# Table of Contents

- **Description of Program** ........................................................................................................... 3  
- **DSU Counselor Education Mission Statement** ........................................................................ 4  
- **Program Objectives** .................................................................................................................. 4  
- **Curriculum** .................................................................................................................................. 9  
  - Courses Required for Both Clinical Mental Health and School Counselors .................................. 9  
  - Courses Required for Clinical Mental Health Counselors Only .................................................. 10  
  - Courses Required for School Counselors Only ........................................................................... 11  
  - Electives ..................................................................................................................................... 11  
  - Clinical Mental Health/School Counseling Required Course Listings ..................................... 13  
- **Admission Requirements** ............................................................................................................ 13  
  - Conditional to Full Admission .................................................................................................... 14  
  - Eligibility for Field Experience .................................................................................................... 14  
- **Competency Requirements** ......................................................................................................... 14  
- **Academic Probation** .................................................................................................................... 15  
- **Evaluation of Student Development/Progress as a Professional Counselor** .............................. 16  
  - Steps and Stages of Evaluation .................................................................................................... 16  
    - Step One – Pre-Practicum Experience ......................................................................................... 17  
    - Step Two – First Field Experience ............................................................................................ 18  
    - Step Three – Second Field Experience .................................................................................... 18  
    - Step Four – Final Evaluation ...................................................................................................... 18  
  - Overall Professional Performance Evaluation ................................................................................ 19  
    - Rationale .................................................................................................................................. 19  
    - Professional Performance Standards .......................................................................................... 19  
    - Professional Performance Review Process ................................................................................. 20  
- **Policies** ....................................................................................................................................... 21  
  - Endorsement Policy ....................................................................................................................... 21  
  - Retention Policy ............................................................................................................................ 21  
  - Plagiarism Policy ............................................................................................................................ 22  
  - Student Academic and Performance Evaluation Grievance Policy ............................................ 23  
- **Pre-practicum, Practicum, and Internship Experiences** ............................................................... 24  
  - Pre-practicum Counseling Requirement ....................................................................................... 24  
  - Practicum and Internship Experiences .......................................................................................... 24  
  - Professional Liability Insurance Requirement ............................................................................... 25  
- **Comprehensive Exam** ................................................................................................................ 26  
  - Clinical Mental Health and School Counseling Comprehensive Examination .......................... 26  
- **Professional Development** .......................................................................................................... 27  
- **Financial Aid** ............................................................................................................................. 27  
- **Graduation** .................................................................................................................................. 27  
- **Ann Mohead-Whittle Award** ...................................................................................................... 28
Appendix I: Professional Performance Statement ................................................................. 28
Appendix H: Professional Performance Evaluation .......................................................... 29
Appendix G: Retention Policy and Procedure Contract ...................................................... 30
Appendix F: Tips on Avoiding Plagiarism ......................................................................... 31
Appendix E: Sample Title Page .......................................................................................... 32
Appendix D: ......................................................................................................................... 33
Appendix C: Recommended Sequence of Courses .............................................................. 34
Appendix B: Programs of Study .......................................................................................... 35
Appendix A: Counseling Graduate Course Offerings .......................................................... 36

Theoretical Orientation Paper ......................................................................................... 37
- Introduction .................................................................................................................. 37
- Technical Aspects ........................................................................................................ 38
- Format for Theoretical Orientation Paper .................................................................... 38
- Evaluation and Grading ............................................................................................... 39
- Phases of the Theoretical Orientation Paper ............................................................... 40
  o Phase 1: Content and Vocabulary Mastery ................................................................. 40
  o Phase 2: Initial Application of Theory ....................................................................... 41
  o Phase 3: Expanded Application of Theory ................................................................. 42
  o Phase 4: Integrating Theory ...................................................................................... 43
- Theoretical Orientation Paper – Brief Guide ............................................................... 44
- Theoretical Orientation Paper Rubric ........................................................................... 45

Professional Counseling Portfolio .................................................................................... 46
- Introduction .................................................................................................................. 46
- Purpose .......................................................................................................................... 47
- Evaluation ...................................................................................................................... 48
- Format and Instructions ............................................................................................... 49
- Required Components ................................................................................................. 50

Equal Opportunity Statement .......................................................................................... 51
Appendix A: Counseling Graduate Course Offerings .......................................................... 52
Appendix B: Programs of Study ........................................................................................ 53
  - Clinical Mental Health Counseling ........................................................................... 54
  - School Counseling ..................................................................................................... 55

Appendix C: Recommended Sequence of Courses .......................................................... 56
Appendix D: Comprehensive Exam Policy ....................................................................... 57
Appendix E: Sample Title Page ....................................................................................... 58
Appendix F: Tips on Avoiding Plagiarism ...................................................................... 59
Appendix G: Retention Policy and Procedure Contract .................................................... 60
Appendix H: Professional Performance Evaluation ........................................................... 61
Appendix I: Professional Performance Statement ............................................................. 62

Audrey Waller Parrish Memorial Scholarship ..................................................................... 63
Program Faculty and Staff ............................................................................................... 64
For Further Information ................................................................................................. 65
DSU Counselor Education Program Student Handbook, Fall 2011
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. Clinical Mental Health (currently accredited by CACREP as Community Mental Health) and School Counseling are the two areas of emphasis in the Counselor Education Program.

The Clinical Mental Health Counseling program, 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 clinical mental health 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 currently 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 members in the counseling 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 is 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 counseling program is housed in Ewing Hall on the Delta State University campus. In addition to a suite of offices, there are counseling rooms that are equipped with one-way vision glass to provide means for videotaping, observation, supervision, and feedback for working with adults, children, adolescents, and families. There are computer facilities for students needing word processing or research capabilities. A testing laboratory is also available.

The counseling program is designed so that a full-time student may complete it within 2 to 3 years given availability of courses and the number of hours a student attempts per semester. Application of counseling skills is emphasized throughout the training program. Students must accumulate a minimum of 700 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, 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. Most students in the Counselor Education Program reside within the Mississippi Delta and have diverse professional goals, as well as 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 awareness* (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 counseling 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 members commit themselves to continued professional development and the establishment of sound and ethical mentoring, teaching, supervision, consultation, and collaborative relationships with students.

Two basic assumptions are inherent in this philosophy: a belief in the worthiness of counseling (a belief in what 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 presupposition that effective counseling cannot take place without some theoretical base, program faculty members 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 may be overlooked. If students are pressured to adhere to only one theoretical 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.

The counselor 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**

*Professional Orientation and Ethical Practice*
1) Help the student develop an understanding of the history and philosophy of counseling.
2) Help the student understand professional roles and functions of a counselor including working with other human service providers.

3) Provide the student with an awareness of state and federal legislation pertaining to counseling including professional credentialing and accreditation practices and standards.

4) Help the student understand and apply the guidelines for ethical practice as developed by professional organizations such as the American Counseling Association (ACA) and credentialing bodies.

5) Encourage an understanding of the importance of self-evaluation, self-care, continuing education, and active involvement in professional organizations.

6) Help the student develop an understanding of the importance of advocating for the counseling profession and their clients.

7) Help the student develop an understanding of the practice of counseling supervision.

8) Acquaint the student with the roles and responsibilities of a counselor during a crisis situation.

Social and Cultural Diversity

1) Introduce the theories of multicultural and social justice counseling.

2) Acquaint the student with issues involved in counseling special populations.

3) Help the student gain an awareness of his or her role in eliminating biases, prejudice, discrimination, and oppression.

4) Help the student develop cultural self-awareness by seeking to understand self and culturally diverse clients.

5) Introduce the student to various multicultural and pluralistic trends as well as multicultural and social justice competencies.

6) Help the student gain an understanding of various strategies that may be used when working with or advocating for diverse populations.

Human Growth and Development

1) Introduce the student to current and historical theoretical approaches to counseling across the lifespan with special emphasis paid to theories that focus on resilience and wellness.

2) Introduce the student to theories of learning and personality development.

3) Help the student gain an understanding of the effects of crises and trauma-causing events on persons of all ages.

4) Help the student gain an understanding of how development influences and impacts human behavior including developmental crises, disability, and psychopathology.

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 mental health settings including how to help individuals with exceptional abilities.

7) Develop advocacy skills within the student in their work with children, older adults and other vulnerable populations.

8) Introduce the student to theories of addictions including prevention, intervention, and treatment.
Career Development
1) Provide the student with an understanding of career development theories and decision-making models.
2) Help students understand how career, avocational, educational, and occupational information can be integrated into the career counseling process.
3) Help the student understand job-related problems.
4) Introduce the student to career development program planning, organization, administration and evaluation.
5) Develop within student the awareness of career development and change across the lifespan as well as the interrelationship among work, family, and other life roles.
6) Help the student develop an understanding of how multicultural issues affect career development.
7) Introduce the student to various career assessment instruments, techniques, and counseling processes.

