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INTRODUCTION

This student handbook has been prepared to serve as a guide throughout the training process for students enrolled in the master’s degree program in Clinical Professional Counseling at Central Connecticut State University's Department of Counselor Education & Family Therapy. This manual contains vital information for students and faculty in the Clinical Professional Counseling (CPC) Program regarding procedures, policies, requirements, and program content. This manual is not a contract but provides detailed information about each stage of the process toward completing the master’s degree. Additionally, this handbook informs students about the unique characteristics of the program and the practice of professional counseling. The program reserves the right to revise statements, policies, curriculum, and schedules as necessary. Additional information affecting students is contained in other University publications, such as the Graduate Catalogue.

IT IS EACH STUDENT’S RESPONSIBILITY TO BECOME FAMILIAR WITH ALL PERTINENT UNIVERSITY POLICIES AND PROCEDURES.

ADVISEMENT

Each student is assigned an academic advisor. The faculty advisor will serve as a guide while the student is an admitted student within the Clinical Professional Counseling program. It is recommended that students contact their advisor periodically to develop and reassess their academic plan of study/course schedule as well as discuss the courses required in order to obtain the Master of Science Degree in Counselor Education with a specialization in Clinical Professional Counseling (which will be addressed later in this handbook). Additionally, your academic advisor is available to discuss your progress and review professional development requirements. Please note, it is each graduate student’s responsibility to schedule an appointment with their advisor. Students may meet with advisors during regularly scheduled office hours or by appointment.

Matters pertaining to individual courses must be pursued with the instructor of the course. Matters pertaining to registration, tuition, and university procedures must be pursued in accordance with CCSU policies and procedures.
COMMUNICATION

All students are **required to have a CCSU student account** via the web page: [https://www.ccsu.edu/pipeline/](https://www.ccsu.edu/pipeline/) (it can also be accessed via CCSU’s home page at [https://www2.ccsu.edu/](https://www2.ccsu.edu/)). Your student account will give you access to valuable resources, including the ability to search for available courses, register online, and view your grades.

Your **CCSU e-mail** address is used by the Department for communication distribution so that you may receive regular announcements and information bulletins including information about internship and job opportunities (**NOTE:** the Department does **not** communicate to students via personal email accounts).

TECHNOLOGY

All students admitted to the master’s degree program are required to have their own personal computer, printer, and Internet service provider before they begin classes. With regard to computer literacy, students must be comfortable using major programs, such as Microsoft Word, PowerPoint, and Excel. Additionally, students should be proficient using e-mail (including attachments), Internet search engines, and saving documents on portable storage devices (such as “flash” or “thumb” drives). Some courses require that you have access to recording equipment such as a digital recorder for audio or video. If you can borrow from someone, there is no need to invest in equipment. The University has excellent technology user support, which can be accessed through [https://www2.ccsu.edu/itservicecatalog/](https://www2.ccsu.edu/itservicecatalog/).

PROGRAM FORMS

All **forms** related to the Clinical Professional Counseling program are located on our program webpage.

[https://www.ccsu.edu/ceft/counselorEducation-clinicalProfessionalCounseling.html](https://www.ccsu.edu/ceft/counselorEducation-clinicalProfessionalCounseling.html)

Congratulations on beginning your professional journey at Central Connecticut State University. We anticipate you will have an enlightening, inspiring, and rewarding experience while in our Clinical Professional Counseling program!
The department motto, "Grow With Us," was selected as the result of a student contest. It was chosen by the faculty from several other entries because it best reflects the vision and attitude that we want to aspire to in the Department of Counselor Education & Family Therapy. The mission of our department derives from the mission of the counseling and family therapy professions (i.e., to promote the dignity and welfare of all human beings and to help individuals and families to lead healthy, happy, meaningful, and self-sufficient lives). By fostering healthy human beings, we are, by extension, making a better human society with stronger families, stronger schools, and stronger communities.

While all citizens bear responsibility for building a better world, counselors and family therapists willingly assume a larger share of this responsibility because they have chosen helping others as their life’s work. As such, they are people of goodwill and compassion who have great respect for human dignity and diversity, are committed to promoting universal human rights and freedoms, and for working for a sustainable human community that provides for the wellbeing of all its citizens.

As your faculty and academic advisors, our greatest desire is to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally centered person. We recognize that to be effective, we must also continue to grow. So, to the best of our ability, we pledge to practice the values espoused by the counseling profession, to live and practice our profession with integrity and provide the kind of leadership that will help you become the best person and professional practitioner that you can become.
THE DEPARTMENT

The Department of Counselor Education & Family Therapy prepares students for professional careers in Clinical Professional Counseling, School Counseling, Marriage and Family Therapy, and Student Development in Higher Education. Courses are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students’ personal and professional development. All programs have practica and clinical internships that provide students with valuable opportunities to apply their skills in a field-based setting under close supervision.

CLINICAL PROFESSIONAL COUNSELING PROGRAM

PROGRAM MISSION

Central Connecticut State University’s Clinical Professional Counseling (CPC) program’s mission is to prepare diverse students for the clinical professional counseling field in areas of clinical mental health, clinical rehabilitation, and addictions recovery counseling. We train graduate students to become multiculturally competent practitioners by utilizing systemic clinical counseling and ethical practices in adherence with professional counseling standards as set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the American Counseling Association (ACA), and the National Board of Certified Counselors (NBCC).

The Clinical Professional Counseling program, which is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), is a 60/63 credit graduate program designed to prepare students for work in a variety of rehabilitation, mental health, addictions, and community agencies. Within these settings, clinicians will assist individuals experiencing emotional, mental, social, and physical challenges and disabilities. Employment opportunities exist in numerous settings such as human service agencies, community mental health centers, community rehabilitation programs, alcohol and drug treatment clinics, state and federal vocational rehabilitation agencies, rehabilitation hospitals, private rehabilitation companies, hospitals for individuals with a wide range of mental and emotional
disabilities, managed behavioral healthcare organizations, and correctional facilities. Students are taught theories and techniques of practice in individual and group counseling modalities. They also learn about the special problems and concerns of people with a wide variety of mental and physical challenges and disabilities as well as other socially stigmatizing conditions.

PROGRAM PHILOSOPHY

The philosophy of the program is that a student must integrate theories and techniques as tools for enhancing one's effectiveness as an agent of intervention and change. The Clinical Professional Counseling program emphasizes theories that promote recovery, resiliency, and rehabilitation; therefore, we integrate a mindfulness-informed theoretical orientation throughout our coursework. Students learn to take a mindfulness-informed approach with theories and techniques that enhance one's effectiveness in facilitating development and change.

Through the process of study and practice, the student has the opportunity to gradually and comprehensively incorporate a wide array of learning and become an agent of change at a variety of levels. The end product of such training is a professional counselor who is not only well-grounded in theory, but has been nurtured personally, professionally, and ethically through an ongoing training and supervisory process. The Clinical Professional Counseling program provides the academic background necessary for students to pursue certification as Certified Rehabilitation Counselor (CRC), licensing as a Licensed Professional Counselor-Associate (LPC-A), Licensed Professional Counselor (LPC), and Licensed Alcohol and Drug Counselor (LADC).

PROGRAM GOALS

1. To develop entry-level clinical professional counselors at the point of graduation.
2. To advance and disseminate the nine NBCC and eight CACREP core standards and specialty areas (clinical mental health, clinical rehabilitation, and addiction recovery) as a valued systemic basis for teaching and practicing.
3. To promote multicultural competence within a systemically informed clinical counseling practice.
4. To promote a mindfulness-based orientation in the clinical counseling field and among our student, faculty, and graduates.

**STUDENT LEARNING OUTCOMES**

Students in the program will be expected to:

- Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession.
- Demonstrate pertinent and professionally relevant foundational knowledge, contextual dimensions, and practices within the nine NBCC coursework content areas and the eight CACREP standard curriculum content and specialty counseling areas (i.e., clinical mental health; clinical rehabilitation, and/or clinical addictions recovery).
- Demonstrate professional behaviors (including the ability to articulate a personal theory of counseling) and multicultural competent practice in clinical professional counseling settings (mental health, rehabilitation, or addictions recovery).
- Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior and decisions as a counselor.
- Promote multicultural competence in a systemically informed clinical counseling practice.

**CURRICULUM**

The curriculum of the Clinical Professional Counseling program leads to the culmination a **60-63 credit master’s degree** designed to provide students with a strong theoretical foundation for ultimately developing counseling skills for working with a wide variety of clients. Students graduating from the Clinical Professional Counseling program will be prepared to function at a high level of professional maturity.

