

DIVISION OF COUNSELOR EDUCATION AND PSYCHOLOGY
MASTER OF EDUCATION IN COUNSELING
COMMUNITY AND SCHOOL COUNSELING EMPHASIS
(Last Revision August, 2010)

Description of Program

The Counselor Education Program at Delta State University is housed within the Division of Counselor Education and Psychology in the College of Education and provides a Master of Education degree. Community and school counseling are the two areas of emphasis in the Counselor Education Program.

The Community Counseling program (becoming Clinical Mental Health Counseling), leading to a Master of Education degree, is a 60-semester hour curriculum. This program, accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), is designed for students who, upon graduation, plan to seek employment in a community or agency setting. This program is also designed to provide the student with the academic preparation for licensure as a professional counselor in the State of Mississippi. In accordance with 2009 CACREP requirements, this program is being renamed Clinical Mental Health Counseling. It is currently accredited under the Community Counseling nomenclature.

The School Counseling program, leading to a Master of Education degree, is a 60-semester hour curriculum. This program is designed for students who, upon graduation, plan to seek employment in a school system. This program is designed to provide the student with the academic preparation necessary for the successful completion of the Mississippi Counselor Assessment Inventory (MCAI) and also AA certification in School Counseling through the Mississippi State Department of Education.

All faculty in the Program hold doctoral degrees and are active in professional organizations. A small student-professor ratio is found in the Program, which encourages a close interaction between faculty and students. The faculty are dedicated to maintaining a psychologically safe and secure atmosphere; wherein all students can experience personal growth and development, intellectual stimulation, and development of professional knowledge and skills.

The Program is housed in Ewing Hall on the Delta State University campus. In addition to a suite of offices, there are counseling cubicles that are equipped with one-way vision glass to provide means for video taping, observation, supervision, and feedback for working with adults, children, adolescents and families. There are adequate computer facilities for students needing word processing or research capabilities and a testing laboratory is also available.

The Program is designed so that a full-time student may complete it with 2 to 3 years given availability of courses and the number of hours a student can attempt. Application of counseling skills is emphasized throughout the training program. Students accumulate a minimum of 725 hours of supervised counseling experience. All counseling students participate in two field placement experiences. Most of the training sites that offer field placement

experience serve the general population, therefore, providing the counseling student an opportunity to work with culturally diverse clients.

Students are required to work closely with their academic advisor throughout the program. Due to the small number of faculty, many courses are offered only once per year. There is an attempt to maintain a systematic schedule of course offerings (see Appendix A); however, circumstances (e.g., faculty illness or emergency absence or programmatic adjustments) may occur which might modify this system. Students are encouraged to become familiar with the Graduate Bulletin and the program requirements.

DSU COUNSELOR EDUCATION MISSION STATEMENT

The faculty and staff of the Delta State University Counselor Education Program, through teaching, training, supervision, and experiential activity, develop ethical, competent, and culturally sensitive counselors who are prepared to work in school or community settings. Program faculty seek to strengthen the profession by modeling for students the professional expectation of continued growth and learning, interpersonal awareness, and practical application of sound principles and practices in their work as professional counselors.

The Counselor Education program operates within the stated philosophy and mission of Delta State University, designated as a regional university by the Mississippi Board of Institutions of Higher Learning. The majority of students in the Counselor Education Program resides within the Mississippi Delta and has diverse professional goals, cultural, and socio-economic backgrounds. The program is designed to provide activities and learning experiences related to the development of

1. *a therapeutic relationship orientation* (including an awareness of “self” and “other”; the value of interpersonal risking; an appreciation of working in the here and now; building a therapeutic alliance and working effectively with resistance; an appreciation for the complexities inherent in different stages of human development and ethnic, cultural traditions and sexual orientations; acting ethically in all respects in relation to work with others),
2. *multicultural sensitivity* (including an awareness of one’s cultural heritage and how it affects the therapeutic relationship and counseling process; a deep curiosity and respect for the cultural history and present relating to others’ lifestyles; an appreciation for the limitations inherent in one’s cultural history in fully understanding others),
3. *theoretical depth* (including the continual development of a sound, workable, evolving theoretical orientation; an appreciation for systemic thinking; how problems emerge in the context of family, work, recreation and other social and interpersonal contexts; flexibility and a personalization of theory; a disposition to continually consult and seek supervision when necessary),

4. *technical competence* (including the use of counseling techniques, interventions and theoretical models in individual, dyadic and group settings; an appreciation of the usefulness and limitations of assessment instruments and the diagnostic process; the disposition toward and ability to collaborate with other professionals, parents, teachers, etc. related to work with clients; the tools necessary to work in crisis situations) and
5. *continued professional development* (including equipping students with essential tools, skills and a disposition toward life-long learning; an appreciation of professional research; a commitment to maintain sound, ethical reasoning in work with clients; a commitment to strengthen the counseling profession through involvement in professional organizations)

These activities are essential for all counselors, a belief viewed as a professional obligation as well as an opportunity for personal growth. To this end, the program and its faculty are dedicated to maintaining a psychologically safe and secure atmosphere wherein all students can experience individual growth, intellectual stimulation, and develop both professional knowledge and technical expertise. Faculty commit themselves to continued professional development and the establishment of sound and ethical mentoring, teaching supervisory and consultative relationships with students.

Two basic assumptions are inherent in the philosophy: a belief in the worthiness of counseling (a belief in what we as counselors do) and a belief that the client is capable of change and making choices about change. The dignity and worth of the individual is upheld as well as a right to pursue one's own life style.

Although there is a belief that effective counseling cannot take place without some theoretical base, program faculty agree that no single theoretical approach or model fully contains all truths related to counseling. If only one approach is presented, valuable dimensions of human behavior can be overlooked. If students are pressured into advocacy of one model, students will unduly limit their effectiveness with clients. Therefore, there is a deliberate effort to expose students to varied theoretical positions so they may make comparisons, have the opportunity to select a theoretical base, and define their own models and viewpoints.

The theoretical approach thus becomes a genuine integration of many approaches rather than an undisciplined eclectic approach. Upon careful scrutiny, it is evident that there is a leaning more toward the experiential and relationship-oriented therapies (i.e., existential, person-centered, and Gestalt), which stress the divergent methods of understanding the subjective world of the client.

The training follows a developmental, preventative and resiliency model, based on an educational approach rather than a medical model by assuming that student counselors' target population will be responsive to developing a therapeutic alliance and engaging in a process of self-examination and change. Counseling is viewed as a means for helping people get more from life rather than curing the psychological "ailments" of "sick" people.

As reflected in the following objectives, the program prioritizes application of theory.

Students are given an opportunity to develop confidence, competencies, and realistic expectations of their profession.

Program Objectives

Human Growth and Development

- 1) Introduce the student to current and historical theoretical approaches to counseling.
- 2) Provide practical application of counseling theory.
- 3) Develop in the student an awareness of the physical, cognitive, and psychosocial development throughout the lifespan.
- 4) Give emphasis to the theories and research relevant to life span developmental studies.
- 5) Familiarize the student with the basic theories associated with counseling children and adolescents.
- 6) Provide the student with alternate techniques for use with specific problems associated with children and adolescents within respective school and community settings.
- 7) Develop in the student an awareness of aging and its effects on the family and the influence of environment and social systems on individuals.
- 8) Develop advocacy skills within the student in their work with children, older adults and other vulnerable populations.

Social and Cultural Foundations

- 1) Introduce the student to the problems, issues, and theories of multicultural counseling and discuss the impact of these issues to the counseling process.
- 2) Acquaint the student with issues involved in counseling special populations.
- 3) Develop an awareness of social and cultural relationships throughout the life span.
- 4) Provide the student with basic skills in working with families from both individual and systems-based theories.
- 5) Develop an awareness of and a respect for differences in others and a curiosity about those differences.
- 6) Develop skills that help the student to become an advocate for underprivileged populations.

Helping Relationships

- 1) Teach the student techniques and procedures used in counseling relationships.
- 2) Help the student formulate personal models of individual and group counseling.
- 3) Facilitate the student's awareness of characteristics that affect counseling relationships.
- 7) Strengthen the student's ability to participate in discussions of counseling performance and in offering and accepting suggestions from peers and supervisors.
- 8) Provide the student with an awareness of limitations in training and knowledge of appropriate referrals.
- 9) Provide the student with field experiences that promote the integration and refinement of counseling skills.
- 10) Provide the student with knowledge of the history and theory of crisis intervention.
- 11) Develop in the student the ability to assess situational and developmental crises and propose primary and secondary interventions.
- 12) Provide the student the skills of organizing a crisis intervention team.

