SIGNATURES

Student _____   Date _____

Site Supervisor _____   Date _____

_____   _____
UC Counseling Field Service Coordinator   Date

Rev 9/2016

University of Cincinnati: Counseling Program
Counselor Field Placement Site Description

Student Name: _____ **Advisor Name:** _____
Student Number: _____ **Date:** _____
Degree: □Med School Counseling □MA Mental Health Counseling □PhD Couselor Education

Course: □Field Practicum □ Mstrs Internship 1 □ Mstrs Internship 2 □ Mstrs Internship 3 □ Dctrl Intrn
Term: □Fall □ Spring □ S u m m e r   Year: _20_ - 20

Supervisor Name	
Supervisor Title	
Supervisor Address	
Supervisor Phone(s)	
Supervisor Area of Specialization	Highest degree_____ Area_____ Specialization_____
Supervisor Current License/Certificate	License: LPCC-S __School Counseling Other: _____
Supervisor Experience	Years of Pertinent Professional Experience _____
Site Name	
Site Address	
Site Phone(s)	
Placement Clientele and Services Offered	
Supervisee Responsibilities during this Field Placement	
Supervision Plan for this Field Placement	

SIGNATURES

Student _____ Date _____

Site Supervisor _____ Date _____

UC Counseling Field Service Coordinator _____ Date _____

University of Cincinnati: Counseling Program

Sample: 7060 Internship Log

Students will be provided a copy of this Excel file in their course Blackboard site.

Intern name						Year	Term
Site							
Site address					Year, Term		
Site City/State/Zip							
Site supervisor name							
Intern signature			Date				
Supervisor signature			Date		Credit Hours		

Date	Client	Activity	Direct Contact Hours	Other Service Hours	Individual On-Site Supervision	Group On-Campus Seminar	Total Service Hours
29-Jun-14			240	270	30	60	600
Totals -->			0.00	0.00	0.00	0.00	0.00
					none	none	---
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-

University of Cincinnati: Counseling Program
Student Self Assessment of Internship and Counseling Skills Rating Form - M.A. Program

Field Placement Intern Name _____   Term _____

 Field Supervisor Name _____   Year _____ / _____

 Field Placement Site _____   Credit Hours _____

Beginning Summer 2019, the Counseling Faculty adopted the Comprehensive Counseling Skills Rubric (CCSR, Flynn & Hays, 2015) for site supervisors and faculty to evaluate students skills during field placement. Students will also use this form to complete their own self-evaluations, beginning in practicum. This tool is not available for public use and therefore is not reprinted here. The authors have granted the UC Counseling Program permission for use. All students and superviors are provide a copy of the CCSR during Practicum and Internship.

It is recommended that students keep a copy of completed forms.

University of Cincinnati: Counseling Program
Student Self-Assessment for School Counselor Training Program

Student Name: _____

Please indicate the semester and year you plan to start the internship: _____

Beginning Summer 2019, the Counseling Faculty adopted the Comprehensive Counseling Skills Rubric (CCSR, Flynn & Hays, 2015) for site supervisors and faculty to evaluate students skills during field placement. Students will also use this form to complete their own self-evaluations, beginning in practicum. This tool is not available for public use and therefore is not reprinted here. The authors have granted the UC Counseling Program permission for use. All students and superviors are provide a copy of the CCSR during Practicum and Internship.

What strengths do you see yourself possessing?

What competencies do you want to gain/improve during internship?

University of Cincinnati: Counseling Program
Supervisor Evaluation of Intern Rating

Beginning Summer 2019, the Counseling Faculty adopted the Comprehensive Counseling Skills Rubric (CCSR, Flynn & Hays, 2015) for site supervisors and faculty to evaluate students skills during field placement. This tool is not available for public use and therefore is not reprinted here. The authors have granted the UC Counseling Program permission for use. All students and superviors are provide a copy of the CCSR during Practicum and Internship.

