

# ***Counselor Education Program***



**Clinical Rehabilitation      Clinical Mental Health  
School Counseling**

## **Graduate Student Handbook**

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## Introduction

Welcome to the SFASU Counselor Education Program! We believe you have made a wise choice to pursue your graduate education with us. Our program meets the highest national standards for the training of Clinical Mental Health, Rehabilitation, and School Counselors as evidenced by our certification and licensure testing results, job placement rates, and alumni and employer survey results. We take pride in our graduates and the impact they have on the counseling profession throughout Deep East Texas, the State of Texas, and beyond. The size of our program allows for meaningful mentoring relationships with faculty and individualized attention for our students.

This handbook is designed to serve as your guide throughout the program and as an introduction to the counseling profession. However, it is just a guide. If you have questions that are not answered here, please do not hesitate to contact me or another member of the counseling faculty.

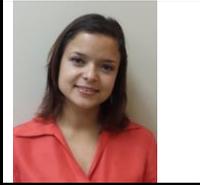
Counseling, as we know it, is a fairly young profession, but its roots can be traced far back in history. The profession has its roots in several other fields including philosophy, psychiatry, psychology, and sociology. The foundations of the profession are deeply rooted in social justice, wellness, and unconditional positive regard for the individual. The training of new professionals is a journey that requires acquisition of academic knowledge, demonstration of counseling skills, and personal growth.

It is unusual for a student to complete a counseling program without some level of personal introspection and reflection. There may be times in which your own personal history interacts with your professional development in such a way that emotional issues arise, your values and beliefs are challenged, and self-examination is necessary. These are positive things and typically result in personal growth, along with your professional development. The faculty will be here to support you through that process and you are encouraged to engage in open dialogue about any concerns that you may have.

The next two to three years of your life will be filled with excitement and challenges. Congratulations on your decision to enter the noble profession of counseling.

Director of the Counselor Education Program

## GRADUATE FACULTY

	<p><b>Yuleinys Castillo, Ph.D., LPC, CRC, Assistant Professor</b>  <i>University of Texas Pan America</i>  Office 210 Phone 936-468-1147  Courses Taught: Medical Aspects of Disability, Introduction to Rehabilitation Counseling</p>
	<p><b>Wendy Killam, Ph.D., NCC, LPC-S, CRC, Associate Professor</b>  <i>University of Arkansas</i>  Office 214 Phone 936-468-1366  Courses taught: Ethics, Assessment in Counseling, Mental Health Counseling, Multicultural Counseling</p>
	<p><b>Alan Larson, Ph.D., CRC, Associate Professor</b>  <i>University of Arizona</i>  Office 211 Phone 936-468-1150  Courses taught: Counseling Skills, Addictions Counseling, Group Counseling</p>
	
	<p><b>Le'Ann Solmonson, Ph.D., LPC-S, CSC, Associate Professor</b>  <i>Director of Counselor Education and Student Affairs Programs</i>  <i>Interim Counseling Clinic Director</i>  <i>Sam Houston State University</i>  Office 208 Phone 936-468-1065  Courses taught: Pre-Practicum, Practicum, Internship, The School Counselor, School Counseling Programs, Survey of Abnormalities, Child and Adolescent Counseling</p>
	<p><b>Bill Weber, Ed.D., LPC-S, CRC, CVE, Professor</b>  <i>Director of Undergraduate Rehabilitation Services Program</i>  <i>University of Northern Colorado</i>  Office 213 Phone 936-468-1154  Courses taught: Vocational and Educational Information, Undergraduate Rehabilitation Services courses</p>

### Important Deadlines

**Summer and Fall Enrollment – applications due by October 1**

**Spring Enrollment – applications due by March 15**

## **The Graduate Program**

The SFASU Counselor Education Program is comprised of three different Professional Counseling specializations: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. All students take the same core coursework and then specialized courses based upon their chosen track. The SFASU Counselor Education program focused first on the training of professional counselors, and then on the specialization area.

### **Accreditation**

The Counselor Education Program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (C.O.R.E.), and the National Association for Accreditation of Teacher Education (NCATE).

The current CACREP accreditation is from 2008-2016. The Clinical Mental Health Counseling Program is accredited under the 2001 Standards for Community Counseling. The program is currently aligned with the 2016 Clinical Mental Health Counseling Standards and has made preparations for transition to an accredited Clinical Mental Health Counseling program upon application for reaccreditation in 2016.

### **SFASU Counselor Education Program Mission Statement**

The mission of the SFASU Counselor Education Program is to provide quality master's level training in order to develop highly qualified counselors who demonstrate a strong professional identity, engage in ethical and competent practice, and are effective in serving a diverse population.

### **Clinical Mental Health Counseling Mission Statement**

The mission of the SFASU Clinical Mental Health Counseling program is to provide high quality academic and clinical training experiences for the purpose of developing licensed professional counselors who are prepared to serve the needs of a diverse client population. Program graduates will demonstrate competence in providing a wide variety of counseling services using evidence-based practices.

### **School Counseling Mission Statement**

The mission of the SFASU School Counselor Education Program is to provide training and educational experiences in order to develop highly qualified professional school counselors who are prepared for leadership in the public

school system. Graduates of the program will demonstrate effective counseling skills, proficiency in program development and evaluation, advocacy for educational equity, and promotion of optimal academic, personal, social, and career development in PK-12 students.

### **Clinical Rehabilitation Counseling Mission Statement**

The mission of the Rehabilitation Counseling Education Program is to provide rehabilitation education, research, and community services that are in the forefront of the rehabilitation field and that foster practical leadership in our students. We prepare qualified rehabilitation professionals at both the bachelors and masters degree level.

### **Counselor Education Program Learning Outcomes**

#### ***Professional Orientation and Ethical Practice***

Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

#### ***Human Growth and Development***

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

#### ***Helping Relationships***

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

#### ***Assessment and Treatment Planning***

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

#### ***Research and Program Evaluation***

Students will demonstrate an understanding of research methods to inform evidence-based practice.

The SFASU Counseling Program utilizes Live Text to assess and monitor student learning outcomes. All students are provided with a Live Text license. The license provides access for a five-year period and provides students with a digital portfolio option. Assignments that are tied to accountability measures will be turned in through Live Text.