Helping Relationships
1) Teach the student the techniques and procedures used in counseling relationships with an emphasis on wellness and prevention as desired counseling goals.
2) Teach the student essential interviewing and counseling skills.
3) Help the student formulate personal models of individual and group counseling that are based on current professional research and practice as well as help the student learn to conceptualize client presentation and select appropriate counseling interventions.
4) Facilitate the student's awareness of counselor characteristics that affect counseling relationships.
5) Strengthen the student's ability to participate in discussions of counseling performance and in offering and accepting suggestions from peers and supervisors.
6) Provide the student with an awareness of limitations in training and knowledge of appropriate referrals.
7) Provide the student with field experiences that promote the integration and refinement of counseling skills.
8) Introduce the student to a systems perspective and provide the student with a general framework to work with couples and families.
9) Provide the student with knowledge of the history and theory of crisis intervention and suicide prevention.
10) Develop in the student the ability to assess situational and developmental crises and propose primary and secondary interventions.
11) Provide the student the skills of organizing a crisis intervention team.
12) Develop in the student essential consultation and collaboration skills and the ability to work effectively with other professionals on behalf of clients.
13) Help the student understand the limitations of various definitions of the concept of "abnormality." (Clinical Mental Health)
14) Develop in the student a basic understanding of the history and content of diagnostic systems, including the DSM-IV-TR. (Clinical Mental Health)
15) Provide the student with an understanding of the theoretical approaches to the interpretation, and treatment, of pathological behavior. (Clinical Mental Health)
16) Develop in the student an ability to apply principles of multiaxial diagnosis. (Clinical
Mental Health
17) Develop in the student ability to develop treatment plans that are appropriate for the various DSM-IV-TR diagnoses. *(Clinical Mental Health)*
18) Develop within students the ability to conceptualize and work within the development of comprehensive counseling services *(School and Clinical Mental Health)*

Group Work
1) Provide the student with information on the theories, functions, and dynamics of group process.
2) Help the student gain knowledge of group counseling methods including group selection and evaluation processes.
3) Help the student recognize and facilitate the various types of groups and appropriateness of each type.
4) Help the student develop an awareness of group process and working in the here and now.
5) Help the student develop an understanding of group leadership and facilitation styles.
6) Help the student develop a functional leadership style congruent with their evolving theoretical approach.
7) Help the student develop an appreciation for the therapeutic factors inherent in group work.
8) Help the student appreciate how cultural differences affect group work and develop a therapeutic flexibility in response to those differences.
9) Provide an opportunity for students to participate in a group counseling experience.

Assessment
1) Introduce the student to the historical and theoretical perspectives involving the value and need for assessment.
2) Help the student understand the basic statistical concepts of measurement and evaluation.
3) Introduce the student to basic concepts of standardized and nonstandardized testing.
4) Provide the student with the necessary skills for appropriate test selection, administration, scoring, and interpretation.
5) Help the student understand how social and cultural factors influence assessment and evaluation.
6) Expose the student to a variety of assessment instruments; their uses, administration, interpretations, limitations and functions.
7) Expose the student to ethical strategies for selecting and administering assessments and evaluations in counseling.

Research and Program Evaluation
1) Help the student develop an understanding of the importance of research in advancing the counseling profession and informing evidence-based practice.
2) Provide the student with knowledge of research designs and statistical methods and procedures.
3) Expose the student to various research methods including qualitative and quantitative research.
4) Develop student skills for writing proposals or research projects requiring data
management.
5) Develop within the student a disposition to be a “consumer” of professional research.
6) Expose the student to ethical and culturally relevant strategies for interpreting and 
reporting research results and findings.

Curriculum

Courses Required for Both Clinical Mental Health and School Counselors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CED 600</td>
<td>INTRODUCTION TO COUNSELING</td>
<td>An overview of historical foundations, the role and function of counselors, the counseling relationship, problems and issues, and specialty areas in counseling. Ethical standards, principals, theories, decision making models, and legal issues relevant to counseling will also be emphasized. Prerequisite or co-requisite to every other counseling course. 3</td>
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<tr>
<td>CED 601</td>
<td>COUNSELING THEORY</td>
<td>An overview of major theoretical approaches. Attention is given to philosophical assumptions, key theoretical concepts and major techniques of each. 3</td>
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<tr>
<td>CED 602</td>
<td>ASSESSMENT TECHNIQUES IN COUNSELING</td>
<td>Principles of psychological assessment, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests. Lab fee required. 3</td>
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<tr>
<td>CED 604</td>
<td>PRE-PRACTICUM</td>
<td>Provides for the development of 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: CED 600, CED 601, CED 630, and corequisites CED 635 and CED 605. Lab fee required. 3</td>
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<tr>
<td>CED 605</td>
<td>GROUP COUNSELING</td>
<td>Introduction to the theory and practice of group counseling. Opportunities provided for participation in the facilitation of groups under supervision. 3</td>
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<tr>
<td>CED 606</td>
<td>CAREER DEVELOPMENT AND PLACEMENT</td>
<td>An introduction to the theories of career development and the processes by which occupational/educational and personal/social information may be integrated for career placement and life planning. Lab fee required. 3</td>
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<tr>
<td>CED 609</td>
<td>PRACTICUM</td>
<td>Supervised field experience in selected community or school settings. Professional liability insurance is required prior to enrollment. Prerequisite CED 604. Lab fee required. 3</td>
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<tr>
<td>CED 616</td>
<td>SOCIAL AND CULTURAL FOUNDATIONS</td>
<td>A study of societal changes and trends in human roles, societal subgroups, and societal interaction patterns. 3</td>
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</tbody>
</table>
CED 620 HUMAN GROWTH AND DEVELOPMENT. 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 sequence of development, and practical applications of developmental theory in work as a counselor. 3

CED 630 COUNSELING SKILLS. 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. Incorporates research design and relevant statistical methods used in conducting research and program evaluation. Addresses the use of research to inform evidence-based practice. Incorporating ethical and culturally relevant strategies for interpreting and reporting results of research. 3

CED 711 CRISIS INTERVENTION TECHNIQUES. Techniques for the application of counseling in crisis situations. 3

CED 712 COUNSELING CHILDREN AND ADOLESCENTS. Techniques for counseling children and adolescents in school and community settings. 3

Courses Required for Clinical Mental Health Counselors Only

CED 610 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP. Supervised 600 hour internship in selected community settings. Students may register for 3 hours each in two consecutive semesters or for 6 hours in one semester. Professional liability insurance is required prior to enrollment. Prerequisites: CED 609, CED 627, and permission of the Internship Coordinator. Lab fee required. 3-6

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

CED 703 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 715 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

Courses Required for School Counselors Only

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. Students must register for 3 hours for two consecutive semesters. Professional liability insurance is required prior to enrollment. Prerequisite: CED 609, CED 617, and permission of advisor. Lab fee required. 6

CED 707 CONSULTATION AND COUNSELING OF DIVERSE POPULATIONS. Study and application of consultation theory. Attention given to differently-abled persons, those with substance related issues, juvenile delinquency, the culturally different and other special populations. 3

CSP 616 BEHAVIORAL MANAGEMENT. Systems of behavior management for school and community. 3 Note: This course is currently under re-evaluation.

CUR 608 HISTORICAL FOUNDATIONS OF EDUCATIONAL THOUGHT AND CURRICULUM METHODOLOGY. Cultural, historical and philosophical background in educational thought to include curriculum methods. 3 Note: This course is currently under re-evaluation.

EPY 601 PSYCHOLOGY OF LEARNING. Study of the application of psychological principles to learning environments with special emphasis on the classroom. 3 Note: This course is currently under re-evaluation.

Electives

Students may choose electives from the courses listed below or, with the approval of their advisor, select courses from another track.