The Clinical Professional Counseling Program is **accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP)**. The curriculum meets the basic requirements for students to achieve licensure and a variety of advanced certifications in professional counseling. The curriculum prepares graduates for taking the National Counselor Examination (NCE) and the Certified Rehabilitation Counselor (CRC)
examination. Our curriculum also provides the foundational coursework toward meeting the State of Connecticut Department of Public Health (DPH) requirements for becoming a Licensed Professional Counselor-Associate (LPC-A) and a Licensed Professional Counselor (LPC). Additionally, the addictions recovery counseling concentration is in line with licensure requirements for the Licensed Alcohol and Drug Counselor (LADC). Although our program fulfills the core coursework requirements for licensure and certifications, there are often additional post-master’s training and supervised work experience requirements before becoming certified and/or licensed; therefore, students are directed to the respective certifications and licensing boards for a full description of the eligibility pre-requisites.

**PROGRAM OF GRADUATE STUDY**

**Specialty Tracks (4):** The four tracks in the Clinical Professional Counseling Program are (a) Clinical Mental Health Counseling; (b) Clinical Rehabilitation Counseling; (c) Clinical Addictions Recovery Counseling; and (d) Gerontology Counseling.

**Core Counseling Courses (33 Credits):** The core counseling sequence is an essential element in development of generic counseling skills in both individual and group modalities. The same ten (10) courses are required of all Clinical Professional Counseling students regardless of their chosen specialty track.

- CNSL 500 Dynamics of Group Behavior (3)
- CNSL 501 Theories & Techniques in Counseling (6)
- *CNSL 503 Supervised Counseling Practicum (3)*
- CNSL 504 Professional Issues in Counseling (3)
- CNSL 505 Counseling through the Lifespan (3)
- CNSL 521 Career Counseling and Development (3)
- CNSL 522 Appraisal Procedures in Counseling (3)
- CNSL 568 Foundations of Addictions Counseling (3)
- CNSL 569 Foundations of Clinical Mental Health Counseling(3)
- CNSL 598 Research in Counseling (3)

*CNSL 500, 501, 504, 560, 569 are pre-requisite courses for CNSL 503.*

**Specialization Courses (21-24 Credits):** The specialization courses provide students with an understanding of the special needs and concerns of consumers with emotional, mental, social, aging, physical disabilities, and other related
challenges in attaining their life goals. Students learn about the clinical treatment of individuals with mental disorders, physical disabilities, and co-occurring substance use problems as well as about the history of attitudes toward these individuals and the psychosocial impact they experience when facing attitudinal and accessibility barriers (including the impact that a disability has on the family system and about functional and dysfunctional processes within the family setting). Students will receive training in individual, group, and family counseling as well as systemically based interventions, including how to effectively utilize support systems and community resources. Additionally, the specialization coursework educates students on topics such as assessment, diagnostics, treatment planning, case management, trauma-informed counseling, and crisis intervention.

**Clinical Mental Health Counseling (24 credits)**

- CNSL 525  Multicultural Counseling (3)
- CNSL 560  Introduction to Rehabilitation Counseling (3)
- CNSL 561  Advanced Rehabilitation Counseling (3)
- CNSL 563  Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571  Mental Health Counseling (3)
- CNSL 572  Assessment, Treatment and Recovery in CNSL (3)
- CNSL 575  Cons. Ind. w/ Co-occurring Mental & Substance Use Disorders (3)
- MFT 541  Introduction to Theories of Family Systems (3)

**Clinical Rehabilitation Counseling (21 credits)**

- CNSL 525  Multicultural Counseling (3)
- CNSL 560  Introduction to Rehabilitation Counseling (3)
- CNSL 561  Advanced Rehabilitation Counseling (3)
- CNSL 563  Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571  Mental Health Counseling (3)
- CNSL 575  Cons. Ind. w/ Co-occurring Mental & Substance Use Disorders (3)
- CNSL 564  Rehabilitation and Disability Case Management (3)
  
  OR

- CNSL 572  Assessment, Treatment, and Recovery in CNSL (3)

**Clinical Addictions Recovery Counseling (24 credits)**

- CNSL 525  Multicultural Counseling (3)
- CNSL 560  Introduction to Rehabilitation Counseling (3)
- CNSL 561  Advanced Rehabilitation Counseling (3)
- CNSL 563  Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571  Mental Health Counseling (3)
- CNSL 582  Assessment, Treatment, and Recovery CNSL (3)
- CNSL 575  Cons. Individuals w/ Co-occurring Mental & Substance Use Disorders (3)
- MFT 541  Introduction to Theories of Family Systems (3)
Gerontology Counseling (21 credits)

- CNSL 525 Multicultural Counseling (3)
- CNSL 560 Introduction to Rehabilitation Counseling (3)
- CNSL 561 Advanced Rehabilitation Counseling (3)
- CNSL 563 Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571 Mental Health Counseling (3)
- GERO 510 Policy, Aging, and Ethics (3)
- PSY 511 Psychology of Aging (3)

Supervised Counseling Practicum (3 Credits): The supervised counseling practicum (CNSL 503) experience provides the first client contact situation where students work on advancing counseling skills by completing a minimum of 100 of hours of fieldwork in a service agency setting within the course of one academic semester (fall or spring only).

- CNSL 503 Supervised Counseling Practicum (3)

  **CNSL 503 Pre-requisite Courses:**
  - CNSL 500, CNSL 501, CNSL 504, CNSL 560, and CNLS 569 must be successfully completed before enrolling in CNSL 503 (Supervised Counseling Practicum).

Internship in Professional Counseling (6 Credits): Upon successful completion of CNSL 503, the student will then be required to complete the more advanced clinical professional counseling internship (CNSL 594), which occurs over the course of two consecutive academic semesters (fall-spring cycle). Students will complete a 600-hour internship (average of 300 hours each semester), of which 240 hours are providing direct service to consumers/clients receiving care in a community-based treatment agency. The site selection will depend upon the student’s area of interest (i.e., Clinical Mental Health, Clinical Rehabilitation Counseling, Clinical Addictions Recovery Counseling, or Gerontology Counseling). The 600-hour internship meets the standards for licensure (LPC-A, LPC, LADC) and certification (CRC).

- CNSL 594 Supervised Clinical Practice (3)
  - Six (6) total credits taken over the course of two consecutive semesters (Fall/Spring)

  **CNSL 594 Pre-requisite Course:**
  - CNSL 503 must be successfully completed before enrolling in CNLS 594 (Supervised Clinical Internship)
NOTE: Practicum and internship cannot be taken concurrently. More information about the practicum and internship requirements are found later in the handbook on the “field experience.”

CAPSTONE PROJECT

Plan A - Thesis (3 credits): Students, who are interested, have the option to complete a thesis project (CNSL 599). The thesis is a major scholastic research exercise demonstrating the student’s capacity for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original research contribution to the field. Students who choose to complete a thesis must have completed CNSL 598 (Research Methods) and register for CNSL 599 at least one year before graduation. Students who elect to complete a thesis project will also be required to take the Counselor Preparation Comprehensive Examination (CPCE).

- CNSL 599 Thesis (Plan A) - OPTIONAL

Plan B - Comprehensive Examination (0 credits): All master’s degree candidates must independently register and successfully pass the Counselor Preparation Comprehensive Examination (CPCE). This national examination is taken during the fall academic semester while enrolled in CNSL 594 (internship).

- Comprehensive Examination (Plan B) - REQUIRED

EXAMPLE PLANS OF STUDY (FULL-TIME)

Each student is expected to develop their own individualized program with their respective academic advisor; however, the following pages offers examples of full-time sequences for each specialty track. Although this information may help you to begin planning your coursework, it is primarily offered for illustrative purposes only and is not intended to be a substitute for formal advising.
# Clinical Mental Health Counseling

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<td>CNSL 504 - Professional Issues in Counseling (3)</td>
<td>CNSL 571 - Mental Health Counseling (3)</td>
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<td>CNSL 569 – Foundations of Clinical Mental Health Counseling (3)</td>
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<td>CNSL 560 – Introduction to Rehab Counseling (3)</td>
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<td>CNSL 563 – Medical Aspects of Rehabilitation Counseling (3)</td>
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<td>CNSL 521 - Career Counseling and Development (3)</td>
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**PLAN B**: While enrolled in CNSL 594, the student applies for and takes the Comprehensive Counselor Preparation Examination (CPCE)
## CLINICAL REHABILITATION COUNSELING

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<td>CNSL 522 - Appraisal Methods in Counseling (3)</td>
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<td>CNSL 569 – Foundations of Clinical Mental Health Counseling (3)</td>
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**PLAN B:** While enrolled in CNSL 594, the student applies for and takes the Comprehensive Counselor Preparation Examination (CPCE)
# CLINICAL ADDICTIONS RECOVERY COUNSELING

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**PLAN B:** While enrolled in CNSL 594, the student applies for and takes the Comprehensive Counselor Preparation Examination (CPCE)
# GERONTOLOGY COUNSELING

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<td>CNSL 504 - Professional Issues in Counseling (3)</td>
<td>CNSL 561 - Advanced Rehabilitation Counseling (3)</td>
<td>CNSL 598 - Research in Counseling (3)</td>
</tr>
<tr>
<td>CNSL 560 - Intro. to Rehab Counseling (3)</td>
<td>CNSL 571 - Mental Health Counseling (3)</td>
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</tbody>
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## Year 2