- 13) Develop in the student essential consultation and collaboration skills and the ability to work effectively with other professionals on behalf of clients.
- 14) Help the student understand the limitations of various definitions of the concept of "abnormality." (*Community*)
- 15) Develop in the student a basic understanding of the history and content of diagnostic systems, including the DSM-IV-TR. (*Community*)
- 16) Provide the student with an understanding of the theoretical approaches to the interpretation, and treatment, of pathological behavior. (*Community*)
- 17) Develop in the student an ability to apply principles of multi-axial diagnosis. community
- 18) Develop in the student ability to develop therapy plans that are appropriate for the various DSM-IV-TR diagnoses. (*Community*)
- 19) Develop within students the ability to conceptualize and work within the development of comprehensive counseling services (*School and Community*)

Group Work

- 1) Provide the student with information on theory, function, and dynamics of group process.
- 2) Help the student recognize and facilitate the various types of groups and appropriateness of each type.
- 3) Help the student develop an awareness of group process and working in the here and now.
- 4) Help students develop a functional leadership style congruent with their evolving theoretical approach.
- 5) Help the student develop an appreciation for the therapeutic factors inherent in group work.
- 6) Help the student appreciate how cultural differences affect group work and develop a therapeutic flexibility in response to those differences.

Career and Lifestyle Development

- 1) Provide the student with an understanding of career development theories.
- 2) Help students understand how printed occupational information can be integrated into the career counseling process.
- 3) Help the student understand job-related problems.
- 4) Develop within student the awareness of career development and change across the lifespan.

Appraisal

- 1) Help the students understand the basic statistical concepts of measurement and evaluation.
- 2) Provide the student with the necessary skills for appropriate test selection, administration, scoring, and interpretation.
- 3) Develop the student's awareness of the role of testing in counseling situations.
- 4) Expose student to a variety of assessment instruments; their uses, administration, interpretations, limitations and functions.

Research and Program Evaluation

- 1) Provide the student with knowledge of research designs and statistical procedures.

- 2) Develop student skills for writing proposals or research projects requiring data management.
- 3) Develop within the student a disposition to be a “consumer” of professional research.

Professional Orientation

- 1) Help the student develop an understanding of the historical development of counseling.
- 2) Provide the student with an awareness of state and federal legislation pertaining to counseling and, in particular, the legal responsibilities of the counselor.
- 3) Help the student to understand and apply the guidelines for ethical practice as developed by the American Counseling Association (ACA).
- 4) Develop within the student an ethical decision making process to guide ethical practice in all aspects of professional work.
- 5) Encourage the student to read widely and critically the literature and research related to counseling.
- 6) Develop in the student an understanding of the importance of self-evaluation and continuing education.

Curriculum

COURSES REQUIRED FOR BOTH COMMUNITY AND SCHOOL COUNSELORS

- CEC 600 Introduction to Counseling. An overview of historical foundations, the role and function of counselors, the counseling relationship, problems, issues and ethics in counseling. Students are expected to acquire basic competencies in counseling. Prerequisite or co-requisite to every other counseling course. (3)
- CEC 601 Counseling Theory. An overview of major theoretical approaches. Attention is given to philosophical assumptions, key theoretical concepts and major techniques of each. (3)
- CEC 602 Assessment Techniques in Counseling. Principles of psychological assessment, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. (3)
- CEC 604 Counseling Practicum. Provides for the development of individual and group counseling skills under the supervision of faculty members. Course must be taken within the first 21 hours of the program. Students must pass this course and demonstrate minimum level of clinical counseling competency. Professional liability insurance is required prior to enrollment. Grade reported as Credit, No Credit, or In Progress. Prerequisites: CEC 600, CEC 601, CEC 618, and corequisites CEC 602 and CEC 605. (3)
- CEC 605 Group Counseling. Introduction to the theory and practice of group counseling. Opportunities provided for participation in the facilitation of groups under supervision. (3)
- CEC 606 Career Development and Information Services. An introduction to the theories of

- career development and the occupational/educational and personal/social information may be integrated for career/life planning. (3)
- CED 609 General Internship. Supervised field experience in selected community or school settings. Professional liability insurance is required prior to enrollment. Prerequisite CED 604. (3)
- CED 611 Crisis Intervention Techniques. Techniques for the application of counseling in crisis situations. (3)
- CED 612 Counseling Children and Adolescents. Techniques for counseling children and adolescents in both the community and school setting. Emphasis is on developmental process, at-risk classifications, and environmental problems facing children and youth. (3)
- CED 616 Social and Cultural Foundations. A study of societal changes and trends in human roles, societal subgroups, and societal interaction patterns. (3)
- CED 630 Prepracticum Techniques. Basic counseling skill development and conceptualization process. Attention given to establishing therapeutic relationships and prioritizing client problems/issues. Students will be expected to demonstrate proficiency in basic counseling competencies. 3
- CED 635 Methods of Counseling Research and Statistics. Orientation to research methods, statistical analysis, needs assessment, and program evaluation of counseling and counseling-related programs. Research design and relevant statistical methods used in conducting research and program evaluation. Understanding the use of research to inform evidence-based practice. Incorporating ethical and culturally relevant strategies for interpreting and reporting results of research. 3

REQUIRED COURSES SPECIFIC TO COMMUNITY COUNSELING

- CED 603 Psychodiagnostics in Counseling. Psychological classification using the DSM-IV-TR, developing treatment plans, working as a counselor in a managed care environment, and the use of psychotropic drugs in treatment of psychological disorders. (3)
- CED 610 Community Counseling Internship. Supervised 600-hour internship in selected community settings. Students will register for 3 hours for two consecutive semesters. Professional liability insurance is required prior to enrollment. Prerequisite: CED 609 and permission of advisor. (3 - 6)
- CED 615 Marriage and Family Counseling. Examination of theoretical approaches, assessment of family functioning, and intervention techniques in working with couples and families. Prerequisites: CED 600, 601, 604, and 605. (3)

- CED 620 Advanced Developmental Psychology. Advanced study of the individual's development throughout the lifespan. Particular emphasis will be placed on current issues, multicultural comparisons, and the typical and atypical sequencing of development. (3)
- CED 627 Foundations of Clinical Mental Health Counseling. Overview of the history, philosophy, procedures and techniques of organizing and providing counseling services in clinical mental health settings. Course includes models, methods, ethical and professional issues, and challenges specific to the practice of clinical mental health counseling with diverse populations. 3

COMMUNITY COUNSELING ELECTIVES

- CED 607 Consultation and Counseling of Diverse Populations. (see School Counseling courses)
- CED 617 Foundations of School Counseling. (see School Counseling courses)
- CED 621 Current Specialties in Counseling. Overview of specialties in the counseling profession along with current trends such as traumatology, stress management, issues in human sexuality and health counseling. Prerequisites: CED 600, 601, 604. (3)
- CED 622 Play Therapy. Study of play therapy as a counseling intervention for children in schools and community settings. Covers the history and theories of play therapy, play as it relates to child development, and techniques of play therapy. Prerequisites: CED 612. (3)
- CED 670 Special Topics in Counseling. Research and applied analysis of special topics related to counseling. 1-6 (May be repeated for a maximum of 6 hours credit)
- CED 690 Thesis. (6)
- CED 759 Advanced Group. Advanced study of group theories and recent innovations in group counseling and group dynamics. Supervised experiences in selected settings. Prerequisite: CED 604 and permission of instructor. (3)
- CSP 616 Behavior and Instructional Management. (see School Counseling courses)

REQUIRED COURSES SPECIFIC TO SCHOOL COUNSELING

- CED 607 Consultation and Counseling of Diverse Populations. Study and application of consultation theory. Attention given to the handicapped, substance abusers, juvenile delinquents, the culturally different, and other special populations. (3)
- CED 617 Foundations of School Counseling. Procedures and techniques of organizing and administering counseling services in elementary/secondary schools and in vocational education programs and the study and application of collaboration skills with the various individuals and subsystems encountered by the school counselor.(3)
- CED 619 School Counseling Internship. Supervised internship for one academic year in select educational settings. Student must register for 3 hours for two consecutive semesters. Professional liability insurance is required prior to enrollment. Prerequisite: CED 609 and permission of advisor. (6)
- CSP 616 Behavior and Instructional Management. Principles of behavior management and application in the classroom and school, and home. (3)
- CUR 608 Historical Foundations of Educational Thought and Curriculum Methodology. Cultural, historical and philosophical background in educational thought to include curriculum methods. (3)

