

School of Education and
Professional Studies



Student Handbook

SCHOOL COUNSELING

2020-2021

DEPARTMENT OF
COUNSELOR EDUCATION
AND FAMILY THERAPY

CENTRAL CONNECTICUT
STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT

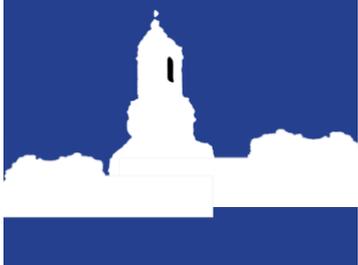


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INTRODUCTION

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 School Counseling at Central Connecticut State University's Department of Counselor Education & Family Therapy. The handbook provides detailed information about each stage of the process toward completing the Master's degree and to inform students about the unique characteristics of the program and the practice of School Counseling.

Each student is also assigned an academic advisor. The advisor will serve as a guide while the student is in the School Counseling program. It is recommended that students contact their advisor periodically and utilize the faculty member's services. Students may meet with their advisor during regularly scheduled office hours or by appointment.

We encourage all students to establish a **CCSU student computer account** via the webpage: <http://pipeline.ccsu.edu>. It can also be accessed via CCSU's home page at 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. We also suggest that you to add your e-mail address to the department e-mail distribution (See Appendix III) so that you may receive regular announcements and information bulletins including information about internship and job opportunities. Be sure to update the department if you change your e-mail address, home address, and/or phone number. We hope that you find your experience at Central Connecticut State University an enlightening and fulfilling one.

Suggestions on the part of all who use this handbook are encouraged.

Please send your comments directly to Dr. Peg Donohue, Program Coordinator at peg.donohue@ccsu.edu

This Student Handbook is provided to 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 discretion.

Revised: April 2020

"GROW WITH US"

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 become healthy, happy, and self-sufficient citizens. By fostering healthy human beings, we are, by extension, making for 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 advisors, our greatest desire is to help you achieve your goals, not just by succeeding academically, but by growing as self-aware and emotionally centered persons. 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. So, come along, and grow with us,

Dr. Donohue, Dr. Mason & Dr. Zalewski

GENERAL INFORMATION: The School of Education and Professional Studies

The Department of Counselor Education & Family Therapy is part of the School of Education and Professional Studies (SEPS). The school offers both undergraduate and graduate programs that lead to teacher certification in the State of Connecticut and advanced programs in educational leadership, counseling, nursing, social work, physical education and health fitness, reading and language arts, and special education. Whether they are teachers, principals, counselors, social workers, or nurses, all educational and human service professionals share the common purpose of facilitating the academic, career, and social-emotional growth of our nation's citizens. Consequently, all educational programs within the School of Education and Professional Studies are guided by an overarching *conceptual framework* that provides a philosophical and theoretical foundation for all programs, courses, candidate performance, scholarship, service and accountability. The unifying theme for the conceptual framework is **Preparing Leaders for Service in Our Communities**. This theme reflects the university's mission to be "a community of learners dedicated to teaching and scholarship." The theme also underscores the expectation that graduates from the school will offer service to their communities and will be thoughtful, responsible citizens.

The Department

The Department of Counselor Education & Family Therapy prepares students for professional careers in Professional and Rehabilitation 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 practicum and clinical internships that provide students with valuable opportunities to apply their skills in a field-based setting under close supervision.

DESCRIPTION OF THE PROGRAM

The School Counseling program at Central Connecticut State University (CCSU) prepares students for professional careers as counselors in elementary, middle, and high schools. Emphasis is on a comprehensive and developmental model of school counseling that is described in the National Model for School Counseling of the American School Counseling Association (2019).

The curriculum follows the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the certification requirements of the Connecticut State Department of Education (SDE). Our program is accredited through October 31, 2020.

The Conceptual Framework - The School Counseling program is housed in the School of Education and Professional Studies (SEPS). SEPS' mission is to promote excellence in the training of all educational professionals who plan to work in schools. Whether they are teachers, principals, or school counselors, all educational professionals share the common purpose of facilitating the academic, career, and social and emotional growth of our nation's developing children. The *conceptual framework* serves as the philosophical and theoretical foundation for all educational programs within the School of Education and Professional Studies. Within this conceptual framework each student in the school counseling program is regarded as an aspiring educational professional who seeks to become an **active learner**, a **facilitator of learning**, and a **reflective and collaborative practitioner**. Within each of these domains the student graduating from the school counseling program will be expected to have the following competencies:

As an Active Learner, will be able to

- Possess strong content knowledge in arts and sciences
- Communicate in multiple forms to diverse audiences
- Possess pedagogical knowledge of content to be taught
- Engage in habits of critical thinking and problem solving

As a Facilitator of Learning, will be able to

- Apply knowledge of human growth and development across the lifespan
- Respect and value all learners

Address the diversity of learning environments

Understand the learning process and apply appropriate strategies to facilitate student learning

As a Reflective and Collaborative Practitioner, will be able to:

Make informed and ethical decisions

Accept responsibility for student learning

Work toward equity and social justice as a school counselor

Advocate for all students and families

Engage in opportunities for professional growth

Collaborate with colleagues, parents and local and professional communities.