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<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER SEMESTER</th>
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<tbody>
<tr>
<td>CNSL 563 - Medical Aspects of Rehabilitation Counseling (3)</td>
<td>CNSL 503 - Supervised Counseling Practicum (3)</td>
<td>CNSL 522 - Appraisal Methods in Counseling (3)</td>
</tr>
<tr>
<td>PSY 511 Psychology of Aging (3)</td>
<td>CNSL 568 - Foundations of Addictions Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>CNSL 525 – Multicultural Counseling (3)</td>
<td>GERO 510 Policy, Aging, and Ethics (3)</td>
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</tbody>
</table>

## Year 3

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>CNSL 594 - Supervised Internship in Counseling (3)</td>
<td>CNSL 594 - Supervised Internship Counseling (3)</td>
</tr>
<tr>
<td>CNSL 575 – Co-Occurring Disorders (3)</td>
<td>CNSL 521 - Career Counseling and Development (3)</td>
</tr>
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</table>

**PLAN B:** While enrolled in CNSL 594, the student applies for and takes the Comprehensive Counselor Preparation Examination (CPCE)
FROM APPLICATION TO GRADUATION: THE STEP-BY-STEP PROCESS

There are essentially four stages that the student goes through from admission to graduation, which are depicted below:

<table>
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<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<tbody>
<tr>
<td>Student meets all admission requirements and is accepted into program. Student meets with advisor and completes planned program of graduate study.</td>
<td>After completing at least 18 credits (including CNSL 500, 501, 504, 560, 569), the student applies for approval to enter practicum (CNSL 503).</td>
<td>Student begins first supervised field experience (CNSL 503) and continues to take required courses.</td>
<td>The students enter into the internship (CNSL 594) phase of counselor training during which they complete comprehensive examination (Plan B).</td>
</tr>
</tbody>
</table>

The student may use this simple checklist to eliminate any unnecessary delays in completing the program:

- Obtain admission
- Meet with advisor to complete planned program of graduate study
- Apply for approval to take supervised counseling practicum
- Complete supervised counseling practicum
- Complete required coursework in good academic standing
- Departmental midpoint assessment
- Complete internship
- Complete Plan B- Comprehensive Exam (CPCE)
- Apply for graduation

Each of these steps is discussed in more detail in the paragraphs that follow:

**Obtain Graduate Admission:** Congratulations, you have already completed this!

**Complete The Planned Program Of Graduate Study:** Once accepted into the graduate school, the student will meet for new student orientation and have opportunity to meet with their academic advisor to complete the Planned Program of Graduate Study, which is required before registering for program coursework. The program advisors are:
Dr. Cherie King:
- Associate Professor, Department Chair, & Program Coordinator

Dr. Reginald W. Holt:
- Assistant Professor & Clinical Coordinator

The Planned Program of Graduate Study will identify those courses that the student needs to complete to satisfy the requirements for the master’s degree. The Planned Program of Graduate Study is forwarded to the Dean of the Graduate School where it is kept on file until the student applies for graduation. With advisor approval, as many as nine (9) credits of equivalent courses may be substituted from other universities and included on the program of study. The substituted courses must fall within the six-year time limit required to complete the planned program of graduate study.

**Apply To Begin The Supervised Counseling Practicum (CSNL 503):**
Students must seek departmental approval to enter the practicum by completing an application form (refer to Clinical Professional Counseling program’s webpage). After reviewing the student’s transcript and Counselor in Training Skills and Competencies Checklist (C3), the student’s advisor will sign the approval form certifying that in her or his opinion the student has completed all required elements and is prepared to begin the practicum experience. The student must have successfully completed CNSL 500, 501, 504, 560, and 569 AND at least 18 credits before beginning the supervised counseling practicum (CNSL 503). If a student is currently enrolled in any of these courses, their professor will be asked to vouch for the fact that they are demonstrating at an acceptable level of emotional maturity and performing at a GPA of 3.00 or better.

**CNSL 503 Application Deadlines**

- **Spring Enrollment**
  - Submit application by October 15 the preceding semester
- **Fall Enrollment**
  - Submit application by March 15 the preceding semester
**Complete The Clinical Professional Counseling Practicum (CNSL 503):**
The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform Professional Counseling activities under close supervision in a counseling or rehabilitation setting. Students perform a minimum of 100 clock hours of field experience, of which 40 hours is in direct service with clients. The site supervisor provides a minimum of one hour of individual supervision each week. Students also participate in a weekly supervised seminar with a program faculty member and other students in similar practica. More information about the practicum requirements are found in later in the handbook in “The Practicum and Field Experience” section. **REMINIDER:** Practicum (CNSL 503) is a **prerequisite** of internship (CNSL 594) and **cannot** be taken concurrently.

**Complete Required Coursework In Good Academic Standing:** Students must complete all courses identified on the Planned Program of Graduate Study to qualify for graduation. All graduate students must maintain a 3.00 cumulative grade point average in order to be in good academic standing. In addition to grade-point requirements for good academic standing, students should note that no more than two grades of C or lower are permitted for courses included on the Planned Program of Graduate Study; however, a grade of C or lower in the core counseling courses (i.e., CNSL 500 and CNSL 501) or in the field experience courses (i.e., CNSL 503 and CNSL 594) is **not** acceptable. Students may consult the graduate catalog for grade appeal process. Students who stop taking a class without officially withdrawing through the Registrar’s Office will automatically get a grade of F in the course. While the course may be taken again for a better grade, the original F will remain and is included in the student’s overall GPA calculation.

**Complete The Clinical Professional Counseling Internship (CNSL 594):**
The Clinical Professional Counseling Internship (CNSL 594) is the culminating experience in the student’s training program. Interns are expected to apply the theories and knowledge learned in the courses to the practical concerns of Clinical Professional Counseling under the supervision of an experienced master’s level rehabilitation counselor, mental health counselor, drug and alcohol counselor or clinician. The internship involves an agreement between the CCSU Clinical Professional Counseling program, a cooperating agency, and an advanced graduate student to engage in a mutually beneficial program. An
agreement is constructed wherein the student spends a total 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals/consumers with disabilities, mental health or addictions (average of 300 hours each semester for two semesters in a fall-spring cycle). The student works 20 hours per week in specified counseling and rehabilitation activities, receives at least one (1) hour a week of supervision with their site supervisor, and participates in a weekly clinical supervision course on campus. More information about the internship requirements are found in later in the handbook in “The Practicum and Field Experience” section. **REMINDER:** Practicum (CNSL 503) is a prerequisite of internship (CNSL 594) and cannot be taken concurrently.

**Plan A – Thesis (CNSL 599):** In addition to taking the required comprehensive examination (CPCE), a student may choose to complete a thesis project with the guidance of their academic advisor.

**Thesis Policy and Guidelines**

The thesis is a major scholastic exercise demonstrating the student’s capacity for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original contribution to the field. Such a project involves considerable time and effort. Students who choose to undertake a thesis project must present a formal proposal to the School of Graduate Studies. In addition to following the guidelines outlined by CCSU’s School of Graduate Study ([https://www.ccsu.edu/grad/resources/thesis.html](https://www.ccsu.edu/grad/resources/thesis.html)), students must follow the Department of Counselor Education and Family Therapy’s guidelines and timelines in order to successfully complete the thesis:

- The first step in the thesis process is to identify a Primary Thesis Advisor. The Department requires a core department faculty member in your major specialization to be the Primary Thesis Advisor. The student works closely with their advisor in the design, implementation, and writing of the thesis project.
- A thesis is a major project and the Department requires that a student begin the thesis project **at least one year prior to graduation.**
- Deadline for completion of a thesis is **April 15.** With the guidance of your advisor, early completion of thesis registration (CNSL 599) and the thesis proposal paperwork is recommended.
The Department also requires that if a student chooses to begin a thesis project, they must have **successfully completed CNSL 598** (Research Methods) and **at least 18 credits** in their program of study prior to starting a thesis.

No student is permitted the thesis option if they have an incomplete (I) in any course.

At least one second thesis reader who also must be chosen prior to beginning the thesis. A reader can be another faculty member in the department, adjunct faculty member, or subject matter expert in your thesis topic. The second reader provides input and an "outsider's" critique of the thesis. It important to discuss your options for reader(s) with your Primary Thesis Advisor prior to inviting the reader to serve on your committee.

If the student chooses to complete a quantitative research project for the thesis, the Department suggests that the student also take a **statistical methods and data analysis course** outside the department. Please discuss with your advisor what course options you may pursue.

Since most thesis students have limited resources with which to do the thesis, it is wise to keep the project simple and manageable. Some student research grants may be available; the student may wish to check with the School of Graduate Studies or private sources to learn how to obtain grant funding for thesis projects.