University of Cincinnati: Counseling Program
Intern Evaluation of Site Form

Student Name:_____ Advisor Name: _____
Student Number: _____ Date: _____
Degree: □Med School Counseling □MA Mental Health Counseling □EdD Couselor Education
Course: □Field Practicum □ Adv Practicum □ Mstrs Intrn □ Dctrl Intrn
Term: □1 □2 □3 □4   Year: 20_____ - 20

Site Name	
Site Address	
Site Phone(s)	
Managerial Head	Name_____ Title___
Immediate Supervisor	Name_____ Title_____ License [ ] PCS, [ ] PCC-S, [ ] Licensed School Counselor, [ ] Other_____ Academic Training:_____ _____ Clinical Experience (type):_____ _____(years of experience) _____
Activities	State the percentage of your time spent in each of the following activities: Direct service.. __%__ Preparation for service functions (e.g., paperwork, supervision)..................................... __%__ Coordinating services.. __%__ Staff meetings.. __%__ Consultation.. __%__ Assessments.. __%__ Program development / evaluation.. __%__ Research.. __%__ Other... __%__ TOTAL..100 % **Intern Evaluation of Site Form (Continued)** State the percentage of supervision time devoted to the kinds of supervision you received from your on-site supervisor:
Supervision	Discussion of your counseling sessions or cases... __%__ Live observation of your counseling sessions... __%__ Audio recordings of your counseling sessions.. __%__ Video recordings of your counseling sessions.. __%__ Direct involvement in your counseling sessions or cases.. __%__ Other... __%__ TOTAL..100 %

UC Counseling Program: Intern Evaluation of Site Form (pg 2)

Student Name: _____

Course: □ Field Practicum □Adv Practicum □Mstrs Intrn □ Dctrl Intrn

Term: □1 □2 □3 □4   Year: 20_____ - 20

Please use the following scale to rate each of the evaluation items listed below. Provide additional comments in the space provided.

(1)------ (2)------ (3)------- (4)------ (5)------
very poor fair average   good   very good

RATING OF THE SUPERVISOR	RATING
Availability of the supervisor	
Willingness to answer questions, provide assistance, etc.	
Adequacy of evaluation/feedback on your performance	
Ability to provide useful input regarding specific case material and issues arising during your experience	
Enthusiasm for his/her profession	
Supportiveness of your work	

Comments about your supervisor:

EVALUATION OF THE FIELD PLACEMENT SITE	RATING
Professional atmosphere among the counseling staff	
Adequacy of your orientation to the site	
Adequacy of agency accommodations available to you (e.g., office space, telephone)	
Availability and assistance of the clerical support staff	
Positive and constructive relationships with clients	
Sensitivity to client needs and issues	
Organization of the institution (procedures, policies)	
Appropriateness of workload	

Comments about your field placement site:

Would you be interested in working in this setting following completion of your counseling degree?	Y N
Would you recommend this site to future practicum or internship students seeking a field placement?	Y N

Rev. 6/2011

University of Cincinnati: Counseling Program

Template for Goal Attainment Scaling Protocol

Candidate Name: _____ Date _____

School _____ Supervisor _____

1. Identify three students or one group (by an alias) whose performance you will document.

Student Name	Student 1:	Student 2:	Student 3:	Group:

2. Identify a high priority goal specific to an instructional area for each of these students. Cite the Ohio Content Standard addressed by this goal if possible.

Student Goal	Student 1:	Student 2:	Student 3:	Group:

3. Identify outcomes for each student, beginning with the most likely outcome. This is the outcome you would reasonably expect to occur at the end of the internship period. Then describe two higher levels of success, that would indicate more than expected (+1), and much more than expected (+2). Do the same for lower levels of progress, including less than the expected outcome (-1) and much less than the expected outcome (-2). Identify the date on which you will review the students' progress and who will rate the student (you or your mentor/cooperating teacher).

Level of expected outcome:	Student 1	Student 2	Student 3	Group
Review date:				
Rater:				
[+2] Much more than expected				
[+1] More than expected				
[0] Most likely outcome				
[-1] Less than expected				
[-2] Much less than expected				

4. Estimate the degree to which the plan was carried out as intended (i.e., fully, partially, rarely)

Degree to which plan was carried out	Student 1:	Student 2:	Student 3:	Group:

5. Rate each student's outcome on the review date and report the goal attainment scale rating and the rater:

Rating on the review date	Student 1:	Student 2:	Student 3:	Group:
Review Date				
Rater (self, mentor)				
Rating				

Note: This goal attainment form may be useful for monitoring progress of clients in schools.