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 604. Lab fee required. 3

CED 690 THESIS. 6
CED 713  SEXUALITY ISSUES IN COUNSELING. Examines sexual development across the lifespan including physiological, psychological and sociocultural variables associated with various stages of development. Special emphasis will be placed on counseling issues related to sex and sexuality including sexual abuse, sexual development, sexual dysfunction, sexual orientation and sexual addictions. 3

CED 714  SUBSTANCE ABUSE COUNSELING. Study and application of theory and techniques of substance abuse and addictions counseling including assessment and treatment from an individual and systemic perspective. 3

CED 718  COUNSELING AND SPIRITUALITY. This course examines the intersection and interaction of spirituality, religiosity, and counseling focusing on the impact of this intersection on the counseling relationship. Using the latest theories and research, students will examine developmental models of spirituality and how to address spiritual and religious issues with clients. Prerequisite: Full admission to CED program. 3

CED 758  ADVANCED COUNSELING PRACTICUM. Intensive supervised experiences with individuals and groups in educational or clinical settings. Prerequisites: CED 604 and permission of course instructor. 3-6

CED 770  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)
Clinical Mental Health/School Counseling Required Course Listings

<table>
<thead>
<tr>
<th>CMH</th>
<th>SCH</th>
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<tbody>
<tr>
<td>CED 600</td>
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<td>CED 601</td>
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<tr>
<td>EPY 601</td>
<td>X*</td>
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<tr>
<td>CUR 608</td>
<td>X*</td>
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<tr>
<td>CSP 616</td>
<td>X*</td>
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</table>

Electives 6 hours 9 hours*

**TOTAL** 60 hours 60 hours

*Students on the school track enrolled prior to Spring 2012 can take either CED 620 and 9 hours of electives or EPY 601, CUR 608, CSP 616, and three hours of electives. Students enrolled in the Spring of 2012 and beyond must take CED 620.

Admission Requirements

All students are initially admitted to the Counselor Education Program under “Conditional” status. In order for students to be conditionally admitted into the Counselor Education Program the following must be true:

1) Hold a baccalaureate degree from an institution fully accredited by one of the recognized accrediting agencies.

2) Obtain an overall undergraduate grade point average of 2.75 or 3.00 or higher on the last
64 hours of required coursework using a 4.0 scale.

3) Obtained appropriate scores on the CAAP, or equivalent test scores, as determined by the Dean of the College of Education. **Note: All test scores must be submitted within the first 9 hours of coursework.**

- Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test - minimum score of 3
- Praxis I Writing Test-minimum score of 174 on PPST or 320 on CBT
- Graduate Record Examination (GRE) Verbal Test-minimum score of 370
- Miller Analogies Test (MAT) - minimum score of 30

4) Hold a conference with advisor before registering for the first semester. Appointments may be scheduled by calling the Division office at (662) 846-4355.

### Conditional to Full Admission

Upon conditional admission into the counseling program the student is required to take the following courses:

- CED 600: Introduction to Counseling
- CED 601: Counseling Theory
- CED 630: Counseling Skills

**Note:** A minimum grade of B is required for each course in 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.

During conditional admission into the counseling program the student must also complete:

- the writing proficiency portion of the CAAP, or equivalent test scores, within the first 9 hours of coursework
- 6 hours of personal counseling

After successful completion of the first three courses, the CAAP (or an equivalent test), and 6 hours of personal counseling the student is fully accepted into the counseling program.

### Eligibility for Field Experience

Once the student has successfully completed CED 604 and an additional 6 hours of personal counseling, he or she is considered eligible for field experience.

### Competency Requirements

Student files are reviewed several times during the program to determine the status of
deficiencies. Student files are reviewed once a student is “fully” admitted and again once the student becomes eligible for field experiences. The student files are also reviewed for deficiencies when the student applies to take the Comprehensive Examination or for graduation. Students with deficiencies will be required to address/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 for details).

Several courses are graded on a pass/fail system. These include the pre-practicum, 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. However, satisfactory completion of these courses 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 the completion of the first 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.

Preferably before the student completes 21 credit hours, the student must complete CED 604: Pre-practicum. Pre-requisites for this course include:

CED 600: Introduction to Counseling
CED 601: Counseling Theory
CED 630: Counseling Skills

In order to successfully complete CED 604 (Pre-practicum), the student must
demonstrate skills in counseling techniques through successful completion of CED 630. During CED 604 (Pre-practicum) the student is evaluated on his or her ability to utilize counseling skills, show evolving case conceptualization skills, keep accurate records in the counseling lab, and satisfactorily pass the evaluation of professional performance standards as described in the Professional Performance Standards Rubric (Appendix H). Satisfactory performance on the required course competencies for CED 604 must be exhibited prior to supervised field placement: CED 609 (Practicum), CED 610 (Clinical Mental Health Internship), or CED 619 (School Counseling Internship).

Due to course sequencing and the time of entrance into the program, there may be circumstances where a student may exceed the 21 credit hour recommended limit before taking CED 604. In these circumstances, and in conjunction with the recommendation of his/her advisor, a student will sign a memorandum of understanding indicating that program faculty have no obligation to endorse a student, or get them through the program simply because they have taken a number of courses. Students in these circumstances are strongly encouraged to consult with their advisors.

**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 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 competent 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 student progress is a key component of the program. The purpose is to provide mentoring, offer timely interventions, and determine fit for professional practice; thereby allowing students to maximize their personal and professional growth.
Step One – Pre-Practicum Experience. The first professional development evaluation occurs in CED 604: Pre-practicum. At that time, students have the opportunity to correct any demonstrated weaknesses early in the program and enhance their abilities to become effective and ethical practitioners. The following evaluation and remediation procedures are designed to facilitate the faculty’s feedback. This corresponds to the Retention Policy and Procedure Contract (Appendix G), which indicates that students are aware of these policies. Both the student and a faculty member sign the contract.

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 Pre-practicum. This process is designed to promote the student’s well-being, continued growth, and professional development.

The 2005 American Counseling Association Code of Ethics (Section F.5.b) states that faculty members:

... assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are unable to provide competent professional services. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

As part of Mid-term Evaluation and/or End-of-semester-evaluations, the program faculty has the option to advise the individual student to seek additional personal counseling. At the suggestion of the faculty, suitable referral sources are made available to the student as part of the individual meeting with the Pre-practicum instructor.

Mid-Term Evaluation. The counselor education faculty convenes at mid-term each semester to evaluate students’ progress in CED 604: Pre-practicum and to complete a Professional Performance Evaluation (Appendix H). Each student selects a video or DVD recording of a session with a client for review by the faculty. The submission is then evaluated via written comments from each faculty member. The Pre-practicum instructor prepares a typed document with a compilation of comments and an average rating score. A copy of this document and any pertinent suggestions are discussed with the individual student during a scheduled meeting with the Pre-practicum instructor.

End-of-Semester Evaluation. The counselor education faculty convenes at the end of the semester to review a recorded session selected by the student and complete a Professional Performance Evaluation (Appendix H), in a process that parallels the mid-term evaluation. In addition to the faculty comments and rating scores, the members of the faculty discuss each student’s progress and, based on their professional judgments, 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. The student is advised out of the program.

3) The student has potential but needs additional work. The student earns a grade of “NC” (No Credit) and is given an opportunity to repeat Pre-practicum at the next regularly scheduled offering. During the second opportunity to take Pre-practicum:

   a) This student again goes 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 recommends that the student move forward in the program and receives 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 or she is advised out of the program.

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

**Step Two - First Field Experience.** Before entering CED 609: Practicum, the student’s file is 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 recommends that the student be allowed to enter the field experience pending the outcome of the Pre-practicum evaluation. It is at this point that the student is eligible for field experience.

**Step Three - Second Field Experience.** Prior to the student’s entry into internship (CED 610: Clinical Mental Health Internship or CED 619: School Counseling Internship), the student’s file is again examined for deficiencies. All deficiencies must be addressed, and the student must complete an application for graduation. The student is evaluated by the counseling faculty again. This evaluation addresses the same areas as the first evaluation but places emphasis on the student’s growth and improvement, trends in behavior, and degree of competence for successful professional practice. These areas include, but are not limited to, proficiency in written and oral communication, technical skills, problem solving abilities, continuing interest in personal and professional development, the demonstration of qualities such as empathy and genuineness, and other criteria infused throughout the complete program.

**Step Four - Final Evaluation.** The student’s final evaluation is accomplished through the successful completion of the field experiences and the comprehensive examination discussed in the graduate catalog and student handbook.

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.

**Overall Professional Performance Evaluation**

(Adapted from the Department of School Psychology and Counselor Education of William and Mary University)

**Rationale.** In addition to meeting the academic standards set forth in the Student Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA), as well as the additional standards set forth for counseling practice in specific settings (e.g., the International Association of Marriage and Family Counselors, Association for Specialists in Group Work, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at [http://www.counseling.org](http://www.counseling.org).

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress, but also selected personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Delta State University Counseling Program possess those characteristics sufficiently and that they do not impede their professionalism or helping capacity.

**Professional Performance Standards.** Students’ fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the combined counseling faculty. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

Professional Performance Review Process. Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (Appendix H). Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern (Appendix H) that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings and describe the specific remedial actions to be taken to correct each area of professional performance deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Professional Performance Concern form will be issued to the student for review and signature. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Professional Performance citation, and a copy shall be forwarded to the student's academic advisor.