The Institutional Review Board (IRB) at CCSU must approve all projects involving the use of human subjects.

Three (3) credit hours are awarded for completion of the thesis.

For detailed timelines, required paperwork, and processes required for a thesis, please refer to the “The Master’s Thesis Handbook” that is available on the School of Graduate Studies webpage:


**Plan B - Comprehensive Examination**: All candidates for a master’s degree in Clinical Professional Counseling must complete a comprehensive examination before graduation. Students will apply for and take the Counselor Preparation Comprehensive Examination (CPCE) during the Fall semester while enrolled in internship (CNSL 594).
Apply for Graduation: In applying for graduation, the student must have completed or be in the process of completing all courses listed on their Planned Program of Graduate Study. "Application for Graduation" forms must be filed with the School of Graduate Studies. **March 1 is the filing deadline for May graduation and September 15 is the filing deadline for the December conferral of the degree.** It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline. The School of Graduate Studies will compare the student’s application with the official Planned Program of Graduate Study. Approval to graduate will be granted if the student has fulfilled all the requirements of the program.
MISCELLANEOUS ISSUES AND CONCERNS

Policy on Gatekeeping and Assessment of Professional Functioning and Behavior

Because of the special nature of a therapeutic counseling relationship, it is critically important that students are able to manage emotional distress, interpersonal challenges, or any psychological problems that may impair their effectiveness as a counselor or therapist.

The American Counseling Association (ACA), American School Counseling Association (ASCA), American College Personnel Association (ACPA), and American Association for Marriage and Family Therapy (AAMFT) indicate the need for students and supervisees to monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. Students/supervisees are encouraged to notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work (ACA, 2014).

As gatekeepers of the profession, department faculty and site supervisors have an ethical responsibility to monitor and intervene (when necessary) when there are signs of impairment in professional functioning and behavior. Through initial and ongoing evaluation, faculty and supervisors are aware of student/supervisee limitations that might impede performance. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from training programs, practicum or internship, counseling settings, and state or voluntary professional credentialing processes when those students or supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Faculty and supervisors can seek consultation and document their decisions to dismiss or refer students/supervisees for assistance. They also can ensure that student/supervisees are aware of options available to them to address such decisions, which may include personal counseling or treatment (ACA, 2014).
As referenced by Wolf, Green, Nochajski, and Kost (2014), a definition of impairment in counselor professional functioning used by Lamb, Presser, Pfost, Baum, Jackson, and Jarvis (1987), and subsequently revised by Bemak et al. (1999) to include students, is:

An interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning. (p.598)


**ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR**

In addition to meeting acceptable academic standards, the faculty evaluates all students on the basis of certain personal characteristics and professional behavior that have been deemed essential to becoming effective counseling and therapy professionals. Students are expected to be mature, motivated for graduate studies, and invested in the welfare of others.

Research has shown that effective counselors and therapists possess characteristics that include: openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness on one’s impact on other, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Additionally, the student must adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

**Counselor-in-Training Skills and Competencies Checklist**: Faculty will complete an assessment instrument known as the “Counselor-in-Training Skills and Competencies Checklist” (C3). Because CNSL 501 (Theories and Techniques in Counseling) and CNSL 504 (Professional Studies in Counseling)
are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C3 will be completed on all enrolled students. Because the C3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses).

It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their assessment instrument and discuss the results with their professor and/or advisor (see Appendix I for a copy of the C3).

In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for professional counseling, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. Any faculty member, including advisors, are permitted to complete the assessment instrument on a student at any point in their program of study. If problems are identified that call into question the suitability of counseling as a career option for a student the recommendation for continuation in program may be deferred.

Additionally, students are held to the ethical codes of ACA, ASCA, ACPA, or AAMFT. If, after having been given an opportunity to be heard concerning allegations of ethical violations, it is found a student has violated any code of ethics for counselors or therapists, the Department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.

**Probationary Process:** As needed, the counselor education faculty will identify student concerns and review student progress during their Department meetings. If and when adequate mastery of attitudes, attributes, professional functioning and behavior, and/or competencies are not demonstrated (including during practicum and internship), it may be necessary to initiate a probationary
process resulting from a majority vote of the Department faculty. The faculty members reserve the right to place a student on probationary status if it is clear that student is not progressing in a manner expected at that particular time or has exhibited impairment in professional functioning and/or behavior and competencies. The student will be notified, in writing, that the probation has been initiated.

**Individual Remediation Plan:** The process of probation may include an individual remediation plan (IRP) to enhance student self-awareness and address how their behaviors may impair academics, interpersonal relationships, and clinical progress while in the program. An individual remediation plan that is initiated means that a student, with their professor, advisor, or program coordinator, and the Department Chair (as necessary), will meet to review specific feedback related to the performance criteria required and expected of a student at that particular point in time. In addition, an action plan with a timeline will be developed to address identified deficits. This information is specific and documented for clarity. All parties sign the remediation plan and a copy is placed in the student’s file that is stored within the Department. It is the responsibility of the student, their advisor, and program coordinator to monitor student status in meeting plan recommendations (this can include providing documentation of personal counseling).

The **possible outcomes** of the IRP are as follows: **(a)** If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation; **(b)** If a student initially resolves issues identified in remediation, and then displays further problematic issues at a later point in the program, the faculty can decide if further remediation is necessary or decide to recommend to the Dean of Graduate Studies that the student be dismissed from the graduate school; **(c)** If a student is unable to successfully resolve the conditions of their remediation probationary status within the designated probationary period, the department will recommend to the Dean of Graduate Studies that the student be dismissed from the graduate school. In such an instance, the student would be advised of their appellate rights.
Miscellaneous Student Information, Organizations, and Resources

Student Cohort: The program is designed to allow both full- and part-time students to stay together as a "cohort" through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of "ownership" in the program.

Full-Time Or Part-time Status: Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The Clinical Professional Counseling program has been designed to accommodate both full- and part-time students; therefore, the majority of Fall and Spring courses are offered Monday through Thursday during the evening hours (typically 4:30pm-7:10pm and 7:20pm-9:50pm). Each course is offered during a specific term and at a specific date and time, so you may need to adjust your schedule from semester-to-semester to accommodate your plan of study. Many courses are also offered during the two Summer terms and a few are available during the Winter intercession (dates and times differ from the Fall and Spring academic schedule); however, taking a course in the Summer or Winter terms is optional.

Course Loads: Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester.

Status Change: It is very important for students to notify the Registrar’s Office if they are changing their full-time or part-time status.

Degree Completion: Since professional counselor training requires intensive study, practice, and supervision in a systematic fashion, both full-time and part-time students are expected to follow the sequence of: (1) Prerequisites (2) Core Courses (including practicum) (3) Specialization Courses, and (4) Internship. Other required courses may be taken when offered following completion of the prerequisites and following full acceptance into the specialization.

Full-time students can complete the program in three years (assuming they take some courses during the Summer and/or Winter terms). Part-time students are advised to plan on taking two courses per semester prior to taking the practicum
sequence. Part-time students are not required to take an internship during their third year but are expected to follow the program's sequential pattern over a longer period of time. All students must successfully complete the master’s degree requirements within six years after beginning the program.

**Student Volunteer Experiences:** All students are strongly encouraged to participate in volunteer experiences in community human service settings. Volunteer work can be a valuable developmental experience for the potential professional counselor. It can help to confirm the student’s choice of career early in their educational program and prepare the student for practicum and internship experiences. Faculty advisors can assist students to identify appropriate opportunities for volunteer work.

**Personal & Professional Growth:** A professional counselor’s development involves socializing into a new professional identity-this is no small task! In the course of learning how to be a professional counselor, students may find themselves encountering unresolved personal issues and situations that have not been mastered in one's own life. The student will begin to question roles and rules played in one's own family (both family of origin and family of choosing), which may generate stress and changes in relationships with family members and friends. Training to become an effective counselor requires students to explore patterns in their own life (both functional and dysfunctional) that may become activated in the course of working with others. The counselor is constantly utilizing various parts of one's self as instruments of change for clients, and as such, must be able to discover both strengths and "stuck points." You will be asked, in an atmosphere of safety and respect, to share some of these patterns with instructors through assignments, and sometimes with classmates in a classroom discussion or supervisory context. It is understood that any personal information divulged by students will be treated with respect and discretion. While confidentiality cannot be assured in such a public setting, each student has a responsibility to contribute to creating a safe environment in which deeply personal information may be disclosed for training purposes.

**Membership In Professional Organizations:** Membership in professional organizations is strongly encouraged as a means to strengthen your professional identity and provide you with opportunities to network with fellow professional counselors, to receive journals and newsletters that will enable you to stay current with professional literature, and to attend training seminars and
conferences. The national organizations also provide many member benefits and services including professional liability insurance. Many graduate students belong to the American Counseling Association (ACA) and the Connecticut Counseling Association (CCA). Membership applications are available through each organization’s respective website.