APPENDIX G: School Counseling Program Portfolio

UNIVERSITY OF CINCINNATI: COUNSELING PROGRAM

School Counseling Program
Specialty Portfolio Directions

For your School Counseling Specialty Portfolio, you must create a comprehensive school counseling website using a website creation tool (e.g. Wix). Remember that your website should be organized, cover all three domains of the ASCA National Model (academic, career and personal/social) and address your core audience (students, parents/guardians, faculty/staff, administrators and the community at large). Be sure to use this website to position yourself as a leader, consultant and collaborator. Ultimately, your website is a reflection of your "school," yourself as a professional, and the profession of school counseling. Let the ASCA National Model inform your content choices. Be as creative as you would like.

Illuminate the "what" of your comprehensive school counseling program through your mission and vision statements, program goals, annual agreement/calendar and closing the gap action plan. Educate your school and the surrounding communities about the profession of school counseling and your role as a school counselor at your particular grade levels (much of this information can be found on the ASCA website). Use the website to position yourself as a professional. Details that may positively influence your professionalism include education, credentials, professional interests and affiliations, and theoretical orientation. Additionally, you should use the ASCA Student Standards, School Counselor competencies and ASCA Ethical Standards to further illustrate how you operate within your comprehensive school counseling program. Incorporate your virtual professional presence into your website via widgets and/or other means.

Inform website viewers about both direct (school counseling core curriculum, individual student planning and responsive services – counseling and crisis) and indirect services (referrals, consultation and collaboration) within your comprehensive school counseling program by providing evidence of these activities. For example, you might upload a curriculum action plan and school counseling core curriculum presentation as evidence of school counseling core curriculum or a one-page handout on a school counseling topic to demonstrate consultation.

Because the bulk of what we do occurs behind doors, it is important for us to disseminate data to demonstrate how we affect change. Specifically, your website should include three types of data – process, perception and outcome data – and their analyses. In addition, share needs assessment results with website viewers.

Web links to Portfolio Examples:
https://vspencer8.wixsite.com/schoolcounselorvs
https://rdroseman8844.wixsite.com/schoolcounselor

Scoring Rubric for Masters in School Counseling/CECH/University of Cincinnati

Student_____ **Date**_____ **Reviewer** _____

Circle the appropriated boxes in each category. Each student's performance will be scored in the categories noted below. The advisor's ranking will be based upon a three-point scale (3 = Exemplary, 2 = Satisfactory, 1 = Unacceptable). The minimum successful score will be 2.0 or better with no score being "Unacceptable".

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
Assessments in P-12 Education	Assessments specific to P-12 education. (1e)	Effectively selecting, administering, and analyzing assessments used to evaluate process, perception, and outcomes data across all required action plans (i.e., school counseling core curriculum action plan, small group action plan, closing the gap action plan).		
Leadership & Advocacy Roles	School counselor roles as leaders, advocates, and systems change agents in P-12 schools. (2a)	Your website should indicate how you have empowered students by implementing school counseling core curriculum (i.e. instruction, group activities, classroom guidance), individual student planning (Appraisal/Advisement), Responsive Services (individual/ small group), and crisis response team. At least two domains of advocacy should be listed. Examples include Micro level: Student Advocacy, School/Community Collaboration, and Systems Advocacy. Macro level (collaboration with community stakeholders, sharing public information).		

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
College and Career Readiness	School counselor roles in relation to college and career readiness. (2c)	Comprehensive school counseling website includes prevention and intervention program that align with the ASCA National Standards' career domain and state standards that facilitate student's awareness, exploration, planning, and action for postsecondary career/education options. The calendar and associated program goal on the website should include career readiness.		
Multi-disciplinary Leadership	School counselor roles in school leadership and multidisciplinary teams. (2d)	School Counselor Interns will demonstrate how school counselors serve as leaders within the school. School Counselor Interns work with other professionals to ensure equity of all students. This will include attendance/leadership at 504, IEP Meetings, Research Tier Interventions, or Multi-Tier System of Support, School Improvement Plan, Departmental Meetings, Child and Family Team Meetings, and School Leadership Teams.		
Behavioral Health	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. (2g)	Comprehensive school counseling website includes description of common mental health and behavior disorders among age groups present at their grade level(s). Risk factors and warning signs are clearly identified as well as a process of screening and referral to services.		