* Note: “issuing faculty” refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives more than one Notification of Professional Performance Concern during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full Counseling Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any subsequent revision made to the Notification of Professional Performance Concern.

3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the
combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

Policies

Endorsement Policy

As noted above, the 2005 American Counseling Association Code of Ethics (Section F.5.b) states that faculty members:

. . . assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are unable to provide competent professional services. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty helps students consider other areas of study when the counseling profession is not appropriate. 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 a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting 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 “Graduate Student Academic Grievance Policy” outlined in the current Delta State University Graduate Bulletin (http://www.deltastate.edu/pages/224.asp).

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 faculty to believe that either a) the student is not progressing as he or she should, or b) the student exhibits qualities or behaviors that are inconsistent with the counseling profession’s stated goals, the faculty prepares a written report concerning the student’s weaknesses in performance. The student is given a copy of the report and asked to meet with the counseling faculty to determine the potential for the student to successfully complete the program. The student is allowed to discuss the documented weakness and/or mitigating circumstances that might have affected the performance in question. At that time, the faculty either determines a) necessary changes 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 provides the student with the necessary steps to resolve the deficiency.
The faculty again evaluates the student’s performance at the end of the following semester to determine if the student has progressed and successfully addressed the problem area. If the counseling faculty determines that the student is not capable of completing the program’s requirements, the student is notified in person and in writing of this decision. At this time, the counseling faculty explains the reasons for the decision and suggests alternative areas of study for the student. In all matters involving student discipline, program faculty seeks to assist the student to remedy deficiencies and, if warranted, allows the student to return to the program.

**Plagiarism Policy**

According to the third edition of the American Heritage® New Dictionary of Cultural Literacy (2005), “Plagiarism occurs when a writer duplicates another writer’s language or ideas and then calls the work his or her own. … To avoid the charge of plagiarism, writers take care to credit those from whom they borrow and quote.” American Heritage® also clearly states that plagiarism is “literary theft” (http://dictionary.reference.com/browse/plagiarism). The APA Publication Manual (6th ed.) warns that professionals “do not claim the words or ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another” (p. 15). Plagiarism is applicable to words, ideas, and/or writings. Using someone else’s ideas or words without giving credit to the author or source makes a student guilty of intellectual theft and is not tolerated in the counseling program. Plagiarism is also a form of academic dishonesty.

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 (2010-2011), “Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism,…” (p. 27). The Counselor Education faculty has 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 to be placed in the student’s official file in the department. Documentation of the incident will also be sent to the Vice President of Academic Affairs.
2. A second offense will result in the student’s expulsion from Delta State University’s degree program. The student 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, 2010-2011 (p. 28-29), it states:

Formal student grievances regarding the actions of an instructor shall proceed as follows:

1. The student will discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the 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 in which the appeal originated. 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 written request for a hearing with the Graduate Academic Appeals Committee. The Graduate Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the request for hearing is received, and notifies the student and faculty member. Both parties may submit their cases in person to the committee. The Academic Appeals Committee 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. All proceedings of the Graduate Academic Appeals Committee are confidential.

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. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member, and any pertinent documentation generated during the appeal
process. Within ten working days after receiving the appeal, the 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 and chair of the Graduate Academic Appeals Committee.

Grievances shall not encompass the quality of instruction, the difficulty of testing, the rigor of grading, or the appropriateness of the course requirements. The judgment of what standards are appropriate resides with the instructor, unless there is compelling evidence that those standards are arbitrary or capricious.

Academic appeals by students must be filed no later than the end of the next regular term after the course in question.

**Pre-practicum, 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.

**Pre-practicum Counseling Requirement**

Much of the experience in Pre-practicum occurs within the counseling laboratory 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 Pre-practicum. Approved counselors may be found on campus in the Counseling and Testing Center (contact Dr. Richard Houston at 846-4690) 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. This requirement is not fulfilled unless counselors are **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 Pre-practicum instructor verifying their participation in and completion of this requirement.

**Practicum and Internship Experiences**

Prior to practicum and internship placements, students are apprised of choices in placement locations. Students are required to complete the 100-hour field experience (Practicum) 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 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 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 paperwork 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 contracts 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 that students in CED 609, CED 610, and CED 619 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 Requirement**

Professional liability insurance is required for participation in pre-practicum, practicum, and internship. 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.

**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.

**Clinical Mental Health and School Counseling Comprehensive Examination**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>CACREP Competency Area</th>
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<tbody>
<tr>
<td>CED 600</td>
<td>Introduction to Counseling</td>
<td>Professional Identity</td>
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<tr>
<td>CED 601</td>
<td>Counseling Theory</td>
<td>Helping Relationships</td>
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<tr>
<td>CED 604</td>
<td>Pre-practicum</td>
<td>Helping Relationships</td>
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<tr>
<td>CED 630</td>
<td>Counseling Skills</td>
<td>Helping Relationships</td>
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<tr>
<td>CED 602</td>
<td>Assessment Techniques in Counseling</td>
<td>Assessment</td>
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<tr>
<td>CED 605</td>
<td>Group Counseling</td>
<td>Group Work</td>
</tr>
<tr>
<td>CED 606</td>
<td>Career Development and Placement</td>
<td>Career Development</td>
</tr>
<tr>
<td>CED 620</td>
<td>Human Growth and Development</td>
<td>Human Growth and Development</td>
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<tr>
<td>CED 712</td>
<td>Counseling Children and Adolescents</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>CED 616</td>
<td>Social and Cultural Foundations</td>
<td>Social and Cultural Diversity</td>
</tr>
<tr>
<td>CED 635</td>
<td>Methods of Counseling Research and Statistics</td>
<td>Research and Program Evaluation</td>
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The Counselor Education Program has adopted for 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 CED 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,
5. Complete an application for graduation and the comprehensive exam before the established semester deadline.

Students will be required to formally apply to take the CPCE and pay a fee as established by the Center for Credentialing and Education (CCE). Deadlines for applying to take the CPCE will be posted. Students are strongly encouraged to submit their applications for the CPCE before the posted due date.
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 the annual F. E. Woodall Spring Conference sponsored by the Division of Counselor Education and Psychology, providing them with an opportunity to make a professional presentation.

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, 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, call (662-846-4670) or 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 Division Chair. The Program of Study
is filed early in the program as a requirement of CED 604. Any changes in the Program of Study must be approved by the advisor and the Division Chair. 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; exceptions 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 Clinical Mental Health 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. When funding is made available, the scholarship will be awarded in the spring semester to be applied to university expenses for the following 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:

Scott Hutchens, PhD – Division Chair, Counselor Education and Psychology
Mistie Barnes, EdD – Assistant Professor of Counselor Education
George Beals, PhD – Program Coordinator and Assistant Professor of Counselor Education
Jemecia Calvin, M.S. – Counseling Lab Director
John Hawkins, EdS – Instructor of Counselor Education
For Further Information

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

Division Chair of Counselor Education and Psychology
P. O. Box 3142
Delta State University
Cleveland, MS 38733
Telephone: (662) 846-4355
shutchens@deltastate.edu
Theoretical Orientation Paper

Introduction

The theoretical orientation paper is designed as a process paper where you will articulate your personal counseling theory and personal counseling style. The paper will originate in CED 601: Counseling Theory and progress through CED 604 Pre-practicum, CED 609 Counseling Practicum, and be completed in CED 610/619 Clinical Mental Health/School Internship. At each of these stages your paper will require different components that will build on your previous work. An explanation of each of the required components of your paper is included.

Technical Aspects

These will apply at all levels of your theoretical orientation paper. Please note that to effectively prepare for this assignment you will need to read ahead in the counseling theory 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 techniques and interventions congruent with your personal theory 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 (see Appendix E), text pages (content), and reference page(s). Minimum and maximum numbers of text pages DO NOT include title and reference pages.
- Use appropriate 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 (6th 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. 15-16) and the graduate bulletin on cheating and plagiarism. All university policies will be strictly followed.
- The “modified title page” 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.)
- Additional references are expected for each version of the theory paper. Continued reading outside of textbook material is expected; therefore, please note specific requirements.
  - No more than one source from the Internet, excluding professional peer-reviewed journals
  - Utilization of material in course texts is expected
  - 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
- Adherence to the established format
- Depth of thought about the theory as demonstrated by a logical and persuasive case
- 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 their course instructors throughout the entire process of this project.**

Grading for the paper will be Pass/No Pass rating system:

**PASS** = Acceptable paper with minor technical problems to be corrected for future submissions.

**NO PASS** = Major technical problems which must be corrected before the close of the current semester.

If paper receives a rating of NO PASS, it must be corrected as instructed and re-submitted during the current semester to successfully pass this assignment.