- **American Counseling Association (ACA).** The ACA is the largest “umbrella” counseling organization in the United States. It represents the interests of all professional counselors and has been actively involved in promoting the profession of counseling throughout the country. Information regarding ACA can be obtained at [http://www.counseling.org](http://www.counseling.org).

- **Connecticut Counseling Association (CCA).** Membership in the CCA provides an opportunity for students to attend meetings and conferences within the state and to meet other counseling students and professionals. CCA has many specialty subdivisions, one of which can be joined with CCA membership. Information regarding CCA about can be obtained at [http://www.ccacounseling.com](http://www.ccacounseling.com).

In addition to ACA and CCA, there are several professional associations relevant to rehabilitation and addictions counseling:

- **American Rehabilitation Counseling Association (ARCA)**
  [www.arcaWeb.org](http://www.arcaWeb.org)
- **The National Rehabilitation Association (NRA)**
  [www.nationalrehab.org](http://www.nationalrehab.org)
- **International Association of Rehabilitation Professionals**
  [www.rehabpro.org](http://www.rehabpro.org)
- **The Association for Addiction Professionals**
  [www.naadac.org](http://www.naadac.org)
- **International Association of Addictions & Offender Counselors**

**Attendance at Conferences and Professional Meetings:** Attending professional conferences and meetings provide an excellent chance for students to network and lay the groundwork for possible employment opportunities.
Students are encouraged to attend professional conferences as well as conduct poster presentations and educational sessions. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of professional counseling. CCSU’s Graduate Student Association (GSA) has some funds to help subsidize a limited number of workshops and conferences. Please contact the president of the Counseling GSA for details.

**Graduate Student Association:** The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter assists graduate students to attend conferences and workshops or to complete research associated with the preparation of a thesis. The GSA also funds the activities of graduate student societies in the academic departments. In addition to sponsoring graduate student programs and activities, the GSA serves as a representative organization promoting graduate student interests on the Central Connecticut State University campus.

The GSA president serves as a member of the President's Cabinet, which includes the University's administrative officers and the presidents of the Faculty Senate and the Student Government Association. In addition, full-time and part-time students are represented on the University Planning Committee, the University Budget Committee and the Graduate Studies Committee. Members of the GSA of Central Connecticut State University are full-time graduate students. Any part-time student who desires to become an associate member may pay a nominal membership fee (full-time student dues are included in fees already paid by full-time students).

**Central Counseling Society:** The Central Counseling Society (CCS) is organized and run by graduate students who are in the Clinical Professional and Rehabilitation Counseling, School Counseling, and Student Development in Higher Education programs. CCS provides excellent opportunities for student interaction and collegiality, training and development, financial support for student research and attendance at professional conferences, and social events. Joining and participating in the CCS is an excellent way to make friends, broaden one’s professional identity, and advocate for students, the department and the profession. Officers are elected each year.
Chi Sigma Iota: Chi Sigma Iota (CSI) is the international honor society for counselors, counselor educators, and counselors-in-training. Our Department established a CSI chapter (Chi Alpha Mu Chapter) and initiated our first members on May 10, 2013. To qualify for honor society membership, students in the professional counseling or school counseling programs must attain at least a 3.5 grade point average (GPA) after their first and subsequent semesters, have successfully completed at least 9.0 graduate credit hours, and "represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes." Information regarding CSI can be found on the CSI website: www.csi-net.org

The CSI faculty chapter advisor is Dr. Reginald W. Holt and the faculty co-advisor is Dr. Cherie King.

Tuition & Refund Policies: Policies regarding registration for courses, tuition, fees, and refunds are outlined in the Graduate Catalog. Please refer to the catalog for detailed information regarding such policies, along with other topics: http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog

Scholarships & Grants: The Graduate Catalog describes various opportunities for financial assistance, including Graduate Assistantships, scholarship opportunities, and loans. Graduate merit scholarships are periodically offered by the School of Graduate Studies and are announced through the Department of Counselor Education and Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

Non-Discrimination Policy: CCSU’s has a clear policy on non-discrimination in education and employment, which can be fully accessed through the Office of Equity & Inclusion: https://www.ccsu.edu/diversity/policies/index.html.

"Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual
assault; sexual orientation; veteran status; or any other status protected by federal or state laws... This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.”

**Grievance Policy:** Complaints or disputes concerning a professor or clinical supervisor, including concerns with academic advising, should first be addressed directly with the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Coordinator. Every attempt will be made to explore the issue thoroughly and to work out an informal remedy. If no satisfactory solution can be achieved, the Department Chair can mediate the concern or settle the matter. If further appeal is warranted, the Dean of the School of Education and Professional Studies should be contacted. Disputes regarding grades are resolved through the Grade Appeals process, which can be found in the Graduate Catalog.

CCSU also has a University Ombudsperson, whose mission and roles are described on their office’s webpage: https://www.ccsu.edu/ombudsperson/. The University Ombudsperson serves as an impartial and confidential mediator of disputes among members of the University community. The University Ombudsperson is an excellent source of information and assistance in addressing concerns with faculty and other students.

**Students with Disabilities:** Central Connecticut State University is committed to making the necessary modifications of programs, services, and facilities in order to provide qualified students with documented disabilities the opportunities necessary to pursue their educational objectives without fear of discrimination. CCSU’s Office for Student Disability Services (SDS) is committed to providing our students with services and resources that help to level the playing field. We encourage you to learn more about our services and wish you the best in achieving all of your academic goals.

**Student Disability Services**
Willard-DiLoreto Hall, Room W 201
1615 Stanley Street
New Britain CT 06050
E-mail: DisabilityServices@ccsu.edu
Phone: (860) 832-1952; Fax: (860) 832-1865
Webpage: https://www.ccsu.edu/sds/
THE SUPERVISED PROFESSIONAL COUNSELING FIELD EXPERIENCE: PRACTICUM AND INTERNSHIP

Many students who have graduated reflect back on their clinical field placement as being among the most critical components of both their personal and professional development. The supervised professional counseling practicum and internship experiences provide students the opportunity to apply counseling theory to direct practice, further develop their clinical knowledge, skills, and abilities, and broaden their professional identity. Because field placements represent new ventures into unknown territory, it is not uncommon for students to experience anxiety and feel unsure of themselves. Hopefully, students also realize that moving from the safety of “role-plays” in the classroom to directly counseling people who present real-life recovery and personal growth challenges represents a significant responsibility. The on-site supervision and on-campus seminar class provide an excellent opportunity for students to process these feelings.

SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503)

Eligibility Requirements: Matriculated students must successfully complete a minimum of 18 credit hours in the program, including CNSL 500, 501, 504, 560, 569, and receive departmental approval before registering for CNSL 503 (practicum).

Description: The clinically supervised practicum experience (which is distinctly different from the internship) provides for the development of basic counseling skills and integration of professional knowledge. This experience is designed to orient the student to the role and responsibilities of the professional counselor.

Objectives: The course objectives of the supervised professional counseling practicum include the following:

- Gain experience in performing strength-based clinical professional counseling.
• Exposure to working with individuals with many diverse backgrounds, disabilities, and needs.
• Become familiar with a variety of professional activities other than direct counseling such as case conferences, recording keeping and report writing, administering and interpreting appropriate tests, and contact with community resources.
• Develop knowledge of a variety of professional resources such as assessment instruments, computers, print and no print media, and professional literature.
• Become familiar with the organizational structure management hierarchy and mission, values and goals of the agency.
• Discuss and work through issues, concerns, and problems that emerge from the practicum.
• Demonstrate the ability to critique their work and provide feedback to peers.
• Demonstrate the ability to apply specific individual and group counseling techniques appropriate to the needs and developmental level of the consumer.
• Demonstrate the ability to promote consumer success through prevention, intervention, and advocacy.
• Develop an understanding of professional code of ethics that govern the professional behavior of rehabilitation counseling and other counseling specialties such as mental health and/or drug and alcohol.

**Contact Hour Requirements:** Completion of the supervised counseling practicum experiences involves obtaining a **minimum of 100 clock hours** over a full academic term that is a **minimum of 10 weeks**. The following is a description and breakdown of the **contact hours** (direct and indirect) and **supervision hours** (on-site and campus) that are required, at a minimum, during the course of **one** academic semester:

- Practicum students complete a **minimum of 40 clock hours of direct service (SEMESTER)** with actual clients (**PRACTICUM SITE**) that contributes to the development of counseling skills.

- Practicum students have weekly interaction with supervisors that averages **one hour per week of individual supervision**
throughout the practicum by a **site supervisor (PRACTICUM SITE)** who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Practicum students participate in an average of **1½ hours per week of group supervision (CAMPUS)** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member.

<table>
<thead>
<tr>
<th>PRACTICUM REQUIREMENTS PER ACADEMIC SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Indirect Hours</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Students should **not** begin obtaining hours toward practicum prior to the start of the semester. Additionally, students must be receiving supervision by the instructor of CNSL 503 in order to collect hours.