## Program Objectives

The program and course of study in Counseling is organized to meet the following objectives:

1. To provide a comprehensive base of knowledge in the areas of human growth and development, social and cultural foundations, counseling relationships, group processes, consultation skills, lifestyle and career development, appraisal, research and evaluation, professional orientation, and family counseling.
2. To provide a theoretical and experiential background for conceptualizing and implementing strategies, techniques and therapeutic procedures for individual, group, and family counseling within a multicultural and developmental context.
3. To provide opportunities to develop an ethical and legal responsibility toward the counseling profession through appropriate readings and personal experiences.
4. To provide opportunities for self-development through course work, research, laboratory experiences, group interaction and facilitation, and supervised practicum and internship experiences.
5. To provide support for professional development through in-service and continuing education programs, ready access to current professional literature, and information on counseling employment trends and opportunities.
6. To provide, through classroom and clinical activities, opportunities to develop, identify, and articulate a personal philosophy and orientation for counseling.
7. To provide a working knowledge of the community social service system, rehabilitation systems and services, and school counseling programs.
8. To provide opportunities to conduct appropriate assessments and develop treatment plans based on DSM-5 diagnostic procedures.
9. To provide opportunities to develop a strong sense of professional identity as a counselor through appropriate readings, membership and participation in the state and national counseling associations, and clinical and classroom experiences.
10. To provide the didactic and clinical experiences necessary to become a competent Licensed Professional Counselors (LPC), Nationally Certified Counselors (NCC), Certified Rehabilitation Counselors (CRC), and/or Certified School Counselors (CSC).

## Student Profile

The SFASU Counselor Education Program serves a diverse population and attracts students from the Deep East Texas area, across the state, nation, and from international settings. There is a combination of full-time students and working professionals who are part-time students. While some students enter the program directly after graduation with a bachelor's degree, others enter later in life. The following enrollment figures are from Spring 2015 and give a snapshot of the program:

Program	Male	Female	FT	PT	Total
Community/Clinical Mental Health	5	15	12	8	20
Rehabilitation	3	4	4	3	7
School	1	23	1	23	24
Total					54

In addition, the program demographics include 75% White, 14% African American, 8% Hispanic, and 2% Asian.

No person shall, on the basis of race, color, religion, sex, age, national origin, disability, or veteran status, be subjected to discrimination or be excluded from participation in or denied benefits of any educational program or activity operated by Stephen F. Austin State University.

The breakdown of enrollment by program from 2009-2014 is shown in the following table.

	2009	2010	2011	2012	2013	2014
Community/Clinical Mental Health	21	20	23	21	24	24
Clinical Rehabilitation	6	9	14	11	6	10
School	40	41	28	20	24	15
Total	67	70	65	52	54	49

## Successful Student Progress

It is important to understand that you will most likely need to make some adjustments in your life as a result of being a graduate student. If you are very involved in outside activities and have family responsibilities, you may not be able to maintain all of those commitments while in school. For each class you are taking, you will be in class for 2 ½ hours, but then will need to schedule adequate time to be prepared for class and to complete class assignments. Some courses are more demanding and require more time than others.

Evaluation of student progress is ongoing and involves both formal and informal assessment processes that occur throughout the program. This evaluation involves monitoring academic progress, counseling dispositions, and personal issues that may interfere with counselor effectiveness. Faculty engage in these evaluations at the end of each semester in order to provide students with the opportunity to address concerns in a timely manner. Concerns about individual students are brought to the program faculty during faculty meetings in order to consult and develop strategies for addressing the concerns.

### **Academic Appeals (SFASU Policy 6.3)**

This policy provides a formal process for students to appeal academic decisions. All relevant documentation under consideration at each step will be forwarded to the appropriate parties at the next procedural level. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations or decisions at each level are generally made within four weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final grade if inappropriate criteria were used in determining the grade, the instructor did not adhere to stated procedures or grading standards, or other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor's professional judgment regarding the quality of the student's work.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals must be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade.

Aside from final grades, a student may appeal substantial and/or unjustified deviation from academic policies, procedures, and/or requirements.

These steps are to be followed when making an academic appeal:

1. Students must first appeal to the individual with whom they have an academic dispute. In the case of a final grade dispute, they must appeal to the instructor within thirty (30) calendar days after the first class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit head.
2. If the dispute is not resolved, the student may appeal to the academic unit head. The academic unit head then requests a written statement from the individuals involved in the dispute. The academic unit head provides both parties a written recommendation.
3. If the dispute remains unresolved after appeal to the academic unit head, either individual involved in the dispute may appeal in writing to the academic dean. The dean notifies both parties of the continuation of the appeal and provides a written recommendation. Prior to making a recommendation, the dean may refer the appeal to the college council. If the college council has no student members, the dean asks the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council reviews all documentation and submits its recommendation to the dean.
4. After a decision is made by the dean, either party may appeal in writing to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation is submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs. The provost and vice president for academic affairs evaluates all documentation and any additional oral presentations.
5. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the final decision.

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, are the sole judge of the grades received by the students in their course.

**Retention, Remediation, and Dismissal**

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program faculty will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

**Due Process**

Students who are identified as at risk will have the opportunity to meet with the faculty to hear the concerns, provide additional information that may be relevant, and review the remediation plan. Students have the right to appeal the faculty decision to the Department Chair.

**Candidacy**

A formal evaluation occurs at the completion of 15 hours, which must include the following courses: COU 520, COU 531, COU 533, COU 585, and COU 541. This formal evaluation occurs at the Candidacy interview. Students must make application for candidacy and obtain the signature of their advisor. The candidacy application can be found in the appendix of this document and on the website. The Candidacy Committee will be comprised of at least two faculty members. During this interview, the student and the Committee will review the student's academic progress, counseling dispositions, and address any personal issues that may be of concern. Students will present their portfolio with the required portions completed. The purpose of the interview is to recommend continuation in the program or determine areas of improvement needed to continue. Students who are not admitted to candidacy will be given a remediation plan and a time frame for completion. Students who are denied admission to candidacy may sit for the interview one additional time. If admission is denied a second time, the student will not be allowed to continue in the program. The following areas are considered for admission to candidacy:

- *Academic Progress*  
All students must demonstrate adequate academic progress. Students are allowed 2 C's in the program. Upon receiving the third C, students are removed from the program. Courses may be repeated to improve the grade. However, repeating a course does not remove the C from the

record for the purpose of determine adequate academic progress. A grade of a B or higher is required in pre-requisite courses prior to enrollment in later courses.