Phases of the Theoretical Orientation Paper

**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.

Required 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:

  **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, 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.
**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. 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: Pre-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:

**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. These examples may also include experience you have while counseling clients in Pre-practicum. This section should also include a discussion about how your personal experience as a client (required minimum of 6 sessions) has shaped your perspective of how clients are best helped.

Required 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: Counseling Practicum). 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 gain an understanding of the student’s developing theoretical orientation as well as allow for further refining.

**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. Students should describe where their internship took place and what their role was within this setting. Students should reflect on the experience of
transitioning into a professional environment. Emphasis should be placed on describing the type of population served and how the counselor’s theoretical orientation may have changed or been strengthened based on this experience. Students should explain how their theoretical position actually translated into practice. This would include explaining if the theory and the population were a good fit and how this was managed (For example, if a student takes an existential position with regard to theoretical orientation but conducts his/her general internship at an inpatient psychiatric facility, they may find that it is not practical to employ an existential approach with psychotic individuals. Thus, how does this affect your theoretical position? Does it require you to utilize techniques from other theories? If so, which do you choose?)

**Required 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.

*Integrating theory.* At the Instructor’s required date, the student shall provide a final version of the theory paper. In this section students will discuss further application of their theoretical approach to counseling as developed during their final field placement. Students will discuss areas of theoretical and practical evolution as well as the technical competence they see in their continued professional development. This section is designed to allow the student to modify their ongoing approach to counseling as they continue to apply theory to specific client populations. Following this section, the student should provide a summary conclusion that wraps up the theory paper project.

**Required Format for Phase 4:**
- Minimum addition of 3 references for a total minimum number of 14 references.
- Minimum of 9 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.
- Following the Integrating Theory section, the final version of the paper should end with a concluding section.
- This final version 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

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Approximate Text Length</th>
<th>References</th>
<th>Sections Required</th>
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</thead>
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<tr>
<td>CED 601</td>
<td>5 pages</td>
<td>5 minimum + textbook(s)</td>
<td>I</td>
</tr>
<tr>
<td>CED 604</td>
<td>7-9 pages</td>
<td>8 minimum + textbook(s)</td>
<td>I, II</td>
</tr>
<tr>
<td>CED 609</td>
<td>8-10 pages</td>
<td>11 minimum + textbook(s)</td>
<td>I, II, III</td>
</tr>
<tr>
<td>CED 610 / 619</td>
<td>9-11 pages</td>
<td>14 minimum + textbook(s)</td>
<td>I, II, III, IV</td>
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Theoretical Orientation Paper Rubric (1/08)

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<th>Phase 1: Content and vocabulary mastery (CED 601: Counseling Theory)</th>
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<th>Rating and comments</th>
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<tbody>
<tr>
<td>Paper contains required sections <strong>My Personal Approach to Counseling</strong> and <strong>How Client Problems Originate</strong>: Concepts from a single or multiple theories are adequately described and linked with personal theory; how client problems originate is clearly and fully described and is consistent with theory.</td>
<td></td>
<td></td>
<td>Required sections <strong>My Personal Approach to Counseling</strong> and <strong>How Client Problems Originate</strong> are not labeled; Concepts from a single or multiple theories are absent or poorly described and linked with personal theory; how client problems originate is absent or poorly described and/or not consistent with theory.</td>
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<th>Phase 2: Initial application of theory (CED 604: Pre-practicum)</th>
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<th>9 -- 1</th>
<th>0</th>
<th>Rating and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper contains required section <strong>How Clients Are Best Helped</strong>: the process of how clients are best helped is fully described and consistent with personal theory; specific techniques and interventions are well described and incorporated into discussion; examples (including experiences counseling clients in Practicum) are appropriately used to support rationale. Includes a discussion of how the experience as a client has shaped perspective.</td>
<td></td>
<td></td>
<td>Required section <strong>How Clients Are Best Helped</strong> is not labeled; the process of how clients are best helped is absent or poorly described and/or inconsistent with personal theory; specific techniques and interventions are absent or poorly described and incorporated into discussion; examples (including experiences counseling clients in Practicum) and discussion of how the experience as a client has shaped perspective are sparse or absent.</td>
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<th>Phase 3: Expanded application of theory (CED 609: Practicum)</th>
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<th>9 -- 1</th>
<th>0</th>
<th>Rating and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper contains required section <strong>Field Experience Insights</strong>: experience of transitioning into a professional environment is fully described including work with client population; how theoretical orientation may have changed or been strengthened based on experience is articulated; specific discussion of how theoretical position translates into practice is articulated including limitations to theory and intervention</td>
<td></td>
<td></td>
<td>Required section <strong>Field Experience Insights</strong> is not labeled; experience of transitioning into a professional environment is absent or poorly described including work with client population; how theoretical orientation may have changed or been strengthened based on experience is absent or poorly articulated; specific discussion of how theoretical position translates into practice is absent or poorly articulated including limitations to theory and intervention</td>
<td></td>
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<tr>
<th>Phase 4: Integrating Theory (CED 610 / 619: Clinical Mental Health / School Internship)</th>
<th>10</th>
<th>9 -- 1</th>
<th>0</th>
<th>Rating and comments</th>
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</thead>
<tbody>
<tr>
<td>Paper contains required section <strong>Integrating Theory</strong>: further application of theoretical approach during final internship is discussed including theoretical and practical evolution as well as the technical competence; the final product provides a conclusion summarizing entire theory paper.</td>
<td></td>
<td></td>
<td>Required section <strong>Integrating Theory</strong> is not labeled; further application of theoretical approach during final internship is absent or poorly discussed including theoretical and practical evolution as well as the technical competence; a conclusion is absent or poorly written and/or incomplete.</td>
<td></td>
</tr>
</tbody>
</table>
**Theoretical Orientation Paper Rubric (1/08) -- continued**

| APA style and Required Format | Paper indicates student followed established format for each phase of the project (text pages without cover page, & references; use of headings and completeness of required format). APA style (5th ed.) is utilized with fewer than a few mistakes throughout the paper (spacing, quotations, citations, headings, font size, references, etc.). Assignment is turned in on time and looks professional (well crafted, strong finished product) | Paper indicates the established format was not followed. Page limit exceeds requirements or is minimal to cover topic; (without cover page, & references); poor use of headings and incompleteness of required format); APA style (5th ed.) is poorly utilized with multiple mistakes throughout the paper (spacing, quotations, citations, headings, font size, references, etc.). Assignment is turned in late or/and looks poorly constructed and unprofessional |
| Writing Mechanics | Writing style is strong and well understood; style contains logical flow and appropriate examples to illustrate concepts; discussion is objective and succinct but comprehensive; appropriate and proper use of language conveys understanding of mastery of the written word; proper grammar, punctuation, tense, point of view are intact and consistent | Writing style is consistently weak; style contains breaks in logical flow and examples to illustrate concepts are minimal or absent; discussion is rambling, incoherent, and unfocused; use of language conveys poor understanding and poor use of the written word; grammar, punctuation, tense, point of view are poorly used |

| Student: ___________________________ | Course: ___________ | Semester: _________ |
| Faculty: ___________________________ | Date of Review: _______________ |
| Grade: __________ Pass | __________ No Pass |

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Professional Counseling Portfolio

Introduction

The professional counseling portfolio is a compilation of material that reflects upon the professional and academic development of a counselor-in-training.

- Portfolios are a process; a product in transition. Although the final product is crucial, so is the process of creating the portfolio and the reflection required.
- Development of the professional counseling portfolio begins upon entrance to the graduate counseling program and is completed during the counseling program internship during the counselor-in-training’s last semester.
- The counselor-in-training receives an explanation of the portfolio process during orientation at the beginning of the counselor-in-training’s first semester.

Purpose

The purpose of the professional counseling portfolio is to compile reflective documentation of learning, skill building experiences, and evidence of developing mastery of the skills necessary to begin a career as a school counselor or a clinical mental health counselor. Each counselor-in-training is expected to create a unique product demonstrating her/his strengths, academic success, and professional growth and development. The uses of the professional counseling portfolio are:

- To allow a counselor-in-training to demonstrate the experiences and work products that exemplify mastery over those student outcomes required in the Delta State University (DSU) Counselor Education Student Program Objectives and the standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP);
- To allow each counselor-in-training to showcase examples and work product for potential employers and graduate schools;
- To provide a basis for regular dialogue between the counselor education faculty and each counselor-in-training for the purpose of reflection, collaboration, and, when necessary, remediation. This regular collaboration is intended to habituate the counselor-in-training to the self-reflective and evaluative processes expected by the counseling profession; and,
- To allow the counseling faculty, the Delta State University administration, as well as all accrediting bodies to gather information relative to the function and the effectiveness of the DSU Counselor Education program.