**Documentation Requirements:** The following are due at **first** class of the semester & **before** working with clients:
- Completed “Agency Practicum Agreement” form
- Evidence of active professional liability insurance coverage ($1,000,000/$3,000,000)

**SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP**

**Eligibility Requirements:** Matriculated students must successfully complete the practicum experience (**CNSL 503**), earned a **minimum of 42 credit hours** in the Clinical Professional Counseling program (which includes all prerequisite courses, core courses, and the majority of specialized courses), and **receive departmental approval** before registering for CNSL 594 (internship).

**Description:** After successfully completing the supervised clinical professional counseling practicum (**CNSL 503**), students fulfill their supervised clinical professional counseling internship (**CNSL 594**) by working in roles and settings
related to professional counseling and their associated specialization areas. The clinical professional counseling internship experience is the culminating experience in the program; it may also be the single most important part of your graduate learning experience! Interns have the opportunity to apply the theories and knowledge in a community agency or setting. The clinical internship experience is designed to further develop and demonstrate the student’s competencies in all aspects of the professional counseling process. In addition, interns will further develop their professional skills and competences with specialized client populations.

NOTE: Due to the intensity of the clinical and academic work involved, as well as the number of hours required, students are encouraged to take no more than one (1) additional 3.0 credit hour course while concurrently enrolled in CNSL 594.

Objectives: The course objectives of the supervised professional counseling internship include the following:

- To foster the development and formation of the role as a Professional Counselor.
- To articulate and implement, under supervision, a personal theory of counseling which guides the clinical practice.
- To develop knowledge and understanding of ethical standards of practice and how to use ethical decision-making strategies.
- To acquire a feeling for the realities of the counselor-client relationship and the role of self-understanding in the process.
- To develop knowledge of clinical perspective of medical, psychological, functional, social, educational and vocational issues related to individuals with a wide range of disabilities.
- To gain understanding of agency organizational structure, protocol, relationships, processes, work conditions and mission.
- To develop an understanding of the process of strength-based rehabilitation and recovery.
- Develop an understanding of professional code of ethics that govern the professional behavior of rehabilitation counseling and other counseling specialties such as mental health and/or drug and alcohol.
Contact Hour Requirements: The supervised clinical professional counseling internship experience involves a minimum of 600 clock hours completed over the course of two academic semesters (Fall and Spring, respectively). The following is a description and breakdown of the contact hours (direct and indirect) and supervision hours (on-site and campus) that are required, at a minimum, during the course of the full internship experience:

- Internship students complete a minimum of 240 clock hours of direct service with actual clients (INTERNERSHIP SITE) that contributes to the development of professional counseling skills.

- Internship students participate in an average of 1 hour per week of individual supervision (INTERNENSHP SITE) on a regular schedule throughout the internship experience. Individual supervision must be provided by a qualified site supervisor who works in consultation with the counselor education program faculty member in accordance with the supervision agreement.

- Internship students participate in an average of 1½ hours per week of group supervision (CAMPUS) on a regular schedule throughout the internship experience. Group supervision must be provided by a counselor education program faculty member.

<table>
<thead>
<tr>
<th>INTERNSHIP REQUIREMENTS PER ACADEMIC SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Indirect Hours</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNSHIP REQUIREMENTS PER ACADEMIC YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
</tr>
<tr>
<td>Indirect Hours</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
</tr>
</tbody>
</table>

NOTE: Students should not begin obtaining hours toward internship prior to the start of the semester. Additionally, students must be receiving supervision by the instructor of CNSL 594 in order to collect hours.
Documentation Requirements: The following are due at first class of the semester & before working with clients:

- Completed “Agency Internship Agreement” form
- Evidence of active professional liability insurance coverage ($1,000,000/$3,000,000)

POLICIES AND PROCEDURES FOR PRACTICUM AND INTERNSHIP

Locating & Preparing for Practicum & Internship Site Placement: Although students are expected to discuss possible sites in advance with their academic advisor, it is each student’s responsibility to locate and secure an appropriate site. Students should carefully choose their sites. Convenience of location and opportunities for employment (especially after completing the internship) often figure prominently in a student’s site selection. However, even more important is the type and quality of the training and supervision that the site will offer.

Students are best served by finding a site that is in alignment with the philosophy and objectives of CCSU’s Clinical Professional Counseling program. The Department maintains a file on agencies and centers, mental health and addiction agencies and treatment facilities, hospitals, social service agencies, and clinics that are usually available for internships. Students may feel free to review this file by simply asking the department secretary. You may also consider certain sites by contacting other students who completed their field placement at those locations. Your goal is to identify a site that provides clinical training within a setting that is compatible with your specialty track and future career goals. Please consider the following items when attempting to match potential sites with your goals:

- Professional work environment
- Clinical skills and experiences you want to gain
- Client population (e.g., ages, diagnoses)
- Levels of care offered (e.g., outpatient, day hospitalization, inpatient)
- Location of site (proximity from your home and campus)
- Weekly schedule (days and times)
- Availability of licensed or credentialed clinicians who can offer weekly on-site supervision
- Policies and procedures related to recording client sessions
• Miscellaneous activities the site may require of students

Students should not wait until the final weeks before the commencement of any semester to begin searching for their practicum site. Additionally, many field sites may require background checks, fingerprinting, and/or immunizations before accumulating indirect service hours and providing direct client care; therefore, in order to avoid delays that may result in a need to withdraw from CNSL 503 or CNSL 594, it is the student’s responsibility to ask questions regarding the site’s requirements far in advance of the beginning of the semester.

Looking for a site placement is very similar to looking for a full-time job. If you have personal contacts that will help you get you interviews, by all means, take advantage of them. In the absence of any direct connections we highly recommend that you take a professional approach in seeking internship opportunities by taking the following steps:

1. Speak to your advisor and other students about approved sites that will provide you with a worthwhile training experience. Review “student evaluations” of sites to get perspective from previous students about the quality of their clinical experiences. Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next seven (7) days to arrange for an interview.

2. If the facility schedules an interview, dress in a professional manner, bring a blank copy of the internship contract used by CCSU, and review with the site supervisor. Describe your goals, ask any questions, and discuss any concerns.

3. Determine whether a contract between the agency and CCSU is already in place. If the site has never been used before, see your faculty advisor about site approval procedures.

4. If a favorable site placement decision is made and a contract between the agency and CCSU is already in place, submit your signed agency agreement form to your practicum or internship
instructor on the first day of class, along with your professional liability insurance (PLI) certificate.

**Clinical Supervision:** Both the on-site supervisor and the department faculty supervisor provide supervision. Students are required to submit and discuss representative materials that reflect the work they are doing with individual clients. At a minimum, the on-site supervisor provides both an interim and a final evaluation of the student’s demonstrated knowledge, skills, and abilities. You will become acquainted with your internship site’s philosophy, mission, and goals, and its management style and unique culture. You will be considered part of a team in which you will have an opportunity to consult and work collaboratively with other professional counselors, medical and behavioral healthcare disciplines, administrators, and family and community members. While differences exist across sites, it is expected that you will have the opportunity to practice the full array of counseling services including, interviewing, assessment, case management, consulting, and individual, couples, family, and group counseling.

**Professionalism:** You will be expected to be a cooperative team member who develops the ability to critique your own work, learn from the constructive criticism of others, and develop an increased level of awareness of your relationship and interactions with peers, counselors, supervisors, staff, and clients. You will be expected to conduct yourself in a manner consistent with your new professional identity by adhering to the highest standards of practice and ethical conduct.

**Administrative Requirements for Practicum and Internship**

**Application:** Applications for the practicum and internship experience must be submitted to your academic advisor on or before March 15 (for Fall enrollment) and October 15 (for Spring enrollment). **REMINDER:** CNSL 594 can only be started in the Fall semester.

**Agency Agreement Form:** Complete the respective “agency agreement” form and submit it to the instructor during the first seminar class meeting. It is the student’s responsibility to complete all relevant sections of the agency agreement form and present it to the site supervisor for discussion and signature. Site placement hours can only begin to accrue ONLY after the
contract has been signed/submitted, professional liability insurance has been obtained, and the course has started on campus.

**Professional Liability Insurance:** Students are required to obtain and remain covered by professional liability insurance (PLI) throughout their practicum and internship experiences. The PLI policy should be purchased prior to the start of the semester, and definitely before beginning counseling with clients. The limits of liability within your PLI policy should include $1 million (each claim)/$3 million (annual aggregate for all covered claims).