Students are required to maintain a grade point average of 3.0 or above in order to continue admission to the Graduate School and Counseling program. Students who fall below a 3.0 are placed on academic probation for one semester. Failure to raise the GPA to a 3.0 during that semester will result in academic suspension.

- *Counselor Dispositions*

Counseling is a profession that requires interacting with a diverse population. Professional Counselors must be able to interact with individuals and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and the ethical obligation to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arrive. Faculty members fill out a Student Evaluation Scale each semester in order to identify problems early on and communicate the concerns to the advisor. If concerns escalate, a Performance Fitness Evaluation is completed and a remediation plan is developed. These forms are included in the appendix. Students are given every opportunity to demonstrate growth and improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrate a lack of fitness for the profession, dismissal from the program can occur.

- *Personal Issues*

As explained in the letter of introduction and the remediation section above, there are times in which the training processes trigger personal issues that may interfere with the ability to be an effective counselor. When this occurs, students may be required to do their own personal work by seeking individual counseling. Counseling services are available at no cost to students through the SFASU Counseling and Career Services.

Serious violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation of the SFASU Academic Integrity Policy (SFASU Policy A-9.1). All counseling students are expected to adhere to the Code of Ethics of the American Counseling Association, American School Counseling Association, and the Code of Professional Ethics for Rehabilitation Counselors.

**Advising**

In order to assist students in successful completion of the program, each student is assigned a faculty advisor. The advisor assignment is noted in the letter of acceptance into the program. The faculty advisor will assist the student in completing a degree plan, developing a schedule for degree completion, and selection of courses each semester. Students are required to contact the advisor each semester in order to be permitted for courses. Students are encouraged to contact the advisor prior to the opening of the registration period. Faculty may not be available during the time between semesters. Several courses have enrollment caps in order to provide for adequate supervision. Enrollment is on a first come basis and delayed advising can result in the desired courses being unavailable. Because the faculty advisor is critical to the success of each student, students may request reassignment of advisors. This is done by requesting an appointment with the Program Director or the Department Chair if your advisor is the Program Director.

**Leveling Requirements**

Any student required to complete leveling work must be enrolled in those courses in the first two semesters in the program. Failure to complete leveling work during the required time will result in a registration hold for other coursework.

**Deadlines**

Deadlines for program applications are posted throughout the building and emailed to students each semester. Those deadlines include Candidacy application, Practicum application, Internship application, and Comprehensive Exam application. It is the student's responsibility to be aware of deadlines and adhere to them. Failure to meet the deadlines can result in delaying your progress through the program. Deadlines are:

- Fall Candidacy – September 1
- Spring Candidacy – February 1
- Fall Practicum – June 1
- Spring Practicum – September 1
- Summer Practicum – February 1
- Fall Internship – June 1
- Spring Internship – September 1
- Summer Internship – February 1

**Communication of Program Information**

All program communications occur through the SFASU email system. Students must monitor their SFASU email account on a regular basis. You have the ability

to forward your SFASU email to another email account in order to consolidate accounts for more efficient monitoring. Be aware that some employer email systems may block the SFASU email or identify it as spam.

### **Background Checks**

Students should be aware that the certification and licensure process involves a background check. A history of conviction may result in the failure to be certified or licensed. It is the responsibility of the student to communicate with certification and licensure boards to determine whether their personal legal history will result in disqualification for certification or licensure.

### **Clinic Observations**

Students are required to complete 3 hours of observation in the clinic during each semester of enrollment. Students will sign in and out of the clinic to provide documentation of the observation hours. The Graduate Assistants will verify the time spent observing. In addition, students will provide a reflection of each observation in the online portfolio. Failure to complete the required hours will be reflected in the student evaluations that are completed each semester. Students who have not completed the required hours prior to enrollment in Practicum will be required to enroll in Pre-Practicum.

### **Group Participation**

Students are required to participate in a group counseling experience at two points during the program. During the first semester of enrollment, all students must attend a minimum of 3 group sessions in the Counseling Clinic. The sessions will be lead by Practicum students and will focus on transitioning to Graduate School, stress management, and wellness. All students will also participate in a group experience as a requirement of COU 528. The group will be held during class time.

### **Digital Portfolios**

Students will be required to complete a digital portfolio in LiveText. A template is provided with instructions on what is to be included in the portfolio.

### **Practicum**

All students will complete a supervised practicum in the SFASU Counseling Clinic. This practicum will require completion of a minimum of 100 hours with a minimum of 40 hours of direct services to clients from the community. In order to provide continuity of care for clients, students will remain with the assigned clients until the transition period is complete. This may result in excess hours above the minimum stated requirements. During the practicum semester, students will be assigned clients from the clinic and will engage in counseling sessions with those clients. The client load will be dependent upon the current caseload of the clinic and the number of students enrolled in Practicum.

Counseling sessions will be videotaped through the Clinic VBrick System. Students will have one hour of individual supervision with the Practicum Supervisor and videos will be reviewed. In addition, students will also have 1½ hours of group supervision during the Practicum semester. This is an intense semester that requires being on campus several days a week. The Practicum experience will begin approximately two weeks prior to the end of the previous semester. A transition meeting will be held in which the current Practicum students meet with the incoming students and transition the caseload. The incoming Counselor-in-Training (CIT) will co-facilitate the client sessions with the outgoing CIT for the last few sessions in order to provide for a smooth transition and continuity of care for the client.

### ***Internship***

All students will complete a minimum of a 600-hour internship with a minimum of 240 hours of direct services to clients in a field site appropriate for their chosen specializations. This internship is completed during the last semester of enrollment and provides students the opportunity to fully engage in the work of a professional counselor. Students will work with the University Faculty Supervisor to obtain and approve an Internship site. A qualified onsite supervisor must be available for one hour of weekly supervision and consultation as needed. In addition, interns will meet with the University Faculty Supervisor for one and a half hours of group supervision. The internship may or may not provide compensation. Students should plan for necessary financial resources prior to the Internship semester. A list of approved Intern sites can be found in the appendix.

### ***Comprehensive Examination***

All students must pass a comprehensive exam over the content of their master's coursework. The exam is taken during one of the last two semesters of enrollment, after the majority of coursework has been completed. The qualifying exam is the Counseling Profession Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education and consists of 160 questions covering 8 core content areas. A registration fee is required and is only payable by money order or certified check. The test is administered on campus every semester. The test administration date and application deadline will be publicized each semester. The test is typically administered around mid-semester during long semesters and in late June or early July during the summers. The test date is typically on a Friday and students have four hours to complete the exam.