School Counselors as Counseling Professionals - School Counselors are professional counselors who play a key role in preparing students to become productive and contributing members of society. School Counselors seek to help all learners to reach their full educational, social and vocational potential by providing counseling, prevention, and remediation activities. Working cooperatively with teachers, parents, and administrators, School Counselors strive to provide the learning environments that enable children to achieve their full developmental capacities. They help each child experience a sense of belonging, the ability to cope with life stresses, to enjoy meaningful relationships, to be sensitive to the feelings of others, to practice self control, to develop good habits of physical and mental health, and to be motivated for continued growth. They understand that exemplary practice means pioneering new ways of helping learners to believe in themselves, to develop important academic and social skills, and to have a positive outlook for the future.

To be effective school counselors, our graduates must be caring, innovative, lifelong learners who become leaders in helping children to learn and become healthy, contributing citizens in our rapidly changing society. Graduates of the school counseling program will engage in ongoing efforts for self-development and self-awareness. They will adhere to the highest standards of the profession. They will constantly engage in self-evaluation to monitor the effects that their choices and actions have on students and the school community. Their primary role will be to promote the dignity and welfare of all of the children with whom they work. They

will advocate for children's rights, participate in their respective professional organizations, and contribute to their communities.

Department Mission

The mission of the Department of Counselor Education and Family Therapy is to provide self-aware professionals with the knowledge and skills necessary to empower diverse individuals, families, and communities to achieve their wellness, relationship, education, and career goals.

Mission - The mission of the School Counseling program is to prepare professional school counselors to assist school-age children, primarily in Connecticut, to reach their full educational, social, and vocational potential by providing appropriate counseling prevention and intervention activities. School counselors accomplish this mission by working cooperatively with teachers, parents, and administrators. School counselors provide the contextual learning environments that enable children to achieve their full developmental capacities. To be effective school counselors, our graduates must be caring, innovative, lifelong learners who will become leaders in helping children to learn and to become healthy, contributing citizens in our rapidly changing society. They will adhere to the highest standards of the profession.

Program Objectives and Learning Outcomes - The scientist/practitioner approach in which theory, practice and field research and evaluation are integrated forms the basis of the entire program. Students are strongly encouraged to volunteer in schools or youth service agencies prior to their formal practicum and internships to obtain valuable experience and to validate their chosen career path. They will also create, implement and evaluate developmental counseling experiences. All counseling courses contain numerous opportunities for discussion of case applications. Practicum and Internship seminars involve theoretical analyses of particular issues that students are addressing in their field placements.

Students will:

1. Demonstrate knowledge of theory, practice, and ethical standards relative to the practice of school counseling;

2. Demonstrate appropriate counseling techniques and interventions for use within the academic, career, and personal/social domains;
3. Demonstrate the ability to consult and collaborate with teachers, staff, administrators, and community-based organizations in understanding and meeting the needs of all students;
4. Demonstrate facility with multiple data collection and analysis methods to ensure accountability and promote equity in school counseling practice;
5. Demonstrate multi-cultural competence and ability to promote understanding and appreciation for diverse populations and cultures; and
6. Demonstrate knowledge of federal and state laws pertinent to the role, function, and services of the school counselor.

Student Competencies - Students should be knowledgeable about the *Connecticut Comprehensive School Counseling Framework Guide (2020)* and the *ASCA School Counselor Professional Standards & Competencies* found [here](#)

Students are required to demonstrate competence in the following seven core areas of knowledge .

1. As a Counselor, the beginning school counselor will:

- Demonstrate knowledge of theory, practice and ethical standards relative to individual and group counseling;
- Articulate the theoretical basis for one's own counseling practice;
- Demonstrate appropriate counseling techniques and interventions for use within the academic, career and personal/social domains;
- Demonstrate the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental level of diverse populations and cultures;
- Demonstrate the ability to evaluate and assess the effectiveness of one's counseling interventions and modify accordingly; and
- Demonstrate the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.

2. As a Consultant, the beginning School Counselor will:

- Demonstrate knowledge of the theory and practice of school-based consultation;

- Demonstrate knowledge of multiple-tiered systems of support;
 - Demonstrate the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all students;
 - Make appropriate referrals to school and community support personnel;
 - Demonstrate knowledge of a wide variety of evidence based interventions, practices, and curricula.
 - Demonstrate knowledge of a wide variety of appraisal instruments and techniques to enhance decision-making and planning.
- 3. As a Coordinator, the beginning School Counselor will:**
- Demonstrate knowledge of the school and community resources that complement the provision of counseling services;
 - Initiate and maintain productive working relationships with students, staff, parents, administration and community-based organizations.
- 4. As a Curriculum Manager, the beginning School Counselor will:**
- Demonstrate the ability to design and implement a planned, sequential and developmentally appropriate school counseling curriculum in accordance with the competencies and indicators outlined by the Connecticut Comprehensive School Counseling Program;
 - Demonstrate the ability to deliver the program using systematic approaches;
 - Promote understanding and appreciation for diverse populations and cultures;
 - Demonstrate the ability to evaluate the impact of instruction;
 - Demonstrate the ability to modify teaching methods based on feedback and evaluation.
- 5. As a Planner of individual programs, the beginning counselor will:**
- Demonstrate the ability to assist students in establishing personal goals and developing future plans;
 - Articulate a method of systematic delivery of individual planning to all students appropriate to their age and grade level.
- 6. As a Manager, the beginning School Counselor will:**
- Manage time, space, materials and equipment for the provision of the counseling program;