Evaluation

- Assessments I and II
  - Each counselor-in-training’s developing portfolio will be assessed at the end of 18 and 36 hours in the program.
  - Each counselor-in-training will be responsible for making an appointment with her or his advisor to begin the review process at the beginning of the semester in which the 18 or 36 hours will be completed.
  - Evaluation will be completed by the advisor and another faculty member.
During the meeting with the advisor, the counselor-in-training will be notified by the advisor if the portfolio is sufficiently meeting the program goals. If the developing portfolio requires modification, these modifications must be made within a one-month timeframe, with a specific date set by the advisor. Counselors-in-training who do not make the required modifications may not be allowed to register in the subsequent semester.

• Assessment III
  o The completed professional counseling portfolio will be assessed at the beginning of the counselor-in-training’s last internship experience. This will be in the final semester of the program during which the counselor-in-training is scheduled to complete her/his 60 hours, prior to approval for graduation by the Counselor Education faculty.
  o Each counselor-in-training will be responsible for making an appointment with her or his counseling track coordinator to begin the process of review at the beginning of the counselor-in-training’s last internship experience during the final semester in the program.
  o Evaluation will be completed by the track coordinator and a second track-specific faculty member.
  o Upon completion of the evaluation, the counselor-in-training will be notified if the portfolio passes, fails, or passes pending revision. If the counseling portfolio requires revision, revisions must be made within a one-month timeframe, with a specific date set by the track coordinator. Counselors-in-training who do not make the required modifications by the assigned date will not be approved for graduation.

Format and Instructions

• Each counselor-in-training will maintain an ongoing counseling portfolio in digital format.
• Each counselor-in-training will update the professional counseling portfolio a minimum of one time per semester, submitting copies of items from each course.
• For each section, the counselor-in-training will submit each portfolio artifact to the professional counseling portfolio (each artifact is required unless otherwise noted).
• For Sections I, II, III, and VII, counselors-in-training will submit all required artifacts. It is recommended that counselors-in-training also submit artifacts to demonstrate their professional growth and professional identity as a school counselor or clinical mental health counselor.
• For Sections IV, V, and VI, counselors-in-training are required to submit artifacts that are reflective of their knowledge acquisition of each CACREP standard; OR counselors-in-training have the option of producing a 2-4 page reflection paper (this does not include the title page or reference page). Within this reflection paper, the counselor-in-training must include a component that (a) states the specific standard addressed and (b) their knowledge regarding this standard. The reflection must thoroughly express the counselor-in-training’s practical knowledge addressed in the course in order to pass assessment.
• Tips:
  *Retain the syllabus from each course. Each course will list the standards being
addressed, and oftentimes, the assignments that meet each standard.
*Retain every assignment you submit in each course.

**Required Components**

**Section I**

**Goal.** The counselor-in-training will demonstrate awareness of and desire to pursue a career and identity as a counselor within the School Counseling or Clinical Mental Health Counseling track.

**Portfolio Artifact(s).**

a. Cover letter to the Professional Counseling Portfolio
b. All undergraduate and Master’s transcripts prior to entry to the Counselor Education program at Delta State University
c. Passing CAAP Test Scores (or equivalent)
d. Personal Statement of Strengths and Professional Goals (Completed during CED 600: Introduction to Counseling)
e. Professional and Educational Resume (Completed during CED 600: Introduction to Counseling)
f. Personal Worldview (Completed during CED 601: Counseling Theories)
g. Additional artifacts as relevant

**Section II**

**Goal.** Counselor-in-training will demonstrate professional growth as a counselor within the field of School Counseling or Clinical Mental Health Counseling.

**Portfolio Artifact(s).**

a. Completed Program of Study (Completion of Program)
b. Summary of Client Evaluations from CED 604 (Pre-Practicum)
c. Evaluations from CED 609 (Practicum)
   1. Intern Self-Assessment Evaluation
   2. Intern Evaluation of Internship Site and Site Supervisor
   3. Supervisor Evaluation of the Counseling Intern
d. Evaluations from CED 610 OR CED 619 (Internship)
   1. Intern Self-Assessment Evaluation
   2. Intern Evaluation of Internship Site and Site Supervisor
   3. Supervisor Evaluation of the Counseling Intern
e. Practicum: Weekly Activities Log and Record of Clinical Hours
f. Internship: Weekly Activities Log and Record of Clinical Hours
g. Additional artifacts as relevant
Section III

Goal. Counselor-in-training will demonstrate professional identity as a counselor within the field of School Counseling or Clinical Mental Health Counseling.

Portfolio Artifact(s).
- Proof of Presentation at one or more professional conferences, workshops, meetings, and/or trainings
- Verification of professional advocacy efforts, such as ‘Day at the Capitol,’ letter to a Legislator, or other.
- Documentation of Professional Liability Insurance
- Verified attendance at professional conferences, workshops, meetings, and/or trainings
- Additional artifacts demonstrating professional identity (As applicable)
  - Professional Counseling Association Membership(s)
  - Documentation of Demonstration of Professional Activities
  - Volunteer Activities
  - Recognitions, awards, honors
  - Additional artifacts as relevant

Section IV: Core CACREP Courses

Goal. Counselors-in-training will provide evidence of knowledge acquisition of Core CACREP standards by course.

- CED 600: Introduction to Counseling
- CED 601: Counseling Theory
- CED 602: Assessment Techniques in Counseling
- CED 604: Pre-Practicum
- CED 605: Group Counseling
- CED 606: Career Development and Placement
- CED 609: Counseling Practicum
- CED 616: Social and Cultural Counseling
- CED 620: Human Growth and Development
- CED 630: Counseling Skills
- CED 635: Methods of Counseling Research and Statistics
- CED 711: Crisis Intervention Techniques
- CED 712: Counseling Children and Adolescents

Section V: Track-Specific Courses

Goal. Counselor-in-training will provide evidence of knowledge acquisition of Track-Specific CACREP standards by course.
Clinical Mental Health Counseling Track

- CED 610: Clinical Mental Health Internship
- CED 627: Foundations of Clinical Mental Health Counseling
- CED 703: Psychodiagnosics in Counseling
- CED 715: Marriage and Family Counseling

School Counseling Track

- CED 617: Foundations of School Counseling
- CED 619: School Counseling Internship
- CED 707: Consultation and Counseling of Diverse Populations

Section VI: Elective Courses

Goal. Counselor-in-training will provide evidence of knowledge acquisition of CACREP standards by course.

- CED 622 Play Therapy
- CED 703 Psychodiagnosics in Counseling*
- CED 705 Advanced Group
- CED 707 Consultation and Counseling of Diverse Populations*
- CED 713 Sexuality Issues in Counseling
- CED 714 Substance Abuse
- CED 715 Marriage and Family Counseling*
- CED 718 Counseling and Spirituality
- CED 770 Special Topics in Counseling
- EPY 601 Psychology of Learning

*Course is required in one track, while listed as an elective in the sister track.

Section VII

Goal. Counselor-in-training will demonstrate plans for continued growth and development as a counselor within the field of School Counseling or Clinical Mental Health Counseling.

Portfolio Artifact(s).

a. Plan of Action (Completed during CED 610 or CED 619: Internship)
   1. Outline of steps to obtain licensure/certification
   2. 2-year-plan for professional development and continuing education
   3. Copy of Licensure/Certification Application
   4. Reflection paper discussing implications of licensure (2-3 pages, double-spaced)
b. Letter of acknowledgement of successful completion of the CPCE

c. Acknowledgement of successful completion of the National Counselor Exam (NCE) or the Praxis II (As applicable)

d. Letter of hire to a new position as a counselor within the field of School Counseling or Clinical Mental Health Counseling (As applicable)

e. Up-to-date Resume/Vitae (Completed during CED 610 or CED 619: Internship)

f. Comprehensive Informed Consent

g. Additional artifacts as relevant
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
Delta State University Counselor Education Course Offerings Sequence*
(revision 03/11 – pending approval of Academic Council & MDE)

<table>
<thead>
<tr>
<th>Graduate Course Offerings (Master’s)</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>CED 600: Introduction to Counseling **, C, S</td>
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<td>CED 601: Counseling Theory **, C, S</td>
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<td>CED 609: Practicum C, S</td>
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<td>*</td>
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<tr>
<td>CED 610: Clinical Mental Health Counseling Internship C</td>
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<td>CED 616: Social and Cultural Foundations C, S</td>
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<td>CED 619: School Counseling Internship S</td>
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<td>CED 620: Human Growth and Development C, S</td>
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<td>CED 627: Foundations of Clinical Mental Health Counseling C</td>
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<td>CED 718: Counseling and Spirituality</td>
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<td>CSP 616: Behavioral and Instructional Management S</td>
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Graduate Course Offerings (Doctoral)

| CED 801: Advanced Counseling Theory Odd Years             |        |        |        |
| CED 807: Advanced Special Topics in Counseling            |        |        |        |
| CED 809: Doctoral Practicum                               | TBD   |        |        |
| CED 810: Doctoral Internship TDB                          | TBD   |        |        |
| CED 890: Theories of Counseling Supervision Even (Spring) |        |        |        |
| ELR 702: Educational Research Design                      | *     | *      |        |
| ELR 804: Advanced Statistics for Educational Research     | *     |        |        |
| ELR 805: Educational Research Writing                     | *     |        |        |
| ELR 888: Dissertation Seminar                             | *     |        |        |
| CUR 812: Comprehensive Assessment and Data Analysis       |        |        | *      |
| CUR 819: Curriculum Construction and Coordination          |        |        | *      |
| AED 830: Leadership Theory and Application                |        |        | *      |
| CUR 834: Doctoral Seminar                                 | *     |        |        |
| ELR 890: Dissertation                                     | *     | *      | *      |

*Course offerings in this table are dependent on faculty availability, student enrollment and other factors.