Students must be enrolled during the semester in which the exam is initially taken. Students who are unsuccessful in completing the initial administration of the exam may retake it during the next administration the following semester. The exam may be taken up to twice. If the student is unsuccessful in obtaining a

satisfactory score after two attempts, he or she will not be eligible for graduation with a master's degree from SFASU.

The required score for successful completion is based upon the most current national mean for the CPCE. The required score is calculated by subtracting the current standard deviation from the current national mean.

### ***Time Limitations***

In order to ensure that graduates are trained in the most current professional environment, SFASU requires completion of the master's degree within a six-year period. Coursework that is prior to the six-year period may not be accepted for credit. Students can request a review of the content of the course syllabus in order to determine whether it encompasses current professional knowledge. Students will also be asked to demonstrate retention of the knowledge.

### ***Endorsement Policy***

The Counselor Education Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met including appropriate internship placements.

Faculty will recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities.

### ***Professional Organizations***

A critical element of professional identity is related with association with the greater counseling profession. Students are required to join a professional organization upon entering the program and provide proof of membership to the Program Director. The Texas Counseling Association is the premier professional association representing counselors in the State of Texas. There are divisions within TCA that represent the specialty areas. There are also numerous national organizations including the American Counseling Association, American School Counseling Association, and American Rehabilitation Counselors Association. Most professional organizations have reduced membership rates and conference rates for students. Attendance at least one professional conference is encourage during your period of enrollment.

TCA encourages student participation through volunteer service on committees or at conferences. The annual Professional Growth Conference is held in November and has activities and sessions specifically developed to meet the

needs of graduate students. During legislative sessions, students are encourage to participate in field trips to one of the three TCA Advocacy Days. In addition, Piney Woods Counseling Association is a chapter of TCA and holds 3 meetings each year in which professional development credits can be obtained.

## CLINICAL MENTAL HEALTH COUNSELING

Clinical Mental Health (CMH) Counseling is a professional service intended to provide both prevention and remediation by using a combination of direct services and environmental interventions to meet client needs within a community or clinical setting. A focus on primary prevention emphasizes lowering the incidence of emotional problems and promoting positive mental health among apparently well-functioning people within a community context. Remediation attempts to assist those with chronic and acute problems to resolve and/or reduce their problems and the effects of these problems.

CMH counselors are aware of the individual's interaction with his or her social system and therefore seek change in both the individual and the community system. CMH counselors provide 1) direct community services (preventative education); 2) direct client services (direct counseling services); 3) indirect community services (influencing public policy); and 4) indirect client services (advocacy for special groups and individuals).

CMH counselors provide interventions for individuals, small and large groups, and families in their efforts to prevent and/or remediate problems. CMH counselors begin the counseling process by learning about their clients. Gathering information about the client's concern may include interviewing not only the client, but also school and employment personnel, appropriate medical personnel and family members and other relevant persons to determine the exact nature and possible solution to the problem.

### **Employment**

CMH counselors work in a variety of settings. Possible employment settings include state mental health agencies, state and private psychiatric hospitals, probation and correctional institutions, various private community based counseling settings, university counseling centers, and private practice. Other settings include private industry, including insurance companies and other commercial enterprises, consulting firms, and various employee assistance programs. Employment of CMH counselors is expected to grow faster than other occupations between 2008 and 2018, resulting in a projected 18 percent growth (U.S. Bureau of Labor Statistics).

### **Training, Other Qualifications, and Advancement**

A 60 semester hour master's degree in Clinical Mental Health Counseling, is generally considered the minimum educational requirement for CMH counselors. For most counseling positions, state licensure as a Professional Counselor or eligibility for licensure is required. State licensure requires satisfactory performance on a licensure exam and additional supervision post graduation.

A minimum of two (2) years of study, including both a supervised practicum and internship is required for the master's degree. The primary focus of the master's program in Clinical Mental Health Counseling is the development of a counseling practitioner. Although the program emphasizes the evaluation and use of counseling research, the program's aim is to produce practitioners who can provide high quality counseling and counseling related services.

The program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Clinical Mental Health Counseling Education Program place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary professional activities.

The Clinical Mental Health Counseling Program at Stephen F. Austin State University endorses the philosophy that counseling is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, and equal opportunity for counseling services for all persons.

### **MASTER OF ARTS DEGREE IN CLINICAL MENTAL HEALTH COUNSELING**

The Master of Arts degree in Clinical Mental Health Counseling requires a minimum of 60 semester hours of academic preparation. The degree includes a required core curriculum of 45 hours, 9 hours of practicum and internship, and 6 hours of elective counseling or counseling related courses. Students must have an undergraduate course in general psychology and abnormal psychology as pre-requisites for the program.

The curriculum is comprised of the following courses:

### **CURRICULUM PLAN FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS**

#### **BACKGROUND COURSES**

PSY	275	Abnormal Psychology (COU 510 Survey of Abnormalities will be taken if this course was not taken as an undergraduate)
PSY	133	General Psychology

#### **FIRST YEAR**

COU	510	Survey of Abnormalities
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COU	520	Professional Orientation to Counseling
COU	522	Family Counseling
COU	525	Vocational and Educational Information
COU	530	Crisis Counseling
COU	531	Theories of Counseling
COU	535	Multicultural Counseling
COU	541	Seminar in Research
COU	585	Lifespan Development

### **SECOND YEAR**

COU	521	Seminar in Drug and Alcohol Abuse
COU	523	Legal and Ethical Issues in Counseling
COU	528	Group Counseling
COU	533	Counseling Skills and Techniques
COU	539	Professional Counseling Practice
COU	559	Assessment in Counseling
COU	591	Mental Health Counseling
COU	593	Pre Practicum in Counseling or Elective

### **THIRD YEAR**

COU	594	Practicum in Counseling
COU	XXX	Elective Course - with guidance of graduate advisor
COU	595	Internship in Clinical Mental Health Counseling

Some of these courses may be taken during the summer sessions.

For a working professional, six hours is the maximum recommended course load per semester. The semester that a student is enrolled in Practicum, a lighter course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

## CLINICAL REHABILITATION COUNSELING

**Rehabilitation Counseling Program (RCP) strives to achieve the following objectives:**

- To train students in the effective delivery of professional rehabilitation counseling services for individuals with physical, mental, and social impairments.
- To emphasize the acquisition of competencies in the broad field of rehabilitation counseling.
- To train students to be rehabilitation counseling practitioners who will be equipped with skills to ameliorate the conditions of persons with disabilities.
- To provide continuing education to state rehabilitation services and other rehabilitation personnel for further skill development and/or completion of a degree.