- Understand, organize and facilitate the use of technology;
 - Conduct periodic evaluations of the counseling program;
 - Use evaluations of the counseling program to modify programs and activities.
- 7. As a Professional, the beginning School Counselor will:**
- Demonstrate knowledge of the ethical standards of the American School Counselor Association (ASCA);
 - Demonstrate knowledge of the ethical standards of the American Counseling Association (ACA);
 - Demonstrate knowledge of state and national program standards;
 - Demonstrate knowledge of federal and state laws pertinent to the role, function and services of the school counselor;
 - Participate in professional development activities.

Studies of ethics and multiculturalism are woven into all courses as well. Graduates of this program are well grounded in theories of counseling, consultation and developmental counseling, have had excellent opportunities to learn in school settings as well as in their university classrooms and are prepared to enter school systems as competent, effective, ethical counselors.

Curriculum - The 60-credit curriculum is made up of Core Counseling Courses, Specialization Courses, and Research/Capstone Requirements. The courses are shown below:

Core Counseling Courses (30 credits) -The core counseling sequence is an essential element in development of generic counseling skills in both individual and group modalities. CNSL 500 and CNSL 501 courses prepare the student for beginning clinical training in individual and group counseling prior to practicum and internship experiences. CNSL 503 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 school setting. The student must apply to the department in advance to be approved for entrance into the supervised counseling practicum.

CNSL 500	Dynamics of Group Behavior (3 credits)
CNSL 501	Theories & Techniques in Couns (6 credits)

CNSL 503	Supervised Couns Practicum (3 credits) *
CNSL 504	Professional Issues in Couns (3 credits)
CNSL 505	Couns & Human Dev Across Lfspn (3 credits)
CNSL 521	Career Couns and Development (3 credits)
CNSL 522	Appraisal Procedures in Couns (3 credits)
CNSL 568	Drug & Alcohol Couns (3 credits)
CNSL 598	Research in Counseling (3 credit)

Specialized Courses (42 credits) - The specialization courses provide students with knowledge, skills, and abilities to engage in counseling, guidance, program development, and consultation in the context of the total school community. CNSL 504 provides an opportunity for students to explore the history of counseling as a profession, examine their professional identity as a beginning counselor, and study ethical codes and standards of care within the counseling profession. CNSL 506 focuses on theories and counseling techniques that can be used specifically with children and adolescents. The specialization courses in school counseling should be taken in the following sequence: (1) CNSL 520, (2) CNSL 526, (3) CNSL 524. CNSL 520 is the introductory course in school counseling and is needed along with CNSL 500, CNSL 501, and CNSL 504 before students take their practicum. CNSL 526 is a course in comprehensive developmental counseling that teaches a school counseling model that is recommended by both the American School Counseling Association and the Connecticut School Counseling Association. CNSL 524 is a course in consulting with school staff, parents, and community representatives. CNSL 524 is taken after the student completes CNSL 520.

SPED 501	The Exceptional Learner (3 credits)
CNSL 506	Couns Children & Adolescents (3 credits)
CNSL 520	Professional School Counseling I (3 credits)
CNSL 524	Collaborative Consultation in Schools (3 credits)
CNSL 525	Multi-Cultural Counseling (3 credits)
CNSL 526	Professional School Counseling II (3 credits)
CNSL 571	Mental Health Counseling (3 credits)
CNSL 572	Assessment, Treatment & Recovery in Couns (3) Elective of your choosing (3 credits)

Elective - The purpose of an elective in a graduate program in school counseling is to give our students an opportunity to explore related fields or advanced counseling courses in our department. Students considering licensure as an LPC should take CNSL 573 Counseling Families. Many students elect to travel abroad during spring break to either Ireland (2022, 2024) or Peru (2021, 2023) to learn about the field of school counseling from an international perspective. Others elect to take courses in educational leadership to hone their leadership skills or take an additional course in special education to deepen their understanding of how to support students with special needs and their families.

Counselor Preparation Comprehensive Examination: All candidates for a master's degree in School Counseling must take the CPCE in the fall of the final year of the program.

The thesis (ED 599) 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.

Plan A	Thesis - CNSL 599 (optional)
Plan B	CPCE (All students)

Field Experiences - School Counseling students take part in two different field experiences, the practicum (CNSL 503) and the internship (CNSL 591).