SCHOOL COUNSELING ELECTIVES

- CED 603 Psychodiagnostics in Counseling. (see Community Counseling courses)
- CED 615 Marriage and Family Counseling. (see Community Counseling courses)
- CED 621 Current Specialties in Counseling. (see Community Counseling elective courses)
- CED 622 Play Therapy. (see Community Counseling elective courses)
- CED 670 Special Topics in Counseling. (see Community Counseling elective courses)
- CED 759 Advanced Group. (see Community Counseling elective courses)

COMMUNITY / SCHOOL COUNSELING COURSE LISTINGS

	<u>Community</u>	<u>School</u>
CED 600	X	X
CED 601	X	X
CED 602	X	X
CED 603	X	
CED 604	X	X
CED 605	X	X
CED 606	X	X
CED 607		X
CED 609	X	X
CED 610	X	
CED 611	X	X
CED 612	X	X
CED 615	X	
CED 616	X	X
CED 617		X
CED 619		X
CED 620	X	
CED 621		
CED 622		
CED 630	X	X
CED 635	X	X
CED 670		
CED 759		
EPY 601		X
CUR 608		X
CSP 616		X
Electives	9 hours	3 hours
TOTAL	60 hours	60 hours

Admission Requirements

All students are initially admitted to the Counselor Education Program under “Conditional” status. “Full Admission” status is awarded to students who:

- 1) Hold a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.
- 2) Hold a conference with advisor before registering for the first semester. Appointments may be scheduled by calling the Division office at (662) 846-4355.
- 3) Obtain an overall undergraduate grade point average of 2.50 or 2.75 or higher on the last 64 hours of required coursework using a 4.0 scale.
- 4) All majors must take CED 600, CED 601 and CED 630 as their first 9 hours of coursework. A minimum grade of B is required for each course for the 9 hours. A student

with a grade below B in any of the 3 required courses will be allowed to repeat that course or those courses one time. No additional coursework toward a degree may be taken until the grade for each of the first three courses is at least a B.

- 5) Obtained appropriate scores on the CAAP, or equivalent test scores, as determined by the Dean of the College of Education.
- 6) Successful completion of CED 604 Counseling Practicum.

Competency Requirements

At the completion of selected courses, the student will be evaluated on certain competencies considered necessary for adequate performance in the practice of counseling. Competencies are evaluated through academic achievements and through an evaluation of student development and progress as a professional counselor. During the last few weeks of a semester, the instructor will provide each student in the class with a competency checklist relative to the course being taken (see Appendix B). Deficiencies will be noted and the student will be asked to acknowledge with their signature that they are aware that they received a deficiency. A copy of the competency checklist with the student's signature and date is placed in the student's file and the student will be given a copy as well. Deficiencies must be removed by the end of the semester following their issuance or the student will not be permitted to continue their program. Extenuating circumstances that prevent the removal of deficiencies within this time frame are noted on the deficiency form.

Student files are reviewed several times during the program to determine the status of deficiencies. When students apply for Candidacy and when they are enrolled in Internship, their files are reviewed. A final review for deficiencies is made when the student applies to take the Comprehensive Examination. Students with deficiencies will be required to remove these deficiencies before they are permitted to continue in their program or before they are permitted to take the Comprehensive Examination, whichever condition applies.

Academic Probation

Graduate students are awarded grades of A, B, C, D, or F on most course work, but no graduate credit toward a degree is earned for a grade less than C. The temporary mark of I (incomplete) is given when, for reasons acceptable to the instructor, course requirements cannot be completed during the enrollment period. An "I" must be removed within a period of one year. This does not apply to thesis, practicum, or internship courses. *Repeating a course does not remove the previous grade from the transcript, however, the final grade is used in the calculation of the overall grade point average.*

Students who earn three grades of C or one grade of D or F will be dismissed from the degree program. Graduate students must maintain a 3.0 average throughout their program. If a student's GPA drops below a 3.0, the student will be placed on academic probation (see the Graduate Bulletin).

Several courses are graded on a pass/fail system. These include the practicum and internship field experiences (CED 604, CED 609, CED 610, CED 619, and CED 758) and thesis (CED 690). Students must satisfactorily complete these courses if they are on their program of study, but doing so does not impact the cumulative grade point average.

To qualify for the master's degree, the student must have earned an overall grade point average of at least 3.0 on all graduate work attempted at Delta State University, and must have a 3.0 average in the major field. If, at any time after completion of nine hours, a student's overall grade point average on graduate courses drops below a B, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to "B" or better on all graduate work by the end of the next semester of enrollment after being placed on probation. Failure to remove probation in the manner described will result in the student being dropped from the degree program. Reinstatement must be approved by the Dean of the College of Education.

In addition, before the completion of 21 hours, the student must complete CED 604 (Counseling Practicum). Pre-requisites for this course include:

CED 600 - Introduction to Counseling (Prerequisite)

CED 601 - Counseling Theory (Prerequisite)

CED 630 – Prepracticum Techniques (Prerequisite)

In order to successfully complete CED 604 (Counseling Practicum), the student must demonstrate skills in counseling techniques through objective tests, record keeping in the counseling lab, and practice of counseling skills. Satisfactory performance on the required course competencies for CED 604 must also be exhibited prior to acceptance into supervised field placement: CED 609 (General Internship), CED 610 (Community Counseling Internship), or CED 619 (School Counseling Internship).

Evaluation of Student Development/Progress as a Professional Counselor

The Counselor Education Program at Delta State University is designed to incorporate the attributes and skills necessary for the effective practice in the field of counseling. Progress through the program is not intended to be based solely on the successful completion of individual academic courses, but involves the completion of a process of personal and professional growth culminating in the knowledge, skills, and attributes necessary for functioning in a professional capacity. In order to successfully practice as a professional, it is necessary for the student to be able to be proficient in written and oral communication, technical skills, problem solving, demonstration of qualities such as empathy, genuineness, personal and professional self-awareness, openness to feedback, and a commitment to professional development as well as other criteria infused throughout the program.

In order to evaluate the student's progress and to provide appropriate feedback so that the student may evolve into a professional counselor, the student's progress is monitored through a series of evaluations in different stages of the program. Each student is evaluated by a committee made up of counseling faculty and may include the Division Chair. Evaluation of the student's potential for mastering the necessary skills include, but are not limited to, interpersonal

communication skills, personal and professional attributes, personal and professional growth, basic counseling skills, and the understanding and demonstration of academic knowledge in the field of counseling. These criteria are based on the required skills designated by CACREP, the national accrediting council for counseling programs.

Steps and Stages of Evaluation

Ongoing evaluation of a student's progress through the program is a key component. The purpose of this ongoing evaluation is to maintain an ongoing awareness of the student's progression and to provide timely intervention, mentoring, or resolutions to the question of suitability throughout the program so that the student is not hindered in his or her personal and professional growth.

Step One - Practicum Stage:

The first professional development evaluation takes place as a key component of CED 604 (Counseling Practicum). This allows students the opportunity of correcting any demonstrated weakness early in their professional development and also provides an opportunity for mentoring and feedback on a regular basis which maximizes the student's ability to fulfill his or her potential for becoming an effective and ethical practicing professional. The following evaluation and remediation procedures were established to facilitate the faculty's feedback. This corresponds to the Retention Policy and Procedure Contract (Appendix G), which both the student and a faculty member sign indicating that the student has been made aware of these policies:

We, the Counseling Faculty, are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in performance evaluations both at mid-term and end-of-the-semester during Practicum. This process is designed to promote the student's well-being, continued growth, and professional development.

The 1995 Ethical Code of the American Counseling Association (Section F.3.a) states that faculty members:

... assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors [faculty members] seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors [faculty members] assure that students and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.

As part of Mid-term Evaluation and/or End-of-semester-evaluations, program faculty have the option to advise the individual student to seek personal counseling. At the suggestion of the faculty, suitable referral sources will be made available as part of the individual meeting between the Practicum Instructor and the student.

Mid-Term Evaluation

The Counselor Education Faculty will convene at mid-term each semester to evaluate students' progress in CED 604 (Counseling Practicum). A review of videotaped work, selected by the student, is evaluated with written comments from each faculty member. The Practicum instructor prepares a typed document with a compilation of comments and an averaged rating score. A copy of this document, and any pertinent suggestions, are discussed with each individual student during a scheduled meeting with the Practicum instructor.