A major part of the mission of the Rehabilitation Counselor Education Program (RCEP) at Stephen F. Austin State University (SFA) is to provide rehabilitation counselors who can help to meet the growing demand for rehabilitation services for persons with disabilities. Toward this goal, the Counselor Education Program offers a concentration in Rehabilitation Counseling. The program was designed upon criteria established by and is fully accredited by the Council on Rehabilitation Education (C.O.R.E.). The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the Rehabilitation Counselor Education Program place very high value on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation.

The RCEP at Stephen F. Austin State University endorses the philosophy that rehabilitation is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, equal opportunity for health care and social and economic involvement for all persons with disabilities. These concepts form the philosophical basis for coursework which prepares students to provide vocational guidance, psychological counseling, rehabilitation case management, and job development and placement services for persons with any type of physical, mental, emotional or social disability. The following nine statements represent beliefs of the faculty that guide program development and delivery with the Department of Human Services.

**Philosophy:**

1. We believe every person with a disability has the civil and moral right to live as independently as possible.
2. We believe every program graduate, at whatever level of training, has the responsibility to advocate for the civil and moral rights of persons with disabilities.
3. We believe that every program graduate should possess the competencies necessary for effecting independent functioning of people with disabilities.
4. We believe that every program graduate should possess the ability to critique and modify performance relative to the needs of the field and the current state of the art in the field.
5. We believe that the knowledge from the Department of Human Services should be shared with other programs, departments and constituents that deal with people with disabilities.
6. We believe that we should have a leadership role at the regional and national level in terms of advocacy, training and research for the advancement of the field of counseling and rehabilitation.
7. We believe in the removal of all barriers (attitudinal, educational, vocational, social, architectural, etc.) affecting individuals with disabilities.
8. We believe in the affirmative action and multicultural recruitment emphasis in our program.
9. We believe in the equitable admission of all qualified minority students with the assumption that the program quality for all students will be maintained or enhanced from this effort.

This philosophy undergirds the training and education of the RCEP. The program coursework provides a theoretical framework in the area of vocational rehabilitation counseling and an experiential sequence of supervised practicum and internship courses that allow graduating students to step immediately into service in the field of rehabilitation. The master's program is aimed at the development of practitioners, not theoreticians or researchers. Although the program emphasizes the evaluation of rehabilitation research, the program's aim is to produce practitioners who can provide high quality vocational rehabilitation services to persons with severe disabilities.

The faculty of the Department of Human Services place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary

professional activities.

### **Nature of the Work**

Every year more and more people overcome mental, physical or emotional disabilities and become self-sufficient and productive citizens. Some find employment in occupations previously thought too complex or physically demanding. Others enroll in colleges and technical schools. One member of the team of professionals that helps individuals with disabilities achieve their maximum personal and vocational potential is the rehabilitation counselor.

Rehabilitation counselors begin the counseling process by learning about their clients. Not only do they interview the client, they may read school reports, confer with medical personnel, and talk with family members to determine the exact nature of the disability. If the disability occurred after the person had begun his or her work life, the counselor may discuss the client's previous work experience with former employers. The counselor also confers with physicians, psychologists, and occupational therapists about the types of tasks the client can perform. The counselor, in addition, engages in counseling sessions with the client to explore and evaluate training and career options, and uses this information to develop an Individually Written Rehabilitation Plan (IWRP).

A rehabilitation program generally includes training for a specific job. Job training is often one of several steps in the rehabilitation process, and occurs only after a sufficient amount of evaluation, research and counseling has been done to find the most suitable job for a client.

Because a client's employment success is an important goal of rehabilitation counseling, the counselor must keep in touch with the business community to learn the types of workers needed by industry and the training required for each job. Counselors in vocational rehabilitation agencies spend some of their time publicizing the program and informing businesses and community leaders about the services they offer. Rehabilitation counselors in private industry keep up to date on vacancies that might be filled by persons with physical or emotional disabilities.

In addition to exploring job possibilities with clients, rehabilitation counselors often make follow-up contacts to ensure that placement has been successful. If the new employee has a specific problem on the job, the counselor may suggest adaptations to the employer.

An increasing number of counselors specialize in a particular area of rehabilitation; some work almost exclusively with individuals who are blind, deaf,

mentally ill, mentally retarded, or have alcohol or drug addictions.

The amount of time spent counseling each client varies with the severity of the problems as well as with the size of the counselor's caseload. Some rehabilitation counselors are responsible for many persons in various stages of rehabilitation; others, such as those who work with individuals with severe disabilities, may work with relatively few cases at a time. Caseload size and amount of time spent with a client primarily depend on the work setting.

### **Working Conditions**

Rehabilitation counselors generally work a 40-hour week. Some evening work is required for speaking at community or civic meetings. They may spend only part of their time in their offices counseling, coordinating services and performing necessary paperwork. The rest of their time is spent away from the office, working with prospective employers, training agencies and the person's family. Rehabilitation counselors must maintain close contact with clients and their families over many months or even years. The counselor often has the satisfaction of watching day-by-day progress in the person's efforts toward independence. At other times, however, the counselor may experience the disappointment of a client's failures.

### **Employment**

Rehabilitation counselors work in state and local rehabilitation agencies financed cooperatively with Federal and State Funds. Several hundred vocational rehabilitation specialists and counseling psychologists work in the Veterans Administration's vocational rehabilitation programs, or in VA hospitals and medical centers, Rehabilitation centers, sheltered workshops, hospitals, mental health centers, special schools, centers for independent living and other public and private agencies with rehabilitation programs and job placement services employ thousands more. Other rehabilitation counselors work in private industry, including insurance companies and other commercial enterprises, manufacturing firms and rehabilitation consulting firms.

### **Training, Other Qualifications, and Advancement**

A master's degree in rehabilitation counseling, counseling, or counseling psychology is generally considered the minimum educational requirement for rehabilitation counselors. Vocational rehabilitation agencies in some states may, however, accept applicants with bachelor's degree in rehabilitation services, counseling, psychology or other related fields. Experience in employment counseling, job development, psychology, education and social work may be helpful in securing employment as a rehabilitation counselor. Many state agencies have work-study programs whereby employed counselors can earn graduate degrees in the field.