The **practicum** is an introductory experience designed to provide the beginning student with real life experience in a school setting under close supervision. Students perform a minimum of 100 clock hours of which 40 hours must be in direct service with clients. Before beginning the practicum course, students must complete their core courses, i.e., CNSL 500, 501, 504, 520 and 525

The **internship** provides the student with an opportunity to perform the full range of school counseling responsibilities under the supervision of an experienced and certified school counselor. The internship is carried out in the student's culminating year following completion of most if not all theory courses. Interns are expected to complete at least five hours per day, three days a week over the entire school year (10 months) in a public school (K-12) setting. The internship must be done in a fall-spring cycle. Students who have worked as

certified teacher for more than 30 months have slightly different requirements and should discuss their situation with their advisor.

- *NB - The student must apply in advance for the practicum and internship. Applications are due to the department on or before March 15 for the Fall semester and on or before October 15 for the Spring Semester. Applications must be approved by the student's advisor before the student registers for these courses.

A sample full-time sequence is found on the following page. It is only a sample, and it is likely that each student's program may vary somewhat.

Effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences. The procedures for obtaining the background checks and the length of time they are valid will be established by the State Department of Education and cannot be changed. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Central Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program.

All candidates to the program must provide test scores from one of the following with their application materials:

1. SAT with writing test
2. ACT with writing test
3. Praxis Core

**SCHOOL COUNSELING PLAN OF STUDY BY SEMESTER
(Sample Full-Time Program)**

Year 1		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
CNSL 500 - Dynamics of Group Behavior (3 cr.)	CNSL 501 - Theories and Techniques in Counseling (6 cr.)	CNSL 505 - Life Span (3 cr.)
CNSL 504 - Prof Issues in Counseling (3 cr.)	CNSL 526 - Prof School Counseling II (3 cr.)	SPED 501 - The Exceptional Learner (3 cr.)
CNSL 520 - Prof School Counseling I (3 cr.)	CNSL 598 - Research In Counseling (3 cr.)	
	<i>Student Applies for approval to begin Supervised Counseling Practicum (CNSL 503).</i>	

Year 2		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
CNSL 503 - Supervised Practicum (3 cr.)	CNSL 525 - Multi-Cultural Counseling (3 cr.)	CNSL 568 - Drug Counseling & Alcohol Couns (3 cr.)
CNSL 521 - Career Couns and Development (3 cr.)	CNSL 522 - Appraisal Procedures in Counseling (3 cr.)	<i>ELECTIVE</i>
CNSL 524 - Collaborative Consultation in Schools (3 cr.)	CNSL 506 - Couns Children & Adolescents	
	<i>Plan B- Student applies for and take Comprehensive Counselor Preparation Examination CPCE</i>	

Year 3		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	Capstone
*CNSL 591 - Supervised Field-Based Internship (3 cr.)	CNSL 591 - Supervised Field-Based Internship (3 cr.)	Plan A - Thesis (CNSL 599)
CNSL 571 - Mental Health Counseling	CNSL 572- Assessment, Treatment & Recovery in Counseling	Plan B - CPCE retake
Plan B - Take CPCE		

**Interns work a minimum of 700 hours over the course of a 10-month (Sept-June) academic year. Certified teachers with over 30 months of teaching experience are required to complete a 600hour internship. This can be done in either one or two semesters.*

** Please note: The Courses listed above are examples only and do not necessarily have to be taken in the order listed.*

**SCHOOL COUNSELING + LPC PLAN OF STUDY BY SEMESTER
(Sample Full-Time Program)**

Year 1		
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<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
CNSL 500 - Dynamics of Group Behavior (3 cr.) CNSL 504 - Prof Issues in Counseling (3 cr.) CNSL 520 - Professional Counseling I (3 cr.)	CNSL 501 - Theories and Techniques in Counseling (6 cr.) CNSL 526 - Professional Counseling II (3 cr.) CNSL 598 - Research In Counseling (3 cr.) Student Applies for approval to begin Supervised Counseling Practicum (CNSL 503).	CNSL 505 - Life Span (3 cr.) SPED 501 - The Exceptional Learner (3 cr.)

Year 2		
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<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
CNSL 503 - Supervised Counseling Practicum (3 cr.) CNSL 521 - Career Couns and Development (3 cr.) CNSL 524 - Collaborative Consultation in Schools (3 cr.)	CNSL 525 - Multi-Cultural Counseling (3 cr.) CNSL 522 - Appraisal Procedures in Counseling (3 cr.) CNSL 506 - Couns Children & Adolescents Plan B- Student applies for and take Comprehensive Counselor Preparation Examination CPCE	CNSL 568 - Drug & Alcohol Couns (3 cr.) CNSL 594 Clinical Mental Health Internship (for SC students)

Year 3		
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FALL SEMESTER

*CNSL 591 - Supervised Field-Based Internship (3 cr.)
 CNSL 571 - Mental Health Counseling

Plan B - Take CPCE

SPRING SEMESTER

CNSL 591 - Supervised Field-Based Internship (3 cr.)
 CNSL 572- Assessment, Treatment & Recovery in Counseling

Capstone

Plan A - Thesis (CNSL 599)
 Plan B - CPCE retake
 CNSL 573 - Counseling Families

SUMMER

SEMESTER

CNSL 594 Clinical Mental Health Internship (for SC students)

Post-Graduation: All students who complete the required coursework and additional internship to be eligible for LPC must sit for the National Counselor Examination (NCE) in April of year 3 or in October after graduation. The National Counselor Examination (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states. It is also one of two examination options for the National Certified Counselor (NCC) certification.