End-of-Semester Evaluation

The Counselor Education Faculty will convene at the end of the semester to review a videotaped session selected by the student. At this time, faculty will individually record comments and a rating score. In addition, each student's progress will be discussed and, based on their professional judgment, the faculty will make one of three recommendations:

- 1) The student has progressed in a favorable manner and is recommended to move forward in the program.
- 2) The student does not have the necessary potential for skill development or a student's behavior is deemed unethical, illegal, and/or professionally unbecoming, and he/she will be advised out of the program.
- 3) The student has potential, but is in need of additional work. The student will be given a grade of "IP" (In Progress) and given the opportunity to repeat Practicum at the next regularly scheduled offering. During the second opportunity to take Practicum:
 - a) This student will again go through the standard evaluation process (as outlined above).
 - b) At the end-of-the-semester, if the student has progressed in a favorable manner, the Faculty will recommend that the student move forward in the program and given a grade of "Credit."
 - c) At the end-of-the-semester, if the student has not progressed in a favorable manner or a student's behavior is deemed unethical, illegal, and/or professionally unbecoming, he/she will be advised out of the program.

The decision of the faculty will be shared with each individual student in a private scheduled meeting. If the student is either being advised out of the program or advised to repeat Practicum, the meeting will include a second faculty member. A formal letter will be sent to the student outlining the decision of the faculty and procedures for appeal. In addition, a copy of the letter will be placed in his/her permanent student file.

Step Two - First Internship Stage:

Prior to entering the first field placement (CED 609: General Internship), the student's file will be evaluated by the advisor to make sure all requirements-to-date for completion of the program have been met. If the student's file is complete and all deficiencies have been appropriately removed, the advisor will recommend that the student be allowed to enter the field experience pending the outcome of Practicum evaluation.

Step Three - Second Internship Stage:

Prior to the student's entry into internship (CED 610: Community Counseling Internship or CED 619: School Counseling Internship), the student must have removed any deficiencies and have made application for graduation. The student will again be evaluated by the counseling faculty. This evaluation addresses the same areas as the first evaluation, but places emphasis on the growth of the student and the level of competency in the area of counseling as a whole. Further, trends of behavior and improvement will be evaluated as well as the areas outlined as necessary for successful practice as a professional. These areas include, but are not limited to, proficiency in written and oral communication, technical skills, problem solving, and demonstration of qualities such as empathy, genuineness, personal and professional development, as well as other criteria infused throughout the complete program.

Step Four - Final Stage:

The student's final evaluation is accomplished through the comprehensive examination discussed in the graduate catalog and the student handbook and the successful completion of the field experiences.

It is assumed that when a student has passed the rigorous requirements and successfully completed the faculty evaluations and comprehensive examination, the student has demonstrated all of the skills necessary for the endorsement of the student as a practicing counselor. The successful completion of the program implies full endorsement of the student as having the necessary skills for practice as a professional counselor in their particular field of specialization. The faculty and the university only endorse students for the program specialization reflected on their Program of Study. Faculty endorsement is acknowledged on the notification of the results of the Comprehensive Examination, which is entered into the student's file.

Endorsement Policy

As previously stated, the 1995 Ethical Code of the American Counseling Association (Section F.3.a) states that faculty members:

. . . assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors [faculty members] seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors [faculty members] assure that students and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.

Counselor Educators are charged with the responsibility of acting as "gatekeepers" for the counseling profession. This means that program faculty work toward assisting students who are

not appropriate for the counseling profession to other areas of study that may be better suited for them. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates behavior not compatible with the goals or values of the counseling profession, program faculty meet to determine how best to assist the student by developing a remediation plan or by advising the student out of the counselor education program.

In the event that a student is required to follow a retention plan or is dismissed from the Counselor Education program, the student has the right to appeal the decision by following the “Student Academic Grievance Policy” outlined in the Delta State University Graduate Bulletin, 2004-2006 (pp. 31-32).

Retention Policy

It is the desire of the counseling faculty that each student reaches his or her potential as a counselor and successfully completes the program. However, if circumstances occur that lead the faculty to believe that either a) the student is not progressing as he or she should, or b) the student exhibits qualities or behaviors not consistent with the counseling profession’s stated goals, the faculty will prepare a written report concerning the student’s weaknesses in performance. The student will be given a copy of the report and will be asked to meet with the counseling faculty to determine the potential for the student successfully completing the program. The student will be allowed to discuss the documented weakness and/or mitigating circumstances that might have affected the student’s performance. At this time, the faculty will determine either a) what type of changes are necessary for continuing in the program, or b) if the student should continue to pursue a degree in counseling. If the student is found to be deficient and is required to complete a remedial plan, the faculty will provide the student the necessary steps for resolution of deficiencies. The faculty will again evaluate the student’s performance at the end of the following semester to determine the student’s progress and if the student has successfully addressed the problem areas. If the counseling faculty determines that the student is not capable of completing the requirements of the program, the student will be notified in person and in writing of this decision. At this time, the counseling faculty will explain reasons for the decision and make suggestions as to possible alternative areas of study for the student. In all matters involving student discipline, program faculty will seek to assist the student to remedy deficiencies and, if warranted, allow the student to return to the program.

Plagiarism Policy

According to the third edition of the American Heritage Dictionary (1994), to plagiarize is “to use and pass off as one’s own the ideas or writings of another” (p. 633). In other words, plagiarism is literary theft. The fifth edition of the APA manual warns that professionals “do not claim the words or ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another” (p. 349). Plagiarism is applicable to words, ideas, and/or writings. Using someone else’s ideas or words, without giving credit to the author/source, makes a student guilty of intellectual theft and is not tolerated in the counseling program.

Specific examples of plagiarism include but are not limited to:

- Using statements in a paper taken directly from another source (e.g., article, book, internet, etc) without use of quotation marks and appropriate citations
- Using statements from another source with minimal modifications to the wording resulting while the integrity of the content still remains the original author's
- Cheating on an examination (i.e., copying answers from someone else's test)
- Turning in a paper written by someone else (voluntarily, without his/her knowledge, or for money) with the intent to represent oneself as the author
- Submitting a paper for more than one course (even though the student originally wrote it) without express approval from both professors

According to the Delta State University Graduate Bulletin (2004-2006), "Cheating and plagiarism are not tolerated" (p. 31). The counselor education faculty have determined that violations of the plagiarism policy are as follows:

1. The first offense will result in *at least* a zero for the assignment, an individual meeting between the faculty member and the student for discussion of the offense, and a letter of reprimand will be placed in the student's official file in the department.
2. A second offense will result in the student's expulsion from the Delta State University's degree program and he/she will not be allowed to enroll in any other degree programs at DSU.

Program faculty strongly encourage students to understand program expectations regarding plagiarism, closely monitor their own writing, and seek assistance where needed (see Appendix F for tips on avoiding plagiarism).

Student Academic and Performance Evaluation Grievance Policy

In the Delta State University Graduate Bulletin, 2004-2006 (pp. 31-32), it states:

Students who feel they have been treated unfairly may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision, within fifteen working days from the date the appeal is received.
2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision with a copy to

the division/department chair, within ten working days from the date the appeal is received.

3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Academic Appeals Committee. The Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the appeal is received, and notifies the student and faculty member in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.
4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. Vice President for Academic Affairs notifies the student and faculty member in writing of his/her decision, which is final, with a copy to the appropriate dean, within ten working days from the date the appeal is received.

Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

Practicum and Internship Experiences

Practicum and Internship experiences are essential in learning and putting into practice skills and techniques learned in working with clients. Program faculty develop experiences within the curriculum that will help solidify learning and aid in students' developing a sound, ethical, theory-based counseling approach that is helpful for those with whom they work.

Practicum Counseling Requirement

Much of the experience in Practicum occurs within the counseling laboratory which is located on the third floor of Ewing next to program faculty offices. Students are exposed to and trained in relationship-building techniques and supervision of counseling skills that aid in important understanding of the counseling process and in application of counseling practice. An essential requirement for beginning students is to experience what clients encounter when they establish a therapeutic relationship and work with a counselor.

To fulfill this experience, students are required to have a minimum of six counseling sessions as a client with a counselor of their choice before they finish Practicum. Approved counselors may be found on campus in the Counseling and Testing Center (contact Dr. Richard Houston at 846-4690) or by advanced interns in the counseling lab (contact Kashanta Murphy at 846-4364), or in many of the communities in which we live. Students are responsible for seeking out the services of a counselor of their choice and participating in a minimum of six – 50 minute sessions (Note: Counselors must be approved by the academic advisor before initiating the counseling sessions. Program faculty are under no obligation to accept this requirement as fulfilled from counselors that have not been pre-approved by students' faculty advisors). While the content of these sessions are confidential, students are required to submit documentation from their respective counselors to the Practicum instructor verifying their participation in and completion of this requirement.