The Council on Rehabilitation Education (C.O.R.E.) accredits graduate programs in rehabilitation counseling. Usually, two years of study, including a period of supervised work experience is required for the master's degree. Master's degree programs generally offer courses in human services and psychology, principles of rehabilitation counseling, counseling theory and techniques, occupational and educational information and community resources. Also taught are courses in placement and follow-up, assessment and evaluation, psychosocial aspects of disability, medical and legislative aspects of rehabilitation, and research methods.

### **Employment Future**

Employment of rehabilitation counselors is expected to grow about as fast as average for all occupations through the year 2018. Job opportunities may be best in the growing private sector, although more than 700 positions are currently open in the State/Federal system nationwide. Because most state and many private rehabilitation agencies are funded primarily by the Federal Government, employment in these organizations depends largely on the level of government spending. Reductions in federal funding for rehabilitation services would have an adverse effect on employment in these agencies.

Substantial employment growth is expected in the private sector, particularly in insurance companies that handle worker compensation programs and in private for-profit rehabilitation consulting firms. Demand for qualified rehabilitation counselors in private industry is expected to increase as employers respond to affirmative action legislation and as they become aware of the savings that can be realized by returning people with disabilities to employment. Colleges and universities that employ coordinators of services to students with disabilities are another source of employment opportunities for rehabilitation counselors.

### **MASTER OF EDUCATION DEGREE IN CLINICAL REHABILITATION COUNSELING**

The Master of Arts degree in Rehabilitation Counseling requires a minimum of 48 semester hours of academic preparation. The degree includes a core curriculum of 27 hours, 12 hours of advanced coursework in rehabilitation counseling and 9 hours of practicum and internship.

The core curriculum for the Rehabilitation Counselor Education Program consists of basic preparatory studies in disability, educational and occupational information, counseling and case management, and the vocational rehabilitation process. Students who lack basic preparation in any of the core knowledge and skill areas may be required to complete prerequisite coursework

or complete individual studies prior to entry into one of the advanced graduate courses.

## **CURRICULUM PLAN FOR CLINICAL REHABILITATION COUNSELING STUDENTS**

### **BACKGROUND COURSES**

RHB 405/COU 505*	Introduction to Rehabilitation Counseling
RHB 407/COU 507*	Vocational Evaluation and Job Placement of the Severely Disabled
RHB 490/COU 592*	Rehabilitation of the Severely Disabled
Abnormal Psychology	COU 510 will be substituted if this course was not taken as an undergraduate

General Psychology

\*The graduate level of this course will be taken if not taken as an undergraduate. If the undergraduate course was taken, electives will replace them in order to meet the required hours for completion of the degree

### **FIRST YEAR**

COU 531	Theories of Counseling
COU 585	Lifespan Development
COU 535	Multicultural Counseling
COU 525	Vocational and Educational Information
COU 526	Medical Orientation to Counseling
COU 541	Seminar in Rehabilitation Counseling

### **SECOND YEAR**

COU 521	Seminar in Drug and Alcohol Abuse
COU 559	Assessment in Counseling
COU 533	Counseling Skills and Techniques
COU 528	Group Counseling
COU 542	Psychosocial Aspects of Counseling
COU 591	Mental Health and Psychopathology
COU 594	Practicum in Counseling

### **THIRD YEAR**

COU 595	Internship in Rehabilitation Counseling
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Some of these courses may be taken during the summer sessions.

For a working professional, six hours is the maximum recommended course load

per semester. The semester that a student is enrolled in Practicum, a lighter course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

## **SCHOOL COUNSELING**

School counseling is a comprehensive profession intending to educate the whole child encompassing academic, personal/social, and career development through a comprehensive developmental guidance and counseling program.

The four main components of a school guidance program include, individual planning, responsive services, guidance curriculum, and system support. The professional school counselor manages the program in order to assist all students in achieving their academic potential in order to lead fulfilling lives as responsible members of society.

It is imperative that school counselors have a strong professional identity and a commitment to the profession. School counselors can provide a valuable service not only to the students, but also to the parents, the school and to the community. Within this framework, the school counselor acts as the link in providing an avenue to positive, healthy communication and helps to provide an atmosphere that will enhance the well being of all students.

### **Employment**

Qualified school counselors are currently in great demand in Texas. According to Texas Education Agency (TEA) during the 2001-2002 academic year, there was a total growth in school counseling jobs of 685. This growth has continued and there are currently over 8000 school counselors in the state of Texas. The job market is extremely positive at this time, and graduates of this program can feel confident in their potential for success in the school counseling market.

### **Training, Other Qualifications, and Advancement**

A master's degree from a school counselor preparation program, two years of classroom teaching experience, and successful completion of the state certification exam are required in order to be certified as a professional school counselor in the State of Texas. In addition to school certification, school counselors may choose to complete the requirements to be licensed as a professional counselor.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits graduate programs in school counseling. A minimum of two (2) years of study, including a supervised practicum and internship is required for the master's degree. Master's degree programs generally offer

courses in human development, social and cultural foundations, the helping relationship, group counseling, lifestyle and career development, appraisal and assessment, research and evaluation, and professional orientation.

### **SCHOOL COUNSELING PROGRAM**

A major part of the mission of the School Counseling Program at Stephen F. Austin State University (SFA) is to train counselors who can help to meet the growing demand for counseling services. The program was designed based upon criterion established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and state certification requirements. The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences. The faculty of the School Counseling Program place great value on exposing students to a variety of theories and techniques of counseling, appropriate professional counseling organizations, and interdisciplinary professional activities.

The School Counseling Program at Stephen F. Austin State University endorses the philosophy that counseling is an empowering process in which persons exercise control over their own lives. The program adheres to concepts of the holistic nature of people, self-responsibility for health promotion and wellness, the uniqueness of each individual, and equal opportunity for academic programming and counseling services for all persons.

The primary focus of the master's program in School Counseling is the development of a counseling practitioner. Although the program emphasizes the evaluation and use of counseling research, the program's aim is to produce practitioners who can provide high quality counseling and counseling related services.

### **MASTER OF ARTS DEGREE IN SCHOOL COUNSELING**

The Master of Arts Degree in School Counseling requires a minimum of 48 semester hours of academic preparation. The degree includes a required core curriculum of 39 hours and 9 hours of practicum and internship.