Less expensive PLI can be purchased as a benefit of student membership in the American Counseling Association (ACA). Students can join ACA and obtain information regarding the PLI policy offered to graduate students through the ACA website: [https://www.counseling.org/](https://www.counseling.org/). ACA offers student members a full line of professional liability insurance products through the Healthcare Providers Service Organization (HPSO), the largest provider of such insurance in the world. Information can be obtained through the ACA’s website:

[https://www.counseling.org/membership/membership-savings/liability-insurance](https://www.counseling.org/membership/membership-savings/liability-insurance)

A copy of the liability insurance certificate must be given to the instructor prior to beginning counseling with any client. Students who do not obtain liability insurance by the start of the semester and before performing direct client service hours will not be able to continue their field placement experience until they do so: **the program reserves the right to withdraw student from their field placement until the student provides proof of active coverage.**

**Student Health:** Make sure that all of your immunizations and tuberculosis testing is up to date with CCSU’s Student Wellness Services. All students enrolled in the practicum or internship are expected to provide evidence that they have received immunization for Measles, Mumps, Rubella and Hepatitis B. Students may also be required to take a test for tuberculosis. Please consult the webpage of CCSU’s Student Wellness Services for information about possible exemptions.

**Service Hours Logs:** Throughout the practicum and internship experience, students are required to maintain a weekly and a monthly log of your direct
and indirect service hours. The monthly log will be signed by the site supervisor and submitted to your instructor. The monthly log will summarize direct and indirect contact hours, including individual and group supervision. The monthly logs will be placed in the student’s official file. Students should make a copy of each monthly log for their own records before submitting the original to the course instructor.

**Instructor Site Visits:** The course professor will conduct a case conference meeting with the site supervisor at least once during the semester to receive feedback about the performance of each student, and, if clinically indicated, the student may be required to concurrently attend.

**Site Supervisor Evaluation of Student Performance:** Students will be expected to coordinate a mid-semester and end of semester (final) site supervisor evaluation. These evaluations will be taken into serious consideration when your final grade is determined.

**Student Evaluation of Site:** At the end of each semester, students will complete an evaluation of their site.

**Full-Time/Part-Time Student Status:** If you are receiving financial aid and your course load drops below half-time status, send an e-mail to the Department Chair and ask her to notify CCSU’s Financial Aid Office of your internship status. Be sure to provide your student ID number.

**Taskstream:** All students within the School of Education and Professional Studies (SEPS) are required to submit electronic evidence at various points in their training. Therefore, a Taskstream account is required for all students. It is the responsibility of the student to purchase a Taskstream subscription as part of practicum and internship and to have that subscription activated during any semester in which the submission of electronic evidence is required.

**Site Supervisor Qualifications:** Per CACREP standards, site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
**Site Supervisor Expectations:** Sites who offer practicum and internship opportunities to our students are expected to provide students with the following:

- Opportunities to engage in the full variety of clinical mental health, rehabilitation, and addiction recovery counseling activities.
- Adequate workspace, telephone, office, supplies, and staff to conduct professional activities.
- Minimum of one hour of face-to-face supervisory contact each week, which involves review of student work using audio/video tapes, live observation, and discussion of salient clinical and rehabilitation issues.
- Written evaluation of the student based on criteria established by the university program.

**Student’s Responsibility During Supervision:** The degree to which the student will benefit from clinical supervision will depend on the student’s advanced preparation. In supervision, students play an important role in their own learning process and need to be proactive. It is the supervisee’s responsibility to construct a supervision agenda that may include topics such as new cases, review of audio or video tapes, ethical and legal issues, personal issues, client problems, counseling technique questions, treatment planning issues, and various administrative questions. Your course instructor and site supervisor will provide more information about how to prepare for a supervisory session.

**Building Relationships:** The ultimate success of your experience as an intern will be strongly influenced by the quality of the personal and professional relationships that you have developed during your tenure as an intern. It will be through your cooperative efforts with fellow counselors, family members, parents and administrators that you will be able assist consumers to achieve their academic, career, and personal goals. Your ability to function in helpful and caring ways, to treat everyone with respect, and to maintain close communication and cooperation with fellow counselors, family members,
administrators, and community members will be critical to the success of your clinical experience.

**Professional and Ethical Considerations:** Professional conduct during coursework and field placement highly influences the student’s reputation, acceptability, and employability after graduation. Counselors-in-training are expected to be socialized into the important dimensions of their new professional identity as counselors. Professional dress, decorum, and respect for confidentiality and standards of performance must be maintained at all times. Student should also be familiarized with the agency's policies pertaining to ethical, legal, and administrative procedures. Every student should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements. Students should have a copy of the *American Counseling Association Code of Ethics* and the *Code of Professional Ethics for Rehabilitation Counselors* readily available:

- [https://www.counseling.org/knowledge-center/ethics](https://www.counseling.org/knowledge-center/ethics)
- [https://www.crccertification.com/code-of-ethics-3](https://www.crccertification.com/code-of-ethics-3)

**Confidentiality:** Maintaining confidentiality is an essential element of professional behavior. Students should be familiar with the ethical and legal requirements concerning confidentiality and the rare circumstances when confidentiality is limited. Students do not discuss cases with persons who are not involved with the case or involved in supervisory activities around the case, including your significant others. Students do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Students will ensure that there is privacy when discussing cases on the phone. The student will obtain signed releases from the clients before any discussion regarding a case can occur with parties not associated with the agency. The student will check with the agency regarding policies on releases. Also, the student will ensure that clinical documentation is protected at all times, is never being taken outside of the facility and always kept in locked files in a secured room. For written materials used for university-based supervision, the student will make notes on clinical record-keeping forms provided by the supervisor and use codes to disguise any identifying information in the case. For audio and videotaping, the student will obtain signed releases prior to proceeding with taping. Recordings will be secured at all times. No other person will be allowed to review a tape of clinical material.
without written permission of the client or clients. Please refer to the section under “Probationary Process” for additional ethical expectations and requirements of students in fieldwork sites.

**Field Placement Competencies:** During the course of the field experience, students are expected to demonstrate the competencies listed below. The student’s final evaluation will be based on the manner and degree to which they are able to demonstrate the knowledge, skills, and abilities associated with each competency (refer to the “Counselor-In-Training Skills and Competencies Checklist” for detailed criteria). The following competencies also serve as excellent topical areas to discuss during your weekly supervision sessions:

- Provides individual and group counseling, to clients in the agency setting.
- Demonstrate knowledge of the social and psychological implications of physical and psychiatric disability and the rehabilitation and recovery process.
- Demonstrates knowledge of multicultural counseling issues, including possible effects of culture, race stereotyping, family, socio-economic status, gender and sexual identity, language, and values on client development and progress.
- Demonstrates knowledge of methods and techniques for prevention and early intervention in order to affect the client’s maximum success in the community.
- Demonstrates knowledge and skill in the consultation process, effectively consulting with counselors, physicians, social workers, administrators, family members, community groups, and agencies as appropriate.
- Demonstrates knowledge of the ethical standards and practices of the Professional Counseling profession, and skill in applying these ethical standards to specific counseling situations.

**Field Experience Completion:** As you near the end of your practicum and internship experiences, you will need to plan the termination process carefully. You will undoubtedly develop emotional attachments to both staff and clients. As you prepare to terminate counseling relationships, it is important that you work closely with your supervisor and your seminar professor. Clients who
have experienced problems with separation and rejection in the past may be particularly emotionally vulnerable. Therefore, it is wise to prepare the clients early and, if appropriate, discuss who might be serving in your absence. Having spent a significant amount of time at the agency, you will also undoubtedly have difficulty saying your good-byes; however, it’s also a good time to reflect on your own development and accomplishments.

The culmination of your internship also signals the completion of your graduate program at CCSU and, as soon as you find employment, the beginning of your career as a professional counselor! With this in mind we offer you the following, which we hope will serve as a constant reminder of the professional counselor’s responsibility to the people we serve. We encourage you to consider framing it and hanging it in your office.

**CAVEAT FOR THE HELPING PROFESSIONAL**

*When we make the transition from being a student to being a professional clinician, our culture and human service institutions grant us a broad range of power over the lives of people who are in distress. With that power comes enormous responsibility and great risk. Our responsibility is to never lose sight of the fundamental sanctity, dignity and sovereignty of another human being no matter what their diagnosis may be, no matter how 'regressed' or 'poor' their prognosis may be, and no matter what their disability may be. The risk is that the power which is granted and which we also assume as clinicians, can begin to eat away at our values and ideals such that we fail to safeguard and uphold the fundamental sanctity, dignity and sovereignty of those whom we seek to serve. The danger is that we can over identify with the professional roles we play and forget the people we are. The danger is that our minds can become severed from our hearts such that our human hearts no longer guide, inform and shape our work with people.*

- Patricia Deegan

APPENDICES

Appendix I:  Counselor-in-Training Skills and Competencies Checklist

Appendix II:  Important Points to Remember
APPENDIX I

COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST
Department of Counselor Education and Family Therapy

♦ Student/Counselor-in-Training: ______________________________________________________________
♦ Professor/Instructor:  ________________________________________________________________
♦ Course: ______________________________________________________________
♦ Date: _____________________________________________________________________________

SKILLS AND COMPETENCIES SCALE

<table>
<thead>
<tr>
<th>SCORE</th>
<th>IDENTIFIER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fully Demonstrates Competencies (exceeds)</td>
<td>The student consistently demonstrates an advanced ability to synthesize knowledge, intentionally apply skills, and exhibit professional behaviors expected of a counselor-in-training.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates Competencies (meets)</td>
<td>The student demonstrates proficient ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching Competencies (limited)</td>
<td>The student demonstrates a restricted but developing ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.</td>
</tr>
<tr>
<td>1</td>
<td>Insufficient Competencies (unsatisfactory)</td>
<td>The student demonstrates an inadequate (and possibly harmful) ability to synthesize knowledge, apply skills, and exhibit professional behaviors expected of a counselor-in-training.</td>
</tr>
<tr>
<td>0</td>
<td>Not Applicable (N/A)</td>
<td>Does not apply/unable to evaluate/not observed</td>
</tr>
</tbody>
</table>

* The student’s global rating of counselor skills and competencies should be (3) or (4) in order to successfully pass the course.