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
Professional Identity	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling. (2l)	Comprehensive school counseling site effectively identifies, describes, and demonstrates relevance of primary school counselor standards (ASCA Student Standards, School Counselor competencies and ASCA Ethical Standards) to student's role as a school counselor at identified grade level(s).		
Mission & Objective Development	Development of school counseling program mission statements and objectives. (3a)	Comprehensive school counseling website includes mission and vision statements that align with the school's (and district's) mission and vision statements, is written with students as the primary focus, advocates for equity, access, and success of every student, and indicates the long-range results desired for all students.		
Program Design & Evaluation	Design and evaluation of school counseling programs. (3b)	An annual agreement has been articulated by the professional school counselor that provides rationale for the school counselor's use of time based on the school's data, reflects the school counseling program's mission, vision and program goals, and lists the specific responsibilities within the school counseling program. In addition, a school counseling calendar is completed with duties related to the foundation, management, delivery and accountability functions of the		

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
		professional school counselor. Activities outlined in the calendar reflect the optimal 80:20 (direct/indirect) ratio. A plan for how the four components of evaluation and improvement should also be addressed (self-analysis of school counselor's strengths and areas of improvement, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance by an administrator, and review of program goals).		
Core Curriculum	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (3c)	Comprehensive school counseling website includes fully developed school counseling core curriculum action plan for the year (delivery rate of one lesson every other month). Each lesson outlined within the action plan includes a 1) goal, 2) grade level(s), 3) lesson topic, 4) ASCA domain, standard and competency, and 5) curriculum and/or materials to be used. Professional school counselor has a viable and detailed plan for the collection and analysis of perception and outcome data. Also included are the projected number of students affected (process data), when/where lesson to be presented and projected start		

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
		and end points for each separate lesson. Completed lesson plan templates address best practices in the inclusion of exceptional students with various diagnoses.		
Equity in Achievement & Access	Strategies to promote equity in student achievement and college access. (3k)	Comprehensive school counseling website includes all four program goals that are aligned with the mission and vision, promote equitable achievement, attendance, behavior and/or school safety, are based on school data, and address closing the gap issues, academic, career and personal/social development. Program goals are written using the SMART goal format – specific, measurable, attainable, results-oriented and time-bound.		
School Counseling Activities Evidence	NA	*Professional school counseling student has uploaded "evidence" of school counseling activities including one page handout, and school counseling core curriculum presentation (COUN 8010); *needs assessment (COUN 7008); and *career prevention/intervention program (COUN 7015).*		

Criterion	CACREP Standard	Description	Rating 3 – Exemplary 2 – Satisfactory 1 – Unacceptable	Comments (Strengths/Weaknesses)
Action Plans	NA	Professional school counseling student efficiently and effectively communicated how he/she intends to achieve desired results using action plans in three areas – school counseling curriculum (at least 5), small groups (at least 3), and closing-the-gap (at least 3) activities.		
Website Design	NA	Information included in the comprehensive school counseling website is well organized. Menu and submenu items appropriately address the foundation, management, and delivery of the comprehensive school counseling program. The various parts of the program are well synthesized within the website. Included graphics are applicable and vital to what is communicated via the website. All included links are appropriate and working properly. External links are purposeful and suitable.		
Quality of Writing	NA	Comprehensive school counseling website is free from spelling and grammatical errors and biased language. Ideas are clearly expressed without unnecessary jargon.		

APPENDIX H: Mental Health Counseling Exam

Comprehensive Exam

Mental Health Counseling

Please provide your response to one of the cases summaries provided as it pertains to CACREP Standards Section C. 1 (Foundations) and 2 (Contextual Dimensions).

(1) Develop a theoretically based conceptualization of the client that includes (use appropriate APA level headings): (132 points)

  a. Description of your role in the counseling process;

  b. Use of ecological theory and systems interactions in conceptualization;

  c. Assessment of client's developmental and therapeutic needs using a biopsychosocial framework;

  d. Identification of a therapeutic modality for treatment and potential evidence-based treatment interventions;

  e. Culturally relevant considerations for treatment;

  f. Legal and ethical considerations;

  g. Potential professional resources to assist with treatment process (e.g. professional organizations and standards).

Support therapeutic ascertains with professional texts and peer-reviewed articles cited in APA style. **Your response should be in APA format (20 pts)**. A template for your conceptualization will be provided.