For more information about the NCE, please go to [click here](#).

COURSE OFFERINGS (subject to change)

Pre Req.	CSNL Course	Fall	Winter	Spring	Summer
Admission or Perm of Chair	500 Dynamics of Group Behavior	x		x	x
	501 Theory/ Techniques in Coun.	x		x	x

CNSL 501, 500, 520, 504	503 Practicum	x		x	
	504 Professional Studies in Csnl.	x		x	x
CNSL 500, 501	505 Csnl & Human Dev Across Lif	x		x	x
CNSL 500, 501	506 Csnl Children & Adolescents			x	x
CNSL 500, 501	520 Prof School Couns I	x			
CNSL 500, 501	521 Career Csnl	x	x	x	x
	522 Appraisal Procedures in Csnl.		x	x	x
CNSL 520	524 Consulting in the Schools	x			
	525 Multicultural Csnl	x		x	x
	526 Prof School Couns II			x	
	568 Alcohol & Drug Csnl		x	x	
	571 Mental Health Csnl	x		x	
	572 Assessment Treat. & Recov			x	
Elective for LPC	573 Counseling Families			x	
ELECTIVE of your choice	580 History of Counseling and Disabilities Services in Ireland (2020, 2022) 580 Family Therapy in Peru (2019, 2021)				

*majority of SC & core classes	591 Supv Intern in Guidance Int.	x		x	
	598 Research	x	x	x	

Two Paths to becoming a Licensed Professional Counselor (LPC)

Path A:
Degree from a CACREP-
clinical

accredited

Path B:
Degree in a related mental health field including school counseling

Pass exam prescribed by the commissioner (currently the NCE)

Complete 3,000 hours of postgraduate supervised experience in professional counseling, including 100 hours of supervision

Complete at least 60 graduate hours including the following courses:

- Human growth and development
- Social and cultural foundations
- Counseling theories
- Counseling techniques
- Group counseling
- Career counseling
- Appraisal or tests and measurements
- Research and evaluation
- Professional orientation to mental health counseling
- Addiction and substance abuse counseling
- Trauma and crisis counseling
- Diagnosis and treatment of mental and emotional disorders
- Practicum in counseling (**school** or clinical mental health) under instruction of professor who is licensed or certified as a professional counselor or its equivalent in another state*
- Additional 600 hour internship in mental health counseling under instruction of professor who is licensed or certified as a professional counselor or its equivalent in

Pass exam prescribed by the commissioner (currently the NCE)

Complete 3,000 hours of postgraduate supervised experience in professional counseling, including 100 hours of supervision by an LPC, APRN, LCSW or LMFT

FROM APPLICATION TO GRADUATION: THE STEP-BY-STEP PROCESS

There are essentially five stages that the student goes through from admission to graduation as depicted below:

I	II	III	IV	V
Student meets all admission requirements and is accepted into program. Student meets with advisor and completes planned program of study.	After completing CNSL 500, 501, and 504, and 520, student applies for permission to enroll in the practicum	Student begins first supervised field experience (CNSL 503) and continues to take required courses.	After completing at least 45 credits, the student applies for the internship.	The students enter into the internship phase of counselor training during which they complete capstone (Plan A or B)

- Apply for admission to the graduate school.
- Meet with advisor to complete planned program
- of study (during orientation).
- Apply for approval to enter supervised SC
- practicum (CNSL 503).
- Complete supervised school counseling practicum.
- Complete all required coursework in good academic
- standing.
- Departmental midpoint assessment.
- Complete internship.
- Complete Plan B - capstone Comprehensive Exam (CPCE).
- Apply for graduation.
- Apply for certification (March 1 of graduation year)
- Employment!!!!

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

Apply for Admission to the Graduate School - Congratulations you have already done this!

Complete the Planned Program of Study -

Once accepted into the graduate school, the student will meet for new student orientation and have opportunity to meet with his or her academic advisor to complete the Planned Program of Study. Students must complete a Planned Program of Study before registering for program coursework.

The program advisors are:

Dr. Peg Donohue, Associate Professor, Coordinator Email:

peg.donohue@ccsu.edu

Dr. Ikone Mason, Assistant Professor

Email: imason@ccsu.edu

The Planned Program of Study will identify those courses that the student needs to complete to satisfy requirements for the master's degree. The Planned Program of Study is forwarded to the Dean of the Graduate School, where it is kept on file until the student applies for graduation. To qualify for graduation the student must meet all requirements set forth in the planned program of study. With advisor approval, as many as 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 sixyear time limit required to complete the planned program of study.