Internship Experience

Prior to internship placement, students are apprised of choices in placement locations. Students are required to complete the 100-hour field experience (General Internship) in an approved location of their choice. This experience allows students to broaden the skills necessary for counseling specialized populations and provides an opportunity to become familiar with more diverse populations. Some of the more popular General and Community Internship sites include Mississippi State Penitentiary, Alcohol and Drug Treatment Centers, Domestic Violence Centers, Community Counseling Centers, Youth Court, Children's Treatment Centers, and Community Mental Health Centers. School counselors must complete their School Internship field placements in a school setting in an approved school district.

Placement in internship field-based experiences is made on the basis of available locations and the agreement of the student and faculty advisor. Some paid community and school internships are available.

Students nearing time for their field experiences should make plans early. Some of the sites require extensive correspondence prior to approval. It is suggested that a student meet with their advisor during the semester prior to their practicum or internship experience. Early preparation will allow for a smooth transition into these experiences. Students may obtain internship contract and other essential paperwork from the Division office and will need to submit this completed paperwork by the posted deadline.

Students completing the School Counseling Program must either present a valid Class A teaching certificate (Mississippi) or request a waiver of this requirement through the Division Office. Students in the school counseling program who do not have a teacher education background are informed of the requirement for meeting satisfactory scores on the Praxis I and II, core and specialty areas.

Some students choose to complete one or both of their field experiences outside the local area. CACREP accreditation standards require for CED 609, CED 610, and CED 619 that students attend group supervision. The requirement for attendance at group supervision meetings cannot be waived regardless of the circumstances. If attending the group supervision poses a severe burden, students will be asked to choose an alternate site for their field experience.

Some students who move out of the local area for their field experiences can complete the individual and group supervision attendance requirement at another university. The program faculty will assist students in arranging an alternate group supervision site but the primary responsibility for securing such a location is that of the student. Other universities vary in their acceptance of students from outside their program. Some require that the student pay tuition. An alternate group supervision location must be approved in conjunction with the internship application process. If the group supervision location does not meet with the approval of the program faculty, the request will be denied. The program faculty assumes no responsibility and offers no assurances that alternate group supervision locations will be available.

Professional liability insurance is required for participation in practicum and field

placement. Clinical supervisors for field placements, including faculty, will require proof of insurance coverage. In arranging for field placements, students should determine from their clinical supervisor the agency's policy regarding professional liability insurance.

Application forms for liability insurance offered through the American Counseling Association or American Mental Health Counselors' Association are available in the Division Office. Other carriers provide liability insurance and students are encouraged to choose the coverage that best suits their particular needs. Some work sites provide liability coverage.

Comprehensive Exam

A final written comprehensive examination is required of all candidates. The content-based examination covers all major field courses. The final examination is administered at the beginning of the final semester in which the candidate is enrolled. The Comprehensive Exam Policy can be found in Appendix D.

COMMUNITY AND SCHOOL COUNSELING COMPREHENSIVE EXAMINATION

Course Number	Course Titles	CACREP Competency Area
CE 600	Introduction to Counseling	Professional Identity
CE 601 CE 604 CE 630	Counseling Theory / Practicum / Ethics and Professional Issues in Counseling	Helping Relationships
CE 602	Assessment Techniques in Counseling	Assessment
CE 605	Group Counseling	Group Work
CE 606	Career Development and Information Services	Career Development
CE 612 CE 620 EPY 601	Counseling Children and Adolescents / Advanced Developmental / Psychology of Learning	Human Growth and Development
CE 616	Social and Cultural Foundations	Social and Cultural Diversity
CE 635	Methods of Counseling Research and Statistics	Research and Program Evaluation

Beginning in the Spring, 2005 semester, the Counselor Education Program will adopt and continue to use as its comprehensive exam the Counselor Preparation Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). Students are eligible to take the comprehensive exam after having met the following requirements:

1. Successfully pass CE 609 (and be enrolled in final coursework in the program),
2. Written approval from the academic advisor,
3. Maintenance of a minimum of 3.0 on all program coursework,
4. Cleared of all deficiencies in program coursework, and
5. Complete an application for graduation.

Students will be required to pay a fee for the CPCE.

Professional Development

Each student is encouraged to participate in local, state, and national professional organizations. Qualified students are encouraged to participate in Delta Sigma Upsilon, the Delta State University chapter of Chi Sigma Iota, the international counseling honor society.

Students will participate in a Spring Conference sponsored by the Division of Counselor Education and Psychology, providing them with an opportunity to make a professional presentation and to be involved in at least the local level of the American Counseling Association.

Students are also encouraged to join the Mississippi Counseling Association (MCA). This is a state branch of ACA and provides professionals with the opportunity to network with others in the state. Students are encouraged to attend the annual conference in November and to make presentations. Generally, faculty members are willing to assist students in developing ideas and presentations and may agree to be co-presenters.

The American Counseling Association holds a national conference each year in March. While recognizing the expense of attendance, faculty members encourage students to attend this conference.

Other possibilities for professional development include the opportunity to participate in research, grant writing, and community groups (e.g., Alcoholics Anonymous, Crisis Teams). Each student is encouraged to become active in professional organizations and activities.

Financial Aid

It is the intent of the University to keep necessary student expenses at a minimum. Insofar as possible, expenses will not exceed those listed in the Graduate Bulletin. Subject to the order of the Board of Trustees of Institutions of Higher Learning, university fees and/or living expenses may be increased if necessary.

A limited number of Graduate Assistantships are available in the Division of Counselor Education and Psychology, as well as the Counseling and Testing Center, and other locations on campus. Be aware that work as a Graduate Assistant may affect the amount of financial aid received. This should be discussed with the Office of Financial Aid. For more information concerning application for Graduate Assistantships contact the Office of Financial Aid.

For information concerning loans available to graduate students, write the Director of Financial Aid, Delta State University, Cleveland, Mississippi 38733.

Graduation

A faculty advisor assists the student in planning a program of study and schedule; however, the student must assume responsibility for meeting all requirements for their degree program. All Programs of Study must be approved by the Dean of the College of Education. The Program of Study (see Appendix C) is filed early in the program as a requirement in CED 604. Any changes in the Program of Study must be approved by the advisor and the Dean of the College of Education. Students are discouraged from taking courses that are not listed on their Program of Study without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the Program of Study. Additionally, not all coursework offered in the Department or at the University qualifies for consideration for program completion.

The degree must be completed within 6 calendar years from the time of initial enrollment in the graduate program; exception may be made for extenuating circumstances such as military service or serious illness. Such exceptions must be approved by the Dean of the College of Education.

Students completing the M.Ed. in Counseling will be endorsed by the faculty only in their area of concentration. Students will receive endorsement either in Community Counseling or School Counseling, but not both.

Ann Mohead-Whittle Award

Each year, before the May graduation date, the program faculty meets to select a candidate for the Ann Mohead-Whittle Award. This financial award is made to the graduating student who best exemplifies the academic competence and clinical practice of the professional counselor. All graduates are considered for the award and no application is required. The name of the selected graduate is forwarded to the administrator of the award for acceptance. A cash award and certificate is awarded to the outstanding student.

Audrey Waller Parrish Memorial Scholarship

The Audrey Waller Parrish Memorial Scholarship was established in 1998. The scholarship will be awarded in the amount of \$2,000 per year. Applicants must be female, graduate students in the second year of the school counseling program, exhibit an outstanding academic record, demonstrate evidence of need, and demonstrate a commitment to humanitarian service. Applications are available in the Department Office.

Program Faculty and Staff

Program faculty offices are located on the third floor of the Ewing building. The Program and Division Office is 335 Ewing Building and the telephone number is (662) 846-4355. Individuals involved with the program include:

George R. Beals, PhD – Assistant Professor of Counselor Education and Counselor Education Program Coordinator

Mistie Barnes, MEd – Instructor of Counselor Education

Jemecia Calvin, MS – Director of the Counseling Lab

John Hawkins, EdS – Instructor of Counselor Education

Christine McNichols, PhD – Assistant Professor of Counselor Education

Karl Witt, MS – Instructor of Counselor Education

Scott Hutchens, PhD – Professor of Psychology and Division Chair

For Further Information:

For further information regarding the counseling program at Delta State University, please contact any faculty member or

Dr. George R. Beals
P. O. Box 3142
Delta State University
Cleveland, MS 38733
Telephone: (662) 846 - 4355

THEORETICAL ORIENTATION PAPER

(Effective Spring, 2002)

Introduction

The theoretical orientation paper is designed as a process paper on which to build your personal counseling theory and personal counseling style. The paper will originate in CED 601 Counseling Theory and progress through CED 604 Counseling Practicum, CED 609 General Internship and be completed in CED 610/619 Community/School Internship. The paper will require different components as you progress through each of the classes. An explanation of the specific requirements for the content of the paper is included.