Following conceptualization, include a treatment plan using the SMART approach (20 pts) along with a preliminary diagnostic impression using support from the DSM-5 (8 pts). The treatment plan should include at least three short-term objective and one long-term objective (20 pts). Make sure to include discussion of potential substance use disorders and impact of crisis and trauma in diagnosis.

See rubric for guidance regarding the grading of this component of your comprehensive exam.

Case Conceptualization: **200 points [See Rubric on Blackboard]**

- A passing score is a score greater than or equal to 140 points (70%)

Skill Demonstration: **100 points [See Rubric on Blackboard]**

- A passing score is a score greater than or equal to 70 points
- You will sit with your case client in a mock counseling session to demonstrate your usage of basic counseling skills and relational processes. This mock session will be recorded and last approximately 10-15 minutes. For this session, you will provide your mock client (a doctoral or first year MHC master's student) the prompt listed with your case. You can share the complete case study with the mock client. Assume that this is the session listed in the prompt provided (initial rapport building and assessment is assumed complete prior to the session demonstrated).

APPENDIX I: Thesis Option Documents

APPENDIX I-1.

COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES
SCHOOL OF HUMAN SERVICES
COUNSELING PROGRAM

APPLICATION FOR MASTER'S THESIS OPTION

NAME: _____ STUDENT ID (M #): _____

EMAIL ADDRESS: _____ ACADEMIC YEAR: _____

SUMMARY OF PROPOSED RESEARCH PROJECT (Please feel free to attach another page to this form):

_____
_____
_____
_____
_____
_____
_____

PROPOSED MASTER'S THESIS ADVISOR(S):

NAME   SIGNATURE   DATE

_____
Proposed Chairperson

Please submit this form along with the following documents to master's thesis coordinator by the deadline set forth by the Counseling program:

1. Current resume/CV
2. Writing sample
3. Future goals statement (2-3 double-spaced pages that describes your future career goals and the research problem and question that will be addressed in your proposed research project)

APPENDIX I-2.

COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES
SCHOOL OF HUMAN SERVICES
COUNSELING PROGRAM

SAMPLE TIMELINE FOR THESIS COMPLETION (TWO YEARS)

Year	Semester	Major Activities	Details
Year 1	Fall	Orientation Attendance and Application Submission Initial Conceptualization of Project	The orientation will describe this process in detail. Students are encouraged to begin networking with faculty members as soon as they arrive to campus to learn more about the opportunities that are available for thesis projects. Students are required to apply for the thesis option (see Appendix H-2) and will receive notification of their application status during the Fall semester. Students should meet with their thesis advisor to begin finalizing the initial concept of the project as soon as they receive notification of acceptance.
	Spring	Enroll in CNSL 8073 (1 credit)* (Master's Thesis Guidance: Counseling) Prepare Master's Thesis Proposal	Students are required to meet with their thesis advisors on a weekly basis. Students will be required to complete IRB training (e.g., CITI), an annotated bibliography that is related to their project and to attend meetings called by the thesis option coordinator. Students will receive a final grade for CNSL 8073 (each semester) based on the successful completion of the aforementioned items. Students are also strongly encouraged to identify committee members during this semester and to begin work on their thesis research proposal.
	Summer	Enroll in CNSL 8073 (1 credit)* (Master's Thesis Guidance: Counseling) Prepare/Finalize Master's Thesis Proposal Thesis Proposal Hearing Apply for IRB Approval	Students are required to meet with their thesis advisors on a weekly basis (in a face-to-face or virtual format) to work on the thesis proposal (i.e., intro, literature review, methods) which is due by the end of the semester. The thesis proposal hearing must be held by the end of the summer semester so that students can apply for IRB approval as soon as possible. It is important to select a chairperson and committee members who will be available during the summer. Please work closely with your advisor when submitting your proposal to the IRB.

| Year 2 | Fall | Enroll in CNSL 8073 (3 credits)* (Master's Thesis Guidance: Counseling)

Conduct the Research

Write the thesis manuscript | Students are not allowed to collect data or view data on existing projects until they have received IRB approval. As mentioned before, the length of the IRB review process is out of the Counseling program's control. Therefore, students are encouraged to work with their advisor to determine the type of work that you can do while you wait for approval. This process will vary for each student based on the type of project that is proposed (e.g., analysis of existing data vs. collecting data). |
| | Spring | Enroll in CNSL 8073 (3 credits)* (Master's Thesis Guidance: Counseling)