Students must have a course in Abnormal Psychology, General Psychology, and Educating Exceptional Children as leveling work to prepare for the graduate degree.

## **CURRICULUM PLAN FOR SCHOOL COUNSELING STUDENTS\***

### **BACKGROUND COURSES**

PSY 275	Abnormal Psychology (COU 510 will be taken this was not taken as an undergraduate)
SPE 329	Survey of Exceptionalities
	or
SPE 567	Trends in Educating Exceptional Children
PSY 133	General Psychology

### **FIRST YEAR**

COU 510	Survey of Abnormalities (if needed for leveling)
COU 520	Professional Orientation to Counseling
COU 531	Theories of Counseling
COU 535	Multicultural Counseling
COU 585	Lifespan Development
COU 541	Seminar in Research
COU 525	Vocational and Educational Information

### **SECOND YEAR**

COU 524	The School Counselor
COU 591	Mental Health and Psychopathology
COU 559	Assessment in Counseling
COU 528	Group Counseling
COU 534	School Counseling Programs
COU 533	Counseling Skills and Techniques
COU 529	Child and Adolescent Therapy
COU 594	Practicum in Counseling

### **THIRD YEAR**

COU 595	Internship in School Counseling
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Summer courses must be taken in order to graduate on the above schedule.

For a working professional, six hours is the maximum recommended course load per semester. The semester that a student is enrolled in Practicum, a lighter

course load is recommended in order to provide maximum flexibility in scheduling clients. Full time students can take 9-12 hours per semester.

### Timeline for Required Actions

What Action to be Taken:	What Action Should be Taken:	Where to Secure Forms/Information:	Whom to See:
1. Develop class schedule and complete degree plan	After notice of admission and before each registration period	Faculty Advisor	Faculty Advisor
2. Activate MySFA account and SFA Email account	After notice of admission and prior to enrollment period	SFA Website	
3. Activate Live Text License	At the beginning of the first semester of enrollment	COE Livetext Coordinator	
4. Get on List for COU 533 Skills and Techniques	Semester prior to enrollment	Faculty Advisor or Dr. Alan Larson	Dr. Alan Larson
5. Apply for Admission to Candidacy	After <b>completing</b> 15 semesters of graduate work to include COU 520 or COU 505, COU 531, 533, 591 and EPS 585.	Faculty Advisor or Candidacy Coordinator, Dr. Wendy Killam/ Counseling Program Handbook	Faculty Advisor Dr. Wendy Killam
6. Get on List for COU 528 - Group Counseling	Semester prior to enrollment	Faculty Advisor or Dr. Le' Ann Solmonson	Dr. Le' Ann Solmonson
7. Apply for Practicum	Prior to application deadline semester before enrollment	Practicum Coordinator/ Counseling Program Handbook	Dr. Yuleinys Castillo
8. Audit degree plan to ensure all coursework is complete	Prior to last two semesters of enrollment	Graduate Faculty Advisor	Faculty Advisor
9. Apply for Internship	Prior to application deadline semester before enrollment	Internship Coordinator/ Counseling Program Handbook	Dr. Le' Ann Solmonson
10. Arrange to complete comprehensive examination	During one of the two final semesters before graduation	Comps Coordinator/ Counseling Program Handbook	Comps Coordinator

11. Apply for graduation, pay graduation fee	By deadline in current Graduate School Bulletin	SFA Website	Registrar
12. Purchase cap and gown	Mid semester during last semester of enrollment	Campus Bookstore	Campus Bookstore

## APPENDICES

The Student Evaluation Scale is included in Livetext for all classes. Faculty will complete the rubric and provide feedback to students every semester.

### Student Evaluation Scale

As part of the process of ongoing evaluation, students' academic performance, interpersonal skills, and counseling dispositions will be assessed each semester as indicators of the likelihood of success within the Counselor Education program and eventual performance as competent, professional master's level counselors. The SFASU Counseling Program can recommend counseling or an independent mental health evaluation prior to granting degree candidacy. This information can be used for evaluative and decision-making purposes regarding continued participation in the program up to the point of graduation in order to protect the public welfare.

#### Potential as a graduate student and counselor

1	2	3	4	5	6	7
Very limited at this time		Low potential at this time		Average Potential at this time		High Potential at this time

Evaluation Areas							
1	2	3	4	5	6	7	Don't Know
Identifiable Interest in Welfare of Others							
1	2	3	4	5	6	7	Don't Know
Receptivity to Feedback							
1	2	3	4	5	6	7	Don't Know
Academic Potential							
1	2	3	4	5	6	7	Don't Know
Interpersonal Skills							
1	2	3	4	5	6	7	Don't Know
Acceptance of Diverse Ideas and Values							
1	2	3	4	5	6	7	Don't Know
Professionalism and Ethical Behavior							
1	2	3	4	5	6	7	Don't Know
Social/Emotional Capacity to Work with Others in a Helping Capacity							
1	2	3	4	5	6	7	Don't Know
Ability for Self-Awareness							

In my clinical judgment:

- I support this student's continuation in the program.
- I do not support this student's continuation in the program
- Insufficient information to render judgement.

Please provide an explanation of non-support on the reverse side of this form.

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Signature of Professor

Date

# Performance Fitness Evaluation

- N** No Opportunity to observe  
**0** Does not meet criteria for program level  
**1** Meets criteria only minimally or inconsistently for program level  
**2** Always meets minimum requirements for program level  
**3** Always performs above minimum requirements in a satisfactory manner

## Counseling Skills and Abilities

1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created	N	0	1	2	3
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2	3
b. Understanding content - understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over-identifying.	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure-skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward client goals.	N	0	1	2	3
6. The student demonstrates adequate knowledge of a wide variety of theoretical bases.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3



<b>Professional Responsibility</b>					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
<b>Competence</b>					
1. The student recognizes the boundaries of her/his particular competencies and limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training or experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory and motor capacities to respond therapeutically to clients.	N	0	1	2	3
<b>Maturity</b>					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2	3
2. The student is honest, fair and respectful of others.	N	0	1	2	3
3. The student is aware of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2	3
4. Student demonstrates ability to receive, integrate and utilize feedback from peers, teachers and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence and trust in own ability.	N	0	1	2	3
6. The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.	N	0	1	2	3
<b>Integrity</b>					
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status.	N	0	1	2	3

## Candidacy

At the completion of 15 graduate hours to a continuation oral exam will be administered to determine where deficiencies exist and whether or not a student should be admitted to candidacy and continue in the degree program. Before admission to candidacy to a degree plan can be completed, however, the student must have satisfied the following requirements:

1. Have complete the core curriculum (COU 520, 531, 533, 545, and COU 585) and all leveling work.
2. Completed a graduate degree plan
3. Attained at least a 3.0 GPA on all work at SFASU in the major and overall.
4. Be making satisfactory progress in the program.