Technical Aspects (These will apply at all levels of the Theory Paper)

Please note that to effectively prepare for this assignment you will need to read ahead in the text as well as engage in outside readings and dialogues with your classmates about course materials. The theoretical orientation paper is designed to serve as a directed self-study. The goals of this process are to (1) require you to research counseling theory literature, (2) apply theoretical techniques in your work with clients and (3) aid in the development of an effective, personal counseling style.

Format for Theoretical Orientation Paper

- Each paper will contain a modified title page, text pages (content), and reference page(s). Minimum and maximum numbers of text pages DO NOT include title and reference pages.
- Use appropriate Roman numeral headings for each section titled as indicated in this document
- All papers and subsequent addendums **MUST** utilize APA style. The Publication Manual of the American Psychological Association (5th ed.) is an essential reference for this paper and others you will be writing during your enrollment in the counseling program. *Please review the section in the APA manual on plagiarism and ethics in publication (pp. 349-350) and the graduate bulletin on cheating and plagiarism. All university policies will be strictly followed.*
- The “modified title page” (see APA manual for specific directions) will include a page header, a running head, a title, course, instructor and date. (Course, instructor, and date should all be centered under the title.) See Appendix E in the Counselor Education Student Handbook.
- Additional reference requirements are expected for each version of the theory paper. Continued reading outside of textbook material is expected; therefore, please note specific requirements.
 - o No more than **one** source from the Internet
 - o Utilization of material in course texts is expected
 - o References shall be from appropriate professional books and peer-reviewed journals. Note: Brochures, popular magazine articles, encyclopedias, dictionaries, and other non-professional materials are unacceptable as reference material for this paper.
- A reference page containing all references is required.

Evaluation and Grading

Papers will be evaluated on:

- Clarity and continuity of writing style
- Appropriate citation of material, reference list, spelling, and grammar
- APA format
- Ability to follow the established format
- Depth of thought about theory
- Incorporation of instructor feedback into subsequent revisions of the paper

This paper is a work-in-progress and a reflection of your professional development over the course of your program. **Students are strongly encouraged to consult with the course instructor throughout the entire process of this project.**

Grading for the paper will be Pass/Fail with a 3 point rating system:

- 3 = Acceptable paper with minor technical problems to be corrected for future submissions.
- 2 = Major technical problems which must be corrected before the close of the current semester.
- 1 = Not Acceptable. Make an appointment with the course instructor to delineate what must be done to correct the paper before the end of the current semester and make the paper acceptable.

If paper receives a rating of 1 or 2, it must be corrected as instructed and re-submitted during the current semester to successfully pass this assignment.

Phase 1: Content and vocabulary mastery (CED 601: Counseling Theory):

Students will be expected to write a paper summarizing their initial study of various counseling theories. The CED 601 instructor will read through these papers in the context that these theory papers are the beginning of a work in progress. The instructor will return the paper—with feedback—to the student for a re-write or in preparation for phase 2.

Format for Phase 1:

- The paper should be no more than five text pages in length.
- Must have a minimum of 5 references, in addition to the textbook(s), with the exclusions listed above.
- The paper will contain two sections as explained below:

I. My Personal Approach To Counseling

Name and describe existing theoretical orientations from which your personal theory comes (e.g., Client-centered, Existential, Cognitive-Behavioral, Psychoanalytic, Reality, Gestalt, REBT, etc.). Be specific about what elements of the existing theoretical orientation(s) relate to your personal theory. You may select one theory or multiple theories; however, all elements must be supported and adequately referenced.

II. How Client Problems Originate

From your theoretical position, describe how client problems originate. Be specific and use examples to illustrate your views. For example, do problems stem from client beliefs? The way people think? Feelings? Unconscious forces? Chemical imbalances in the brain? Issues related to family of origin? The way people view themselves, others, their lives? *Be specific in your description and discussion.*

Please remember this is a working paper and you are not expected to have a polished product at this stage of writing. See grading policy on page one. A paper containing appropriate content reflective of genuine depth of thought is the objective for this phase of the process.

Phase 2: Initial application of theory (CED 604: Counseling Practicum):

During the first two weeks of the course, the student will be required to submit to the CED 604 instructor a second draft that incorporates the feedback received in CED 601. *Students will attach their previous draft to their new version.* This will allow the instructor to have an understanding of the theoretical orientation of the student and allow for further refining. At the required date, set by the instructor, the student will submit a revised theory paper incorporating their learning experiences during the practicum course. This draft will include an additional section entitled “How Clients are Best Helped;” the description follows:

III. How Clients Are Best Helped

Describe your view of how clients are best helped in the counseling process. This must be related to your personal perspective (e.g., “This is how I would approach working with clients . . .” “I would . . .” etc.). Be specific with techniques and interventions and justify your rationale. Use brief examples to illustrate your position.

Format for Phase 2:

- Minimum of 3 additional references for a total minimum of 8 references.
- Minimum of 7 and maximum of 9 text pages. The length of the paper will reflect the additional materials as well as additional clarifications
- All other procedures are the same as outlined above. The instructor will read and give feedback on this draft and return to the student in preparation for CED 609. The grading process is the same as outlined above.

Phase 3: Expanded application of theory (CED 609: General Internship):

During the first two weeks of the course the student will be required to incorporate the feedback received in CED 604 into their third version of the paper and turn it in to the CED 609 instructor/supervisor. *Students will attach their previous draft(s) to their new version.* This will allow the instructor to get a feel for the student’s developing theoretical orientation as well as allow for further refining.

IV. Field Experience Insights

At the required date, set by the instructor, the student will present a revised version of the theory paper incorporating new knowledge gained from the experiences during the field experience.

Format for Phase 3:

- Minimum of 3 additional references for a total minimum of 11 references.
- Minimum of 8 and maximum of 10 text pages;
- The instructor will read and give feedback on the third draft and return to the student in preparation for the final draft completed in CED 610/619.

Phase 4: Integrating Theory (CED 610 / 619: Community / School Internship):

During the first two weeks of the final internship the student will be required to incorporate the feedback received in CED 609 and turn it in to the CED 610/619 instructor/supervisor. *Students will attach all previous drafts to their final version.* As before, the instructor will read this version of the paper for clarification of the student’s orientation and application. Comments, both technical and content-related, may be returned to the student, if appropriate.

V. Theory Application

At the Instructor’s required date, the student shall provide a final version of the theory paper. In this section students will discuss technical application of their theoretical approach to counseling. Students will also discuss what further areas of theoretical evolution and technical competence they see in their continued professional development.

Format for Phase 4:

- Minimum addition of 3 references for a total minimum number of 14 references.
- Minimum of 9 and maximum of 11 text pages.
- As part of the final version, the student will incorporate real life experiences with clients, colleagues, and clinical settings during CED 610/619 into the student’s developing theoretical orientation.
- This final version, along with previous drafts, shall be included in the individual student’s permanent record.
- The instructor will discuss this final version with the student before the close of the current semester of enrollment.

Theoretical Orientation Paper - Brief Guide

CLASS REQUIREMENTS	TEXT LENGTH	NUMBER REFERENCES	Sections Required
CED 601	5 pages	5 minimum + textbook(s)	I, II
CED 604	7-9 pages	8 minimum + textbook(s)	I, II, III
CED 609	8-10 pages	11 minimum + textbook(s)	I, II, III, IV
CED 610 / 619	9-11 pages	14 minimum + textbook(s)	I, II, III, IV, V

Delta State University is committed to a policy of equal employment and educational opportunity for all persons without regard to race, color, religion, national origin, sex, physical or mental handicap, status as to disabled veteran or Vietnam era veterans, or age as specified by applicable laws and regulations. Minorities are encouraged to apply.