Apply for approval to begin School Counseling Practicum - Students must seek departmental approval to enter the practicum by submitting an application form (see Forms Spinner or website for on-line forms found [here](#)). After reviewing the student's transcript and Counselor-in-Training Competencies Checklist (3 Cs) Forms, 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 completed CNSL 500, 501, 504, and 520 and at least 18 credits before beginning the practicum. If they are currently enrolled in any of these courses their professors will be asked to vouch for the fact that they are demonstrating an acceptable level of emotional maturity and performing at a GPA of 3.00 or better. **Deadline for application for Practicum is October 15 for the Spring semester or March 15 for the Fall semester.**

Complete all required coursework in good academic standing - Students must complete all courses identified on the Planned Program of Study. The student may transfer up to 9 credits of equivalent graduate courses taken elsewhere with the approval of the faculty advisor and the submission of a revised Planned Program of Study. All courses, including transferred courses, must be completed within the allowable 6-year period. Extensions beyond 6 years can be requested through the Dean of the Graduate School. 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 grade lower than C is permitted on the student's Planned Program of

Study. A grade of C or lower in the core counseling courses, i.e., CNSL 500 or CNSL 501 or in field experience courses, i.e., CNSL 503 or CNSL 591 also would not be considered 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 GPA calculation.

Complete the School Counseling Internship (CNSL 591) - The internship is the culminating experience in the school counseling program where students have the opportunity to use what they have learned in class and apply theory to practice. Students who are certified teachers and have taught three years with that status must complete a 600-hour internship. Students who are not certified teachers must complete a minimum of 700 hours over the course of a 10-month academic year. A minimum of 240 hours must be earned in direct service to students. Discussions about the internship and associated requirements should occur between students and advisors within the first year of a student's academic experience at CCSU. Advisors will be pleased to provide information about available internship sites, but it will be the student's responsibility to make specific arrangements. Usually, this is done in the same manner as one would seek employment, i.e., sending a resume and cover letter, and arranging for a personal interview. **Practicum is a prerequisite of Internship (CNSL 594) and cannot be taken concurrently.** More information about this is included in the separate section on the internship in this handbook.

Capstone - Plan A Thesis Guidelines and Policy- CNSL/MFT 599

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 do a thesis must present a formal proposal to the School of Graduate Studies. In addition to the CCSU Graduate School Thesis guidelines,

<http://www.ccsu.edu/grad/resources/thesis.html>, a student who choose the thesis option, must follow the Counselor Education and Family Therapy Department guidelines and timelines required for successful completion:

- The first step in the thesis process is identifying a Primary Thesis Advisor. The Department requires a core department faculty member in your major specialization as your Primary Thesis Advisor. The student works closely with his or her 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 your advisor, early complete registration and proposal paperwork for the Thesis (Plan A) - CNSL/MFT 599 is recommended.
- The Department also **requires that if a student chooses to complete a thesis, they must have successfully completed CNSL 598 or MFT 598 (Research Methods course) 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 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 course outside the department. Please discuss with your advisor what course options you may pursue.

- It is also wise to keep a project simple and manageable, since most thesis students have limited resources with which to do the project. 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 Human Subjects Committee of the University must approve all projects involving the use of human subjects.
- Three credits are awarded for completion of the thesis

For detailed timelines, required paperwork, and processes required for a thesis, please refer to the Graduate Studies Thesis Handbook.

http://www.ccsu.edu/grad/resources/files/thesis/THESIS_HANDBOOK_AUGUST2017_REVISIONSv2.pdf

Capstone Plan B

CPCE - All candidates for a master's degree in School Counseling must take the Counselor Preparation Comprehensive Exam in the fall of their final year of study.

The CPCE covers the eight Council for the Accreditation of Counseling & Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation: • Assessment and Testing • Career Development • Counseling and Helping Relationships • Group Counseling and Group Work • Human Growth and Development • Professional Counseling Orientation and Ethical Practice • Research and Program Evaluation • Social and Cultural Diversity The eight core areas serve as the primary theoretical basis for the examination and are linked to industry professional standards.

The examination cost per student is \$150 for Computer Based Testing. Students are responsible for this fee. To learn more about the CPCE or for information about ordering the exam, visit www.cce-global.org, email us at cpce@cce-global.org

Students must apply in advance to take the Plan B-Case Study. The application is due to the Graduate School by October 1 for the fall semester and by February 15 for the spring semester.

Apply for Graduation - In applying for graduation the student must have completed or be in the process of completing all of the items listed on his or her Planned Program. "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 December conferral of the degree. It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline. The Graduate School will then compare the student's application with the official Planned Program. If the student has fulfilled all the requirements of the program, permission to graduate will be granted.

Apply for School Counselor Certification - Before the graduated student can practice in the State of Connecticut as a School Counselor, he or she must first obtain an Initial Educator Certificate from the State Department of Education.

The student should complete an application for Connecticut Certification early in the final semester at CCSU. The application forms and information about completing them are available in the Office of the Associate Dean, School of Education and Professional Studies.

Employment - The following websites can be used when searching for school counseling positions:

IN CT:

<http://www.ctreap.net>

<http://www.cea.org>

<http://www.cttech.org/central/career-ops/career-ops.htm> (CT Technical Schools)

In addition, we also suggest visiting individual school district websites.

IN OTHER STATES: Check state's department of education website and contact state school counseling association.