** The introductory and selected other courses may be “doubled up”, with the early course from 3:45–6:30 and the later course from 6:45–9:30. This helps control costs of commuting and preserves another weekday evening. Students are encouraged to consult with their advisors regarding special scheduling.

S Indicates a required course on the school track
C Indicates a required course on the clinical track
APPENDIX B
Programs of Study
### DELTA STATE UNIVERSITY
Program of Study: Masters Degree (M.Ed.) in Counselor Education
Major: Clinical Mental Health Counseling
(rev. April 2011)

Name: ___________________________________________  900 # ____________________________
Address: ____________________________________________________________________________________

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<th>Semester completed</th>
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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  
Major: School Counseling  
(rev. February 2012)

Name: ___________________________________________  
Address: ____________________________________________________________________________________

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**Total Hours** 51

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**Total Hours** 9

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**Total Hours** 9

Total Hours in Program: ____________ (60 minimum)

Approved: Student _________________________________ Advisor ________________________________

Division Chair ________________________________ Date: ________________________________

(3 copies: Student, Advisor, File)
APPENDIX C
Recommended Sequence of Courses
Recommended Sequence of Courses

While the following course sequences are currently recommended by the department, always check with an advisor before enrollment. Sequencing is subject to change based upon faculty availability, student enrollment, and other considerations. Elements highlighted in light green indicate the school track; dark green indicate the clinical track; and white both tracks.

9-9-12 FALL ENTRANCE

FALL (9 HOURS)
CED 600: INTRO
CED 601: THEORY
CED 630: SKILLS

SPRING (9 HOURS)
CED 604: PRE-PRAC
CED 605: GROUP
CED 635: RESEARCH

SUMMER (12 HOURS)
CED 606: CAREER
CED 609: PRACTICUM
CED 616: SOCIAL/CULTURAL
CED 617: FOUND SCH
CED 627: FOUND CMH
CED 715: FAMILY
CED 717: FOUND SCH
CED 627: FOUND CMH
FALL (9 HOURS)
CED 602: ASSESSMENT
CED 609: PRACTICUM
CED 610: CMH INTERNSHIP
CED 619: SCH INTERNSHIP
CED 620: HUMAN GROWTH
CED 703: PSYCHODIAG
CED XXX: LRN/COG BEH
SUMMER (12 HOURS)
CED 610: CHM INTERN
CED 711: CRISIS
ELECTIVE
ELECTIVE
SUMMER (9 HOURS)
CED 609: PRACTICUM
CED 707: CONSULTATION
CED 710: CMH INTERN
CED 719: SCH INTERN
CED 715: FAMILY
CED 703: PSYCHODIAG
CED XXX: LRN/COG BEH
SPRING (3 HOURS)
CED 711: CRISIS
ELECTIVE
ELECTIVE

6-6-9 FALL ENTRANCE

FALL (6 HOURS)
CED 600: INTRO
CED 601: THEORY
CED 630: SKILLS

SPRING (6 HOURS)
CED 635: RESEARCH
CED 630: SKILLS
SUMMER (9 HOURS)
CED 606: CAREER
CED 609: PRACTICUM
CED 712: CHILD & ADOL
FALL (6 HOURS)
CED 604: PRE-PRAC
CED 605: GROUP
CED 712: CHILD & ADOL
CED 717: FOUND SCH
CED 627: FOUND CMH
FALL (6 HOURS)
CED 609: PRACTICUM
CED 707: CONSULTATION
CED 710: CMH INTERN
CED 719: SCH INTERN
CED 715: FAMILY
CED 703: PSYCHODIAG
CED XXX: LRN/COG BEH
SPRING (3 HOURS)
CED 711: CRISIS
ELECTIVE
ELECTIVE

9-9-12 SPRING ENTRANCE

SPRING (9 HOURS)
CED 600: INTRO
CED 601: THEORY
CED 630: SKILLS
SUMMER (12 HOURS)
CED 606: CAREER
CED 616: SOCIAL/CULTURAL
CED 627: FOUND CMH
ELECTIVE
FALL (9 HOURS)
CED 604: PRE-PRAC
CED 605: GROUP
CED 712: CHILD & ADOL
CED 707: CONSULTATION
CED 711: CRISIS
CED 715: FAMILY
ELECTIVE
FALL (9 HOURS)
CED 609: PRACTICUM
CED 707: CONSULTATION
CED 710: CMH INTERN
CED 719: SCH INTERN
CED 715: FAMILY
CED 703: PSYCHODIAG
CED XXX: LRN/COG BEH
SPRING (3 HOURS)
CED 711: CRISIS
ELECTIVE
ELECTIVE

Note: These are three common tracks that students choose to take. Other options may be available. Please consult with your advisor prior to course selection.
APPENDIX D
Comprehensive Exam Policy
Master’s Comprehensive Examination in the Counselor Education Program Policy
(Revised April, 2011)

The Counselor Education Program has adopted and uses 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). The CPCE is a National Counselor Exam (NCE) -like test which will assess students’ proficiency in content and prepare students for the NCE.

1. Each student will take a 160-item, multiple choice examination over the eight CACREP core areas:

   - Professional Orientation and Ethical Practice
   - Social and Cultural Diversity
   - Human Growth and Development
   - Career Development
   - Helping Relationships
   - Group Work
   - Assessment
   - Research and Program Evaluation

   The date due for completed CPCE applications and comprehensive exam dates will be posted at the start of the semester in which the CPCE will be offered. Students are eligible to take the CPCE who are in their last two semesters of coursework and with their academic advisor’s permission. There will be a fee for the exam which will go to CCE.

2. Completed CPCE exams will be sent off to the CCE where they will be scored, processed, and sent back for faculty review.

3. Students will successfully complete the comprehensive examination requirement for graduation with a score that meets the cut score set by the faculty. A notice of “pass” or “fail” will be sent to each student.

4. If students do not have a passing score, they may retake the examination. Students must sign up for the retake.

5. If a student does not pass the third attempt at the examination, a formal remediation plan will be developed and approved by the faculty which will lead to either a method of examination suggested by the faculty or a retaking of coursework by the student in deficient area(s) or both.

NOTE: The Counselor Education program follows the guidelines of the Americans with Disabilities Act (1990, as amended).
APPENDIX E
Sample Title Page
Running head: (Put abbreviated title in ALL CAPS here!)  

Full Title of Assignment Here (Upper & Lower Case)  

Student Name (First Name, Middle Initial, Last Name)  

University Name  

Course and Course Number (e.g., CED 601: Counseling Theory)  

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
(Revised Spring 2011)

The Counselor Education Faculty is committed to providing opportunities for students to progress in their development as counselors. This process is designed to promote the student’s well-being, continued growth, and professional development. Professional performance evaluations are based on satisfactory performance in counseling skills, professional responsibility and behavior, 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 2005 Ethical Code of the American Counseling Association (Section F.5.b) states that faculty members:

. . . assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees [students] are unable to provide competent professional services. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions.

Retention / Dismissal Related to Performance

Academic dismissal will result from failure to maintain the university’s required grade-point average for graduate program work. The student should consult the Graduate Bulletin regarding academic probation and suspension from the degree program. The student is responsible for knowing and adhering to all graduate program polices contained in the current version of the Graduate Bulletin. All students are “conditionally admitted” to the counseling program until successful completion of CED 600, 601, and 630 as demonstrated by a grade of B or higher. Students will be allowed to repeat these courses and CED 604: Pre-Practicum once. Successful completion of the CAAP test (or approved equivalent) is required to progress to later courses within the clinical sequence. If still unsuccessful, the student will be advised out of the program.