APPENDIX A
Counseling Graduate Course Offerings

COUNSELING GRADUATE COURSE OFFERINGS	FALL	SPRING	SUMMER
CED 600 Introduction to Counseling	*	*	
CED 601 Counseling Theory	*	*	
CED 602 Assessment Techniques in Counseling	*		
CED 603 Psychodiagnostics in Counseling		*	*
CED 604 Practicum	*	*	
CED 605 Group Counseling	*	*	
CED 606 Career Development			*
CED 607 Consultation and Counseling of Diverse Populations			*
CED 609 General Internship	*	*	School only
CED 610 Community Counseling Internship	*	*	
CED 611 Crisis Intervention Techniques	*		
CED 612 Counseling Children and Adolescents	*		
CED 715 Marriage and Family Counseling			*
CED 616 Social and Cultural Counseling	*		
CED 617 Foundations of School Counseling			*
CED 619 School Counseling Internship	*	*	
CED 620 Human Growth and Development		*	
CED 627 Foundations in Mental Health Counseling			*
CED 622 Play Therapy			
CED 635 Methods of Counseling Research and Statistics		*	
CED 689 Individual Studies			
CED 758 Advanced Counseling Practicum	*	*	
CED 759 Advanced Group	*	*	
CSP 616 Behavioral Management		*	
EPY 601 Psychology of Learning	*	*	*
CUR 608 Historical Foundations of Educational Thought & Current Methods	*	*	*

APPENDIX B
Course Proficiency Forms

CED 600: INTRODUCTION TO COUNSELING

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. COUNSELING SKILLS

A. RESPONDING

Sufficient	Deficient	
		1) Opening
		2) Open-ended questions
		3) Appropriate self-disclosure
		4) Reflection of feelings
		5) Communicates respect
		6) Communicates non-judgmental acceptance
		7) Paraphrases
		8) Summarizes
		9) Utilizes silence effectively

B. ETHICAL STANDARDS

Sufficient	Deficient	
		1) Understands ACA Code of Ethics
		2) Applies Code to case scenarios

II. RESEARCH SKILLS

Sufficient	Deficient	
		1) APA style
		2) Grammar
		3) Organization
		4) Clarity of thought and expression

III. PROFESSIONAL DEVELOPMENT

Sufficient	Deficient	
		1) Professional membership / attendance at conferences
		2) Observation in counseling laboratory

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 600 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 601: COUNSELING THEORY

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. COUNSELING

Sufficient	Deficient	
		1) Explains basic rationale of counseling
		2) Demonstrates counseling rationale
		3) Participates in in-class simulations
		4) Written case studies
		5) In lab observation reports
		6) Recognizes personal / professional limitations
		7) Uses standards from ACA Code of Ethics

II. RESEARCH SKILLS

		1) APA Style
		2) Grammar
		3) Organization
		4) Clarity of thought and expression

III. PROFESSIONAL DEVELOPMENT

		1) Attends professional meeting
		2) Observes in counseling laboratory

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 601 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 602: ASSESSMENT TECHNIQUES IN COUNSELING

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

Sufficient	Deficient	
		1) Test critiques
		2) Test administration
		3) Test scoring
		4) Basic statistical applications
		5) Test interpretation and battery writing
		6) Oral communication of test battery results
		7) Identification of a minimum testing program in a specific setting
		8) Application of ethical and legal assessment standards

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

TESTS USED:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 602 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 604: PRACTICUM and COUNSELING LABORATORY

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. PERSONAL CHARACTERISTICS

Sufficient	Deficient	
		1) Effectively handles personal problems
		2) Maintains a professional role with clients
		3) Models appropriate behaviors during counseling sessions
		4) Demonstrates non-defensive behavior with peers and supervisors
		5) Demonstrates social responsibility, respectful curiosity and a desire to work with others

II. PHILOSOPHICAL FOUNDATIONS

Sufficient	Deficient	
		1) Conceptualizes client problems from a consistent frame of reference
		2) Interprets to clients explanations for client behavior based on a consistent theory
		3) Selects and utilizes counseling strategies consistent with stated theory

III. COUNSELING SKILLS

Sufficient	Deficient	
		1) Uses appropriate tone of voice and rate of speech
		2) Maintains appropriate non-verbal communication
		3) Demonstrates verbal and activity levels appropriately to facilitate communication
		4) Prioritizes problems appropriately for intervention
		5) Demonstrates knowledge of therapeutic change agents
		6) Selects appropriate evaluation procedures and instruments
		7) Attends adequately to client
		8) Encourages client independence
		9) Facilitates identification and exploration of alternatives
		10) Motivates client to reach identified goals
		11) Demonstrates effective communication skills
		12) Terminates client at appropriate time

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

DATE OF PRACTICUM MEETING _____

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 604 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 605: GROUP COUNSELING

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. CONTENT

Sufficient	Deficient	
		1) Leadership style
		2) Individual and group dynamics
		3) Development of group stages
		4) Norm building
		5) Member roles
		6) Therapeutic factors in the group process

II. PROCESS

A. Communication Skills

Sufficient	Deficient	
		1) Active listening
		2) Empathic communication
		3) Appropriate self disclosure
		4) Closure
		5) Awareness of nonverbal behavior
		6) Process statements / ability to work effectively in the here and now

B. Leadership and Intervention

Sufficient	Deficient	
		1) Basic design and implementation
		2) Group facilitation consistent with design philosophy
		3) Facilitates member interactions
		4) Facilitates giving and receiving of feedback
		5) Facilitates insight and consensual validation of appropriate group behavior
		6) Recognizes personal and professional limitations

REQUIREMENTS TO REMOVE DEFICIENCIES

RECOMMENDATIONS OF INSTRUCTOR

RESEARCH AREA

Deficiencies for this course must be removed by: _____

I understand that I have at least one deficiency for CED 605 and that all deficiencies for this course must be removed by end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 606: CAREER DEVELOPMENT AND INFORMATION SERVICES

NAME _____ SEMESTER _____ YEAR _____ INSTRUCTOR _____

I. TESTING SKILLS

Sufficient	Deficient	
		1) Scoring
		2) Interpretation

II. COMPUTER SKILLS

		1) Selecting and critiquing software
		2) Awareness of basic computer terminology
		3) Demonstration of computer literacy

III. COUNSELING SKILLS

A. Utilization of Information

		1) Occupational information
		2) Educational information
		3) Personal-social information

B. Problem Solving Skills

		1) Problem identification
		2) Collecting information
		3) Generating alternatives
		4) Making the decision
		5) Re-evaluation

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 606 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 609: GENERAL INTERNSHIP

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. PROFESSIONAL DEVELOPMENT

Sufficient	Deficient	
		1) Maintains accurate and complete records
		2) Produces a professional resume
		4) States behaviorally oriented goals for personal development
		5) Demonstrates knowledge of counseling problems incurred by novice counselors
		6) Maintains an active role in local and state professional organizations
		7) Makes professional presentation at a local counseling association meeting
		8) Pursues continuing education opportunities
		9) Maintains awareness of current issues in profession

II. PERSONAL DEVELOPMENT

		1) Interacts with supervisors in a competent and professional manner
		2) Provides competent and professional services within a community setting
		3) Demonstrates consistent evaluation of personal counseling skills
		4) Engages in self-exploration to enhance personal congruence

III. PROFESSIONAL RESPONSIBILITY

		1) Maintains confidentiality in accordance with ethical guidelines
		2) Demonstrates competence in individual and group counseling skills
		3) Demonstrates an awareness of professional community referral sources
		4) Demonstrates respect for the rights of clients

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

SEMESTER OF GENERAL INTERNSHIP - INTERNSHIP SITE:

SUPERVISOR:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 609 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 611: CRISIS INTERVENTION TECHNIQUES

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

I. KNOWLEDGE - DEMONSTRATES KNOWLEDGE OF CRISIS ASSESSMENT:

Sufficient	Deficient

- 1) Discrimination of situational crises
- 2) Discrimination of developmental crises

II. APPLICATION

Sufficient	Deficient

- 1) Plans primary intervention strategies
- 2) Plans secondary intervention strategies
- 3) Recognizes tasks of crisis resolution
- 4) Organizes crisis intervention team
- 5) Participates as member of crisis intervention team

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies in this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 611 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 612: COUNSELING CHILDREN AND ADOLESCENTS