IN OTHER COUNTRIES:

ISS - International School Services

<https://www.iss.edu/school-services/staffing-a-school/school-recruiting-withiss/open-positions>

School Counseling Across the Pond - Blog

<http://internationalschoolcounselor.blogspot.com/2012/07/internationalschools-and-how-i-got-in.html>

Joyjobs - Listing of international teaching/counseling jobs

<http://joyjobs.com>

PAID INTERNSHIPS ABROAD: Search

Associates

www.searchassociates.com/Paid-Internships.aspx

FIELD EXPERIENCE: THE PRACTICUM AND INTERNSHIP

Many students who have graduated reflect back on their clinical placements as being among the most critical components of both their personal and professional development. The student's practicum and internship provide an opportunity to apply counseling theory to practice and to further develop one's knowledge, skills, abilities, and broaden one's professional identity. Because field placements represent new ventures into unknown territory, it is not uncommon for students to feel a little nervous and unsure of themselves. Hopefully, students also realize that moving from the safety of "role-plays" in

the classroom to counseling people who present 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.

SCHOOL COUNSELING PRACTICUM

Introduction - The Supervised Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform professional counseling activities under close supervision in a school setting. This is usually done in an urban setting. Students perform a minimum of 100 clock hours of field experience of which 40 hours is in direct service with clients. At least 10 of the 40 hours must be in facilitating a group counseling experience. The site supervisor provides a minimum of one hour of supervision each week. Students also participate in a weekly faculty supervised seminar with other students in fieldwork, and discuss issues related to their site. The Practicum is an opportunity to apply theory to practice and experience the dynamic interactions that take place within any organizational system.

Because this is the first clinical experience students will receive supervision both on the job from the site supervisor and group supervision from the seminar professor. Students are expected to provide audio tapes of their counseling sessions as part of the supervision process. Students should make sure that they seek permission to tape from the school and provide clients with adequate informed consent regarding the purpose of the taping and the voluntary nature of the client's participation. If taping a minor, parental permission is required. Forms are available in the spinner or on the website.

Practicum Training Guidelines - The practicum experience is intended to enable the beginning student to develop and enhance basic counseling skills and to integrate professional knowledge and skills.

While differences will exist across sites, it is expected that most students will have an opportunity to practice basic listening skills, interviewing and assessment skills, and individual and group counseling skills. The student is also expected to develop the ability to critique one's own work, learn from the

constructive criticism of others, and develop an increased level of awareness of one's reaction to different clients.

Student Commitment - The student spends minimally one hundred hours on site, including any orientation or training that is required. The practicum's format depends on the nature of the school and its needs and the goals of the student. **There is no prohibition to spending more than the 100 hours over the semester.** Many students decide to devote more time to capitalize on the excellent learning opportunities and to develop relationships that may serve as a pathway to future internship and employment opportunities. At all times, of course, students are expected to conduct themselves in a manner reflective of their professional status.

Practicum Search Process -

Step 1. Submit your application for practicum to the department on or before March 15 for the Fall semester and October 15 for the Spring Semester.

Step 2. Review the department's approved list for school counseling clinical sites. (In a binder in the office)

Step 3. Speak to your advisor and other students about possible sites. Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next 7 days to arrange for an interview.

Step 4. If the facility schedules an interview, bring a blank copy of the Agreement Form and review with the site supervisor. Describe your goals, ask any questions and raise any concerns.

Step 5. If the site has never been used before, discuss new site approval procedures with your advisor.

Step 6. If an affirmative site placement decision is made, arrange a time to complete the practicum agreement contract. Submit your completed Agreement Form to your Seminar Faculty Member at the

time of the first class meeting along with your professional liability insurance certificate and proof of finger printing.

SCHOOL COUNSELING INTERNSHIP

Introduction - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hour of direct student contact.

Students work a minimum of 5 hours a day for 3 days per week. However, some students work more hours in order to totally integrate themselves into the culture of the school. Students who are certified teachers and have taught for 30 months or more may fulfill the program requirements in a 600 hour internship with at least 240 hours of direct student contact, performed in either one or two semesters (sometimes more if needed).

Students have the opportunity to apply the theories and skills they have learned throughout their graduate training in a school setting. They will become acquainted with their internship site's philosophy, mission and goals, its management style, and its unique culture. They are considered part of a team in which they will have an opportunity to consult and work collaboratively with other counselors, teachers, administrators, parents and members of the community. While differences will exist across sites, it is expected that students will have the opportunity to practice the full array of school counseling services including, interviewing, assessment, case conferences, and individual and group counseling.

Students will be expected to be a cooperative team member who develop the ability to critique their own work, learn from the constructive feedback of others, and develop an increased level of awareness of their relationships and interactions with fellow workers, supervisors, and clients. Students are

expected to conduct themselves in a manner consistent with their new professional identity adhering to the highest standards of practice and ethical conduct.