At any point during the course sequence (including coursework, pre-practicum, practicum, and internships) if, in the professional judgment of the program faculty, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming, or if the student earns three grades of “C” or one grade of “D” or “F” in program coursework or drops below the minimum GPA of 3.0 (see Graduate Bulletin) the following actions may be taken:

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

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 Signature Date

Printed name: ___________________________________________
Appendix H
Professional Performance Evaluation
Criteria for Professional Performance Evaluation

1. **Openness to new ideas** (rated from Closed [0] to Open [4])

   - 0  - 1  - 2  - 3  - 4
   - Was dogmatic about own perspective and ideas.
   - Ignored or was defensive about constructive feedback.
   - Showed little or no evidence of incorporating constructive feedback received to change own behavior.
   - Was amenable to discussion of perspectives other than own.
   - Accepts constructive feedback without defensiveness.
   - Some evidence of effort to incorporate relevant feedback received to change own behavior.
   - Solicited others’ opinions and perspectives about own work.
   - Invited constructive feedback, and demonstrated interest in others’ perspectives.
   - Showed strong evidence of incorporation of feedback received to change own behavior.

2. **Flexibility** (rated from Inflexible [0] to Flexible [4])

   - 0  - 1  - 2  - 3  - 4
   - Showed little or no effort to recognize changing demands in the professional & interpersonal environment.
   - Showed little or no effort to flex own response to changing environmental demands.
   - Refused to flex own response to changing environmental demands despite knowledge of the need for change.
   - Was intolerant of unforeseeable or necessary changes in established schedule or protocol.
   - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.
   - Effort to flex own response to new environmental demands was evident but sometimes inaccurate.
   - Flexed own response to changing environmental demands when directed to do so.
   - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.
   - Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
   - Showed accurate effort to flex own response to changing environmental demands as needed.
   - Independently monitored the environment for changing demands and flexed own response accordingly.
   - Attempts to understand needs for change in established schedule or protocol to avoid resentment.
   - Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. **Cooperativeness with others** (rated from Uncooperative [0] to Cooperative [4])

   - 0  - 1  - 2  - 3  - 4
   - Showed little or no engagement in collaborative activities.
   - Undermined goal achievement in collaborative activities.
   - Was unwilling to compromise in collaborative activities.
   - Engaged in collaborative activities but with minimum allowable input.
   - Accepted but rarely initiated compromise in collaborative activities.
   - Was concerned mainly with own part in collaborative activities.
   - Worked actively toward reaching consensus in collaborative activities.
   - Was willing to initiate compromise in order to reach group consensus.
   - Showed concern for group as well as individual goals in collaborative activities.
4. **Willingness to accept and use feedback** (rated from Unwilling [0] to Willing [4])

- Discouraged feedback from others through defensiveness and anger.
- Showed little or no evidence of incorporation of feedback of supervisory feedback received.
- Took feedback contrary to own position as a personal affront.
- Demonstrated greater willingness to give feedback than receive it.
- Was generally receptive to supervisory feedback.
- Showed some evidence of incorporating supervisory feedback into own views and behaviors.
- Showed some defensiveness to critique through “over-explanation of own actions--but without anger.
- Demonstrated greater willingness to receive feedback than to give it.

5. **Awareness of own impact on others** (rated from Unaware [0] to Aware [4])

- Words and actions reflected little or no concern for how others were impacted by them.
- Ignored supervisory feedback about how words and actions were negatively impacting others.
- Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.
- Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.
- Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.
- Initiates feedback from others regarding impact of own words and behaviors
- Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. **Ability to deal with conflict** (rated from Unable [0] to Able [4])

- Was unable or unwilling to consider others' points of view.
- Showed no willingness to examine own role in a conflict.
- Ignored supervisory advisement if not in agreement with own position.
- Showed no effort at problem solving.
- Displayed hostility when conflicts were addressed.
- Attempted but sometimes had difficulty grasping conflicting points of view.
- Would examine own role in a conflict when directed to do so.
- Was responsive to supervision in a conflict if it was offered.
- Participated in problem solving when directed.
- Always willing and able to consider others' points of view.
- Almost always willing to examine own role in a conflict.
- Was consistently open to supervisory critique about own role in a conflict.
- Initiated problem solving efforts in conflicts.
- Actively participated in problem solving efforts.
7. **Ability to accept personal responsibility** (rated from Unable [0] to Able [4])

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Refused to admit mistakes or examine own contribution to problems.</td>
</tr>
<tr>
<td>1</td>
<td>Was willing to examine own role in problems when informed of the need to do so.</td>
</tr>
<tr>
<td>2</td>
<td>Monitored own level of responsibility in professional performance.</td>
</tr>
<tr>
<td>3</td>
<td>Was accurate and honest in describing own and others roles in problems.</td>
</tr>
<tr>
<td>4</td>
<td>Invited constructive critique from others and applied it toward professional growth.</td>
</tr>
<tr>
<td></td>
<td>Consistently blamed others for problems without self-examination.</td>
</tr>
<tr>
<td></td>
<td>Might blame initially, but was open to self-examination about own role in problems.</td>
</tr>
<tr>
<td></td>
<td>Accepted own mistakes and responded to them as opportunity for self-improvement.</td>
</tr>
<tr>
<td></td>
<td>Avoided blame in favor of self-examination.</td>
</tr>
</tbody>
</table>

8. **Ability to express feelings effectively and appropriately** (rated from Unable [0] to Able [4])

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Showed no evidence of willingness and ability to articulate own feelings.</td>
</tr>
<tr>
<td>1</td>
<td>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</td>
</tr>
<tr>
<td>2</td>
<td>Was consistently willing and able to articulate the full range of own feelings.</td>
</tr>
<tr>
<td>3</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings--sometimes inaccurate.</td>
</tr>
<tr>
<td>4</td>
<td>Expressions of own feelings were consistently appropriate to the setting.</td>
</tr>
</tbody>
</table>

9. **Attention to ethical and legal considerations** (rated from Inattentive [0] to Attentive [4])

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Engaged in dual relationships with clients.</td>
</tr>
<tr>
<td>1</td>
<td>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</td>
</tr>
<tr>
<td>2</td>
<td>Maintained clear personal-professional boundaries with clients.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrated consistent sensitivity to diversity.</td>
</tr>
<tr>
<td>4</td>
<td>Satisfactorily ensured client safety and well-being;</td>
</tr>
<tr>
<td></td>
<td>Appropriately safeguarded the confidentiality of clients.</td>
</tr>
</tbody>
</table>
10. **Initiative and motivation** (rated from Poor Initiative and Motivation [0] to Good Initiative and Motivation [4])

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>- Often missed deadlines and classes.</td>
</tr>
<tr>
<td></td>
<td>- Rarely participated in class activities.</td>
</tr>
<tr>
<td></td>
<td>- Often failed to meet minimal expectations in assignments.</td>
</tr>
<tr>
<td></td>
<td>- Displayed little or no initiative and creativity in assignments.</td>
</tr>
<tr>
<td>1</td>
<td>- Missed the maximum allowable classes and deadlines.</td>
</tr>
<tr>
<td></td>
<td>- Usually participated in class activities.</td>
</tr>
<tr>
<td></td>
<td>- Met only the minimal expectations in assigned work</td>
</tr>
<tr>
<td></td>
<td>- Showed some initiative and creativity in assignments.</td>
</tr>
<tr>
<td>2</td>
<td>- Met all attendance requirements and deadlines.</td>
</tr>
<tr>
<td></td>
<td>- Regularly participated in class activities.</td>
</tr>
<tr>
<td></td>
<td>- Met or exceeded expectations in assigned work.</td>
</tr>
<tr>
<td></td>
<td>- Consistently displayed initiative and creativity in assigned work.</td>
</tr>
<tr>
<td>3</td>
<td>- Consistently displayed initiative and creativity in assigned work.</td>
</tr>
<tr>
<td>4</td>
<td>- Consistently displayed initiative and creativity in assigned work.</td>
</tr>
</tbody>
</table>
Appendix I
Professional Performance Statement
Professional Performance Statement for Delta State University’s
Master’s Program in Counselor Education: Division of Counselor Education and
Psychology
(Revised Spring 2011)

The Counselor Education Program at Delta State University is designed to incorporate
the attributes and skills necessary for 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, and problem solving.
The student must also demonstrate qualities such as empathy, genuineness and a commitment to
professional development. Throughout the program the student will be evaluated on the
following Professional Performance Standards:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

By signing this form I am hereby stating that I understand that progress through the counseling
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.

_______________________________________________  _______________________________________
Faculty Signature                                   Date                                    Student Signature
_______________________________________________  _______________________________________
Printed name: _____________________________________