SECTION 1: FOUNDATIONAL COUNSELING SKILLS
(to be completed by instructors of CNSL 500 and CNSL 501, and as needed by any instructor in any course)

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Nonverbal Attending</td>
<td>Exhibits contextually and culturally appropriate body posture, spatial distance, eye contact, facial expression, and gestures; demonstrates effective application of silence; presents in professional attire</td>
</tr>
<tr>
<td>Minimal Encouragers</td>
<td>Nonverbal minimal encouragers, including head nods and other gestures indicating interest and attention to client; restating client’s salient words and other verbal minimal encouragers (e.g., &quot;Umm-hmm&quot;, “Okay”, “Tell me more”); uses appropriate rate, rhythm, volume, and tone of speech</td>
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<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Therapeutic Relationship</td>
<td>Demonstrates respect, compassion, empathy, and support; communicates acceptance, genuine interest, and a sense of care and concern; nonjudgmentally acknowledges client's experiences; recognizes client's strengths; provides a trustworthy, collaborative, and safe environment; appropriate use of self-disclosure; non-defensively responds to client concerns</td>
</tr>
<tr>
<td>Basic Questioning</td>
<td>Primarily relies on open-ended questions to promote client disclosure, but appropriately asks closed-ended questions when specific information and clarification is needed; does not ask leading or double questions; avoids bombarding or interrogating the client</td>
</tr>
<tr>
<td>Interactive/Facilitative</td>
<td>Allows clients to tell their story by using active listening skills; accurately paraphrases the client’s verbal and non-verbal content to demonstrate understanding; accurately and succinctly reflects client’s emotional state as well as values and beliefs; summarizes content/meaning, feelings, behaviors, patterns/themes; maintains immediacy (“here and now” focus)</td>
</tr>
<tr>
<td>Deepening Behaviors</td>
<td>Helps clients to hear their own voice to gain a better understanding of stuck points, faulty thinking, or self-defeating behaviors; appropriately confronts incongruities and discrepancies; challenges the client in a supportive and empathic manner; maintains focus throughout the session; moves dialogue toward greater specificity; offers valuable feedback and accurate interpretations; checks perceptions and assumptions; addresses resistance and defenses</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Works collaboratively with client to establish realistic and manageable goals and objectives; helps to develop a plan of action to address client’s problems and promote health/wellness; encourages learning and application of learning; avoids overuse of giving direct advice</td>
</tr>
<tr>
<td>Closing and Termination</td>
<td>Maintains sense of time throughout the session; provides advance notification and begins process of summarizing (does not end abruptly); therapeutically concludes services</td>
</tr>
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</table>

### SECTION 2: COUNSELOR ATTITUDES, ATTRIBUTES, AND BEHAVIORS
(to be completed by instructors of CNSL 500, CNSL 501, CNSL 525, and as needed by any instructor in any course)

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Attributes</td>
<td>Shows initiative and enthusiasm; is open to learning; aware of impact on others; able to express feelings effectively and appropriately; able to manage conflicts and</td>
</tr>
</tbody>
</table>

Revised 04.23.2020 (RWH)
<table>
<thead>
<tr>
<th>Professional Attributes</th>
<th>Professional Ethics</th>
<th>Theoretical Knowledge</th>
<th>Multicultural Competence</th>
<th>Course/Site Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges; is personally responsible and accountable; is flexible and adaptable; demonstrates self-awareness/insight and emotional stability; able to articulate personal convictions; recognizes own personal strengths, limitations, beliefs, and biases</td>
<td>Interacts with faculty, clients/students, organizational staff, and peers in a professional manner; understands and demonstrates ability to work cooperatively on a professional team; consistently on time and regularly attends all classes, sessions, and meetings; follows rules/policies and procedures of university, agency, and organization; accepts feedback in a non-defensive manner and integrates constructive feedback to promote professional and personal growth; maintains appropriate boundaries with faculty, clients, supervisors, staff, and peers; proactively seeks out needed experiences, feedback, and guidance; does not impose beliefs on others</td>
<td>Demonstrates understanding and adherence to the ethical guidelines of the American Counseling Association (ACA), American School Counselor Association (ASCA), American Association for Marriage and Family Therapy (AAMFT), and American College Personnel Association (ACPA), as applicable to the student’s degree program; maintains confidentiality, obtains informed consent, follows limits of confidentiality and duty to warn requirements</td>
<td>Appreciates diversity and recognizes the worth of all individuals; understands the impact that race, ethnicity, culture, sexual affiliation, gender identification, social class, disability status, religion, etc. have on individuals; uses language that demonstrates sensitivity and respect; able to appropriately identify and address personal biases, judgments, systemic barriers, and social injustices (inside and outside the classroom and counseling setting)</td>
<td>Aware of and cooperative with course expectations as outlined in the syllabi; Demonstrates knowledge of and compliance with organization’s standards of care/policies and procedures, including client responsiveness, record keeping, treatment planning, and termination of care</td>
</tr>
</tbody>
</table>
# SECTION 3: CONCLUDING FEEDBACK FROM INSTRUCTOR
(to be completed by instructors of CNSL 500, CNSL 501, CNSL 525, or as needed by any instructor in any course)

<table>
<thead>
<tr>
<th>STRENGTHS observed in the counselor-in-training</th>
<th>AREAS OF IMPROVEMENT observed in the counselor-in-training</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Global Rating of Counselor-in-Training Competency and Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>(identified to the nearest level)</td>
</tr>
<tr>
<td>1.0 (Insufficient Competency)</td>
</tr>
<tr>
<td>2.0 (Approaching Competency)</td>
</tr>
<tr>
<td>3.0 (Demonstrates Competency)</td>
</tr>
<tr>
<td>4.0 (Fully Demonstrates Competency)</td>
</tr>
</tbody>
</table>

---

Instructor’s Name *(please print)*

Instructor’s Signature

Date

☐ I have reviewed the counselor-in-training skills and competencies policy, the corresponding completed checklist, and the instructor’s comments.

---

Student’s Name *(please print)*

Student’s Signature

Date
APPENDIX II

IMPORTANT POINTS TO REMEMBER

✓ Prior to entering into the practicum portion of the Professional Counseling program, faculty will complete the “Counselor in Training Skills and Competencies Checklist” (C3) on all students that take CNSL 500 and CNSL 501 (See Appendix I). In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses). Because the C3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. Any faculty member, including advisors, are permitted to complete the assessment instrument on a student at any point in their program of study.

✓ In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for professional counseling, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. If problems are identified that call into question the suitability of counseling as a career option for a student the recommendation for continuation in program may be deferred.

✓ Up to nine credits of equivalent graduate courses may be transferred in with the permission of the advisor. The courses must carry a grade of B or better. Courses taken on a pass-fail basis will not transfer. All courses on the planned program of graduate study, including courses transferred in, must be finished within a six-year period. Students may request an extension through the Dean of the Graduate School.

✓ Students must maintain a 3.0 grade point average (GPA) to be in good academic standing.
Students must apply for departmental approval prior to beginning the supervised counseling practicum and internship.

If a student withdraws from class without officially notifying the Registrar’s Office, they will automatically receive an “F” for the course.

If a student takes an incomplete in a course and does not complete the required work within one year, the incomplete grade will automatically convert to an “F.”

All field experience courses require the student to have professional liability insurance and an up-to-date immunization record with CCSU’s Student Wellness Services.

Students must apply in advance for their comprehensive examination and for graduation, which is completed during Fall semester of their internship course (CNSL 594).

Individuals with disabilities are encouraged to contact Student Disability Services (SDS) to discuss any support services or accommodations they may need. After meeting with SDS, please notify all instructors if you require an academic accommodation.

NOTE: This handbook is provided to graduate students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University’s direction. Suggestions on the part of all who use this handbook are encouraged. Please send your comments directly to Dr. Cherie King, Chair of the Department of Counselor Education and Family Therapy.