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

Sufficient	Deficient	
		1) Demonstrate a knowledge of the world of the child and the major causes of problems in children and adolescents
		2) Demonstrate a knowledge of the basic information involving establishment of a counseling relationship with children or adolescents, student records, and confidentiality
		3) Demonstrate the ability to discuss the major theories involved with working with children and adolescents and how they apply to specific counseling situations
		4) Demonstrate a knowledge of the role of the counselor as a consultant with parents, teachers, and other individuals involved with children and adolescents
		5) Demonstrate the understanding of the use of group techniques with specific problems of children and adolescents
		6) Demonstrate an understanding of the particular signs and symptoms of children and adolescents with specific problems such as child abuse, sexual abuse, divorce, stepfamilies, grief, alcoholic families, and problems specific to children from diverse cultures
		7) Demonstrate an understanding as to the special needs of exceptional children, their parents, and teachers
		8) Demonstrate an understanding of the ethical considerations pertinent to the counseling of children and adolescents
		9) Demonstrate an understanding of specific interventions for children and adolescents experiencing behavioral problems as they pertain to interpersonal relationships
		10) Demonstrate an understanding of specific intervention techniques to be used with children and adolescents experiencing problems related to a conflict within themselves
		11) Demonstrate an ability to integrate information and formulate a treatment plan for a specific problem dealing with children or adolescents

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 612 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____ Date: _____

CED 616: SOCIAL AND CULTURAL FOUNDATIONS

NAME _____ SEMESTER _____ YEAR _____

INSTRUCTOR _____

Sufficient	Deficient	
		1) Understands range of social behavior
		2) Recognizes effects of personal values on behavior
		3) Demonstrates knowledge of belief system development
		4) Recognizes that beliefs affect individual reality
		5) Applies social thinking to psychological problems
		6) Awareness of cultural influences on behavior problems
		7) Applies principles of group behavior to counseling
		8) Recognizes positive/negative outcomes of group influence
		9) Analyzes social and cultural differences within counseling framework

REQUIREMENTS TO REMOVE DEFICIENCIES

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: _____

I acknowledge that I have at least one deficiency in CED 616 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: _____

Date: _____

APPENDIX C
Programs of Study

DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
Clinical Mental Health Counseling
Revised 2010

Name: _____ SS# _____

Address: _____

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Counseling Practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Information Systems	3			
CED 609: General Internship	3			
CED 610: Community Counseling Internship	6			
CED 616: Social and Cultural Counseling	3			
CED 620: Human Growth and Development	3			
CED 627: Foundations of Clinical Mental Health Counseling	3			
CED 630: Pre-Practicum Techniques	3			
CED 635: Methods of Research in Counseling and Statistics	3			
CED 703: Psychodiagnostics in Counseling	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
CED 715: Marriage and Family Counseling	3			
Total Hours	54			

Electives (Community)	Credit Hours	Semester to be taken	Semester completed	Grade
	3			
	3			
Total Hours	6			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____
 (3 copies: Student, Advisor, File)

DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
School Counseling
Revised: August 2010

Name: _____ SS# _____

Address: _____

Required Education Core Courses	Credit Hours	Semester to be taken	Semester completed	Grade
EPY 601: Psychology of Learning	3			
CUR 608: Historical Foundations of Educational Thought and Cur Dev	3			
CSP 616: Behavioral and Instructional Management	3			
Total Hours	9			

Major Core Courses (Counselor Education)	Credit Hours	Semester to be taken	Semester completed	Grade
CED 600: Introduction to Counseling	3			
CED 601: Counseling Theory	3			
CED 602: Assessment Techniques in Counseling	3			
CED 604: Counseling Practicum	3			
CED 605: Group Counseling	3			
CED 606: Career Development and Information Systems	3			
CED 609: General Internship	3			
CED 616: Social and Cultural Counseling	3			
CED 617: Foundations of School Counseling	3			
CED 619: School Counseling Internship	6			
CED 630: Methods of Counseling Research and Statistics	3			
CED 630: Pre-Practicum Techniques	3			
CED 707: Consultation and Counseling of Diverse Populations	3			
CED 711: Crisis Intervention Techniques	3			
CED 712: Counseling Children and Adolescents	3			
Total Hours	48			

Elective	Credit Hours	Semester to be taken	Semester completed	Grade
Total Hours	3			

Transfer courses to be considered for degree requirement	Credit Hours	Course Substitution For Which Course? From Which Institution?	Grade	Date Authorized
	3			
	3			
	3			
Total Hours	9			

Total Hours in Program: _____ (60 minimum)

Approved: Student _____ Advisor _____

Division Chair _____ Date: _____

(3 copies: Student, Advisor, File)

APPENDIX D
Comprehensive Exam Policy

MASTER'S COMPREHENSIVE EXAMINATION IN THE COUNSELOR EDUCATION PROGRAM POLICY

Beginning in the Spring, 2005 semester, the Counselor Education Program will adopt and use as its comprehensive exam the Counselor Preparation Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education (CCE) an affiliate of the National Board for Certified Counselors (NBCC). Those students who have taken the existing Comprehensive Exam either in Summer, 2004 or Fall, 2004 semesters will be under the old Comprehensive Exam guidelines and in the event of a retake, will retake the old Comprehensive Exam. Those students taking the Comprehensive Exam in Spring, 2005 will be under the new guidelines and will take the CPCE.

NOTE: The Counselor Education program follows the guidelines of the American Disability Act.

APPENDIX E
Sample Title Page

Title Page 1

Running Head: (Put abbreviated title in ALL CAPS here!)

Full Title of Assignment Here (Upper & Lower Case)

Student Name

University Name

Course and Course Number (i.e., CED 618 – Ethics)

Instructor

Date

APPENDIX F
Tips on Avoiding Plagiarism

Tips on Avoiding Plagiarism

Plagiarism is a serious matter. It is embarrassing and unpleasant for any involved. *Ignorance is not a defense!* The following are some suggested tips to avoid plagiarism. They are simply suggestions and not designed to be inclusive:

- Write down references as you gather sources
- Include quotation marks around direct quotes – even if you plan to paraphrase or summarize later
- Proofread your work (This is often the most overlooked step for most students)
- Avoid last minute deadlines! This not only *encourages* plagiarism, it opens the door for careless, unintentional mistakes that could prove costly!
- Paraphrase when taking notes. This forces you to choose only what is useful and separates your ideas/thoughts from the author's.
- Try writing a first draft of the material in 30 minutes with no notes. This will assist you in “taking control” of your paper.

APPENDIX G
Retention Policy and Procedure Contract

**Retention Policy and Procedure Contract for Delta State University’s
Master’s Program in Counselor Education - Division of Counselor Education and Psychology**

We, the Counselor Education Faculty, are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing performance evaluations using the Competency Checklist for designated core coursework (see Appendix B). This process is designed to promote the student’s well-being, continued growth, and professional development. Individual criteria are specifically outlined in each Proficiency Form, but generally are based on satisfactory performance in counseling skills, professional responsibility, competence, integrity, and ethical behavior.

If a student is unable to demonstrate sufficient academic progress and/or if personal or professional limitations interfere with his/her effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or the training program. However, there are times when it becomes clear, in the professional judgment of the counseling faculty, that an individual is not suited for the profession of counseling.

The 1995 Ethical Code of the American Counseling Association of Ethics (Section F.3.a) states that faculty members: . . . *assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors [faculty members] seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors [faculty members] assure that students and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.*

Retention / Dismissal Related to Performance

Academic dismissal will result from failure to maintain the university’s required grade-point average. The student should consult the Graduate Bulletin regarding academic probation and suspension from degree program. All students are “conditionally admitted” to the counseling program until successful completion of Practicum. A grade of B or higher plus successful completion of the CAAP test (or approved equivalent) is required to progress from prerequisite to later courses within the clinical sequence. A student will be allowed to repeat Practicum once. If still unsuccessful, the student will be advised out of the program (see specific evaluation procedures under “Evaluation and Remediation Procedures for Practicum” in the Orientation Manual).

At any point during the course sequence (including coursework, practicum, internships) if, in the professional judgment of the program faculty, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming, the following actions may be taken:

- 1) Student voluntary resigns from the program.
- 2) Student may be advised out of the program.

The Counselor Education Faculty will devise a Remediation Plan to be discussed with the student by the student’s Advisor. The student will be given an opportunity to address the Plan with the faculty as a body. The student may register for a maximum of six credit hours as designated in the Plan. The student may not progress in the counseling program other than as specified in the Plan. The Advisor will keep the faculty informed of the student’s progress and offer a recommendation on the status of the student during the last half of the semester.

This statement has been read and reviewed in the presence of a faculty advisor. By your signature below, you are indicating that you understand this statement. You will receive a signed copy of this statement and a copy will be placed in your student file.

Faculty Signature	Date	Student’s Signature	Date
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