Write the thesis manuscript

Hold a Master's Thesis Defense

Submit the final version of the thesis to the graduate school | Final touches to the manuscript should be made at the beginning of the semester. Please note that there are several graduate school deadlines that students must abide by (http://grad.uc.edu/student-life/etd.html) in order to graduate on time. For example, students must list and verify their committee members through an online system (Electronic Theses/Dissertations; ETD) during the first week of the Spring semester. *As noted earlier, students who do not successfully defend their thesis by the end of their second year will delay their graduation from the program.* |

***Mental Health Counseling Students:** The CNSL 8073 course will count towards your electives in Fall and Spring of Year 2. You will be required to enroll in CNSL 8073 as an additional course in Year 1. **School Counseling Students:** The CNSL 8073 course will count towards your electives in the Summer and Fall of Year 2. You will be required to enroll in CNSL 8073 as an additional course in Year 1 and Spring of Year 2.

APPENDIX I-3.

COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES
SCHOOL OF HUMAN SERVICES
COUNSELING PROGRAM

RESULTS OF MASTERS THESIS PROPOSAL

NAME: _____ STUDENT ID (M #): _____

EMAIL ADDRESS: _____ ACADEMIC YEAR: _____

THESIS PROJECT TITLE:
_____
_____

THESIS PROPOSAL STATUS: _____ ACCEPTED _____CONDITIONALLY ACCEPTED _____ REJECTED

REQUIRED MODIFICATIONS:
_____
_____
_____
_____
_____

OTHER COMMENTS:
_____
_____

NAME	SIGNATURE	DATE

Chairperson

NAME	SIGNATURE	DATE

Area of Concentration (Program Faculty Member)

NAME	SIGNATURE	DATE

University Faculty (Program Support)

NAME	SIGNATURE	DATE

University Faculty (Program Support)

NAME	SIGNATURE	DATE

Student

APPENDIX I-4.

COLLEGE OF EDUCATION, CRIMINAL JUSTICE AND HUMAN SERVICES
SCHOOL OF HUMAN SERVICES
COUNSELING PROGRAM

<u>RESULTS OF MASTER'S THESIS DEFENSE</u>

NAME: _____ STUDENT ID (M #): _____

EMAIL ADDRESS: _____ ACADEMIC YEAR: _____

THESIS PROJECT TITLE:

_____
_____

THESIS DEFENSE STATUS: _____ ACCEPTED _____CONDITIONALLY ACCEPTED _____ REJECTED

REQUIRED MODIFICATIONS:

_____
_____
_____
_____
_____

OTHER COMMENTS:

_____
_____

NAME	SIGNATURE	DATE

Chairperson

NAME	SIGNATURE	DATE

Area of Concentration (Program Faculty Member)

NAME	SIGNATURE	DATE

University Faculty (Program Support)

NAME	SIGNATURE	DATE

University Faculty (Program Support)

NAME	SIGNATURE	DATE

Student

APPENDIX J: Understanding and Acknowledgment of Handbook Policies

University of Cincinnati: Counseling Program
Handbook Understanding and Acknowledgment

Complete this form and give a copy to the Program Coordinator and your advisor by the 2nd week of your first term in the program. This form must be placed in each counseling program student's file. Please keep a copy for your records.

I, _____ (student name), have downloaded and read the University of Cincinnati Counseling Master's Program Student Handbook and understand that I am responsible for the information presented therein.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I understand that it is solely my responsibility to meet the requirements of the Graduate School and the College of Education, Criminal Justice, and Human Services at the University of Cincinnati.

I further understand that the faculty of the University of Cincinnati Counseling Program has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics and, based on that monitoring, to make decisions about my standing in the counseling program—whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense.

I understand that success in the sequence of clinical courses requires some skills different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequence does not necessarily indicate success in later course(s) in the sequence.

I hereby agree to provide proof of malpractice insurance throughout my program in counseling and notification of any changes in my insurance coverage.

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the counseling program. I also understand the program's retention policy and am clear that there are certain behaviors that, if violated, will supersede this agreement including remediation services and, instead, may result in immediate removal from the program (e.g., ethics violations).

Signature _____ Date _____

Print name _____