### Instructions Regarding Application

The application should be filled out completely. Please attach a current copy of your unofficial graduate transcript and a copy of your official degree plan with all signatures. Degree plans can be obtained in the Advising Office in McKibben or from Dr. Solmonson. All leveling courses need to be completed before you can be admitted to candidacy. These should have been completed prior to completing 15 hours of coursework from the counseling core. If you have questions, your advisor can assist you. Your completed application should be turned into Dr. Killam or you can turn it in to one of her boxes (2nd and 3rd floor). She will contact you to schedule an appointment with counseling faculty members. Incomplete applications will not be process and will be returned to the student. The deadline for receiving the application is September 1 for the Fall semester and February 1 for the Spring semester.

### The Process

At least two faculty members will comprise each interview committee. The interview will be an opportunity to review each student's progress in the program to date and based on the evaluation, to either approve or deny candidacy. The process is also an opportunity for the student to evaluate the program of education and make suggestions for change and improvement. Should the candidate be unsuccessful on the first attempt, the candidate may sit for one further examination. Should the candidate fail to pass two candidacy interviews, the student will be removed from the program.

**Comprehensive Examination  
Application Form**

Name: \_\_\_\_\_ SSN \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail \_\_\_\_\_

Current Mailing Address: \_\_\_\_\_

Date of Exam \_\_\_\_\_ Specialty \_\_\_\_\_

Degree Candidate: Yes \_\_\_\_\_ No \_\_\_\_\_  
 School Counselor Certificate: Yes \_\_\_\_\_ No \_\_\_\_\_

Major Professor: \_\_\_\_\_

List professor and grade earned for coursework:

Required Core			Specialty Area		
Course	Grade	Professor	Course	Grade	Professor
520			Rehabilitation		
522			405		
525			407		
528			490		
529			521		
531			526		
533					
535					
541			Clinical Mental Health		
559			521		
585			533		
591			539		
594					
Electives			School		
			524		
			534		

Date of Candidacy: \_\_\_\_\_ (semester/year)

**Attach a copy of your transcript to this form!**

\*\*\*\*\*

Advisor Signature:

\_\_\_\_\_

Check # \_\_\_\_\_

## SFASU Counselor Education Program Practicum Application Form

Failure to meet the advertised application deadline can result in enrollment being delayed until the next semester.

Name: \_\_\_\_\_ Student ID \_\_\_\_\_

Address: \_\_\_\_\_ E-mail \_\_\_\_\_

Phone (W) \_\_\_\_\_ (H) \_\_\_\_\_ (C) \_\_\_\_\_

For which semester are you applying: Semester \_\_\_\_\_ Year \_\_\_\_\_

Program:  Rehabilitation Counseling  Clinical Mental Health Counseling  School Counseling

Document your completion of courses:

All leveling work completed:  Yes  No

Required Core			Specialty Area		
Course	Grade	Professor	Course	Grade	Professor
520			Rehabilitation		
522			405		
525			407		
528			490		
529			521		
531			526		
533					
535					
541			Clinical Mental Health		
559			521		
585			523		
591			539		
593					
Electives			School		
			524		
			534		

Advisor Approval: \_\_\_\_\_ Date \_\_\_\_\_

For office use only:

Date Received \_\_\_\_\_ Date reviewed \_\_\_\_\_  Approved  Not  
Approved

Reason for No approval \_\_\_\_\_



## SFASU Counselor Education Program Internship Application Form

Failure to meet the advertised application deadline can result in enrollment being delayed until the next semester.

If you are completing your internship over two semesters (300 hours each semester), you must complete two applications and a letter of explanation by the deadline.

Name: \_\_\_\_\_ Student ID \_\_\_\_\_

Address: \_\_\_\_\_ E-mail \_\_\_\_\_

Phone (W) \_\_\_\_\_ (H) \_\_\_\_\_ (C) \_\_\_\_\_

For which semester are you applying: Semester \_\_\_\_\_ Year \_\_\_\_\_

Program:  Rehabilitation Counseling  Clinical Mental Health Counseling  School Counseling

Number of credit hours in which you are enrolling this semester:

- 3 semester hours (300 hours in an agency or school)
- 6 semester hours (600 hours in an agency or school)

**Provide the following information about your practicum:**

Date completed (or to be completed) Semester \_\_\_\_\_ Year \_\_\_\_\_

Where completed \_\_\_\_\_ Supervisor \_\_\_\_\_

**Provide the following information about your approved Internship site:**

Approved Internship Site \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

On Site Supervisor's Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Supervisor Credentials:

- MA/MS  PhD/EdD  MD
- MSW  ACP  CSC  LPC  LMFT  LCDC  LP

Advisor Approval: \_\_\_\_\_ Date \_\_\_\_\_

For office use only:	
Date Received _____	Date reviewed _____ <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Reason for No approval _____	

## **Approved Internship Sites**

The following intern sites have already been approved. However, students are to seek approval from the Intern Coordinator prior to making any contact with a site.

All School Counselor Interns must complete the internship in an accredited school setting during the regular academic year.

Most Rehabilitation Counseling Interns complete the internship in a DARS office. DARS requires an application that must be approved at the state level. The approval process can take 2-3 months. It is important to allow ample time for the approval process.

### **CMH SITES**

#### **Nacogdoches**

Nacogdoches Juvenile Probation  
Nacogdoches County Attorney  
Burke  
Nacogdoches ISD  
SFASU Counseling and Career Services

#### **Lufkin**

Burke  
Lufkin ISD  
Harold's House

#### **Houston**

Kingwood Pines Hospital  
Cypress Creek Hospital

#### **Dallas**

Dallas Behavioral Health  
Greenhouse Treatment Center

#### **Denton**

Mayhill Hospital

#### **Shreveport**

Brentwood Hospital

Other sites can be approved if it meets to required criteria. If the site has not previously been approved, the approval process may require additional time.

Students should begin discussions regarding intern placement with the Internship Coordinator at the beginning of the semester prior to Internship.