Finding the Right Internship - The internship may be the single most important part of the student's graduate learning experience. The internship should be at a different level than the practicum. For example, if the practicum was at a middle school then the internship should be at a high school. Since students train on a full time basis for an entire academic year, it is very important that they choose their internship carefully. Convenience of location and opportunities for employment often figure prominently in the student's selection of a site. 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 school counseling program. One important question to ask is "Does the site have a written comprehensive school counseling program?" CCSU's program places a strong emphasis on a developmental model of school counseling that is reflected in the ASCA National Model for School Counseling (2012). Therefore, the most ideal training would be offered in a setting that has a fully implemented developmental school counseling program. To determine whether a particular site has a comprehensive school counseling program the student should ask the following questions:

1. Is the school counseling program considered an integral component of the academic mission of the educational system?
2. Does the school counseling program seek to impart skills and services to **all** students in the academic, career and personal/social dimensions of their education?
3. Does the school counseling program emphasize proactive and preventive services instead of focusing on remedial or crisis intervention counseling?
4. Are the Principal and Director of School Counseling committed to the ASCA National Model of school counseling?
5. Is there a high level of teacher involvement in planning and presenting classroom activities designed to foster academic, career, and personal/social development in the students?
6. Is there a written K-12 Comprehensive School Counseling Program in the system?

7. Is the site supervisor trained in clinical supervision, and will he or she be willing to spend at least one full hour a week with the intern in face-to-face supervision, including reviewing audio tapes and case notes?
8. If it is a high school, will you have access to becoming trained in Naviance or other college and career readiness platforms?

See Suggested Fieldwork Sites in School Counseling A-Z advising section of handbook.

Arranging for Interviews - Looking for an internship is no different than looking for a full time job. If the student has personal contacts that will help them to get interviews, by all means, they should take advantage of them. In the absence of any direct connections take the following steps:

- Step 1.** Speak to your advisor and other students about approved sites that will provide you with a worthwhile training experience. Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next 7 days to arrange for an interview.
- Step 2.** If the facility schedules an interview, bring a blank copy of the internship contract used by CCSU and review with the site supervisor. Describe your goals, ask any questions and raise any concerns.
- Step 3.** If the site has never been used before, discuss new site approval procedures with your advisor.
- Step 4.** If an affirmative site placement decision is made, arrange a time to complete the internship agreement contract. Submit your completed contract to your Seminar Faculty Member at the time of the first class meeting along with your professional liability insurance certificate.

Administrative Requirements -

1. Apply for the internship to the department on or before March 15 for the Fall and Summer semester and October 15 for the Spring Semester. *(You should have completed all of your coursework with the exception of the capstone testing/CPCE)*
2. Complete the Agreement Form and hand it in by the first seminar class meeting. It is the student's responsibility to complete all relevant sections of the contract and present it to the site supervisor for discussion and signature. Internship hours will begin to accrue ONLY after the contract has been signed and handed in.

3. Obtain professional liability insurance. Students providing clinical services must be covered by Professional Liability (malpractice) insurance. Very inexpensive student insurance can be purchased as a benefit of membership in a professional organization such as the American Counseling Association (ACA). Membership in the American School Counseling Association (ASCA) provides you with automatic coverage. You can join ACA on line at <http://www.counseling.org> and ASCA at <http://www.schoolcounselor.org>. Minimum recommended limits are \$1,000,000/\$1,000,000. Higher limits, \$1,000,000/\$3,000,000, are usually only a few dollars more and are strongly recommended.

Please note that a copy of the student's certificate showing proof of liability insurance is required prior to beginning the internship.

4. Maintain a weekly and a monthly log of your internship hours. The monthly log will be signed by the site supervisor and handed in to the seminar faculty member. The monthly log will summarize direct, indirect, and supervision hours. The monthly logs will be placed in the student's official file. Students should make a photocopy of the documentation for their own records.
5. At the end of the semester, the supervisor and student will have a meeting to review the supervisor's written evaluation of the student. At this meeting both the supervisor and student will sign the evaluation form. The student will submit the evaluation by the
6. Deadline specified by the seminar faculty member. The evaluation is based on the internship competencies described on page 28.

The Site Supervisor - The site supervisor must be a State of Connecticut certified and tenured School Counselor with a minimum of four years of professional experience. In signing the internship agreement, the site supervisor agrees to:

1. Provide the student with opportunities to engage in the full variety of counseling activities.
2. Provide the student with adequate work space, telephone, office, supplies, and staff to conduct professional activities.

3. Provide a 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 issues.
4. Provide a written evaluation of the student based on criteria established by the university program.

The 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 the supervision agenda that may include, but is not limited to such topics as: new cases, a review of audio or video tapes, ethical and legal issues, personal issues, client problems, counseling technique questions, treatment planning issues, and administrative questions. The faculty instructor or site supervisor will provide more information about how to prepare for a supervisory session. A sample of a hypothetical supervisory agenda is contained in Appendix IV.

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 teachers, parents and administrators that you will be able assist children 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 teachers, administrators, parents and community members will be critical to the success of your clinical experience.

Professional and Ethical Considerations - Professional conduct during coursework and the internship influence a student's reputation, acceptability and employability after graduation. Trainees are expected to be socialized into the important dimensions of their new professional identity as school counselors. Appropriate dress, decorum, respect for confidentiality and standards of performance must be maintained at all times. Students should have a copy of the *Ethical Code of Standards for the American School Counseling Association* readily available. They should also become familiarized

with the school's policies pertaining to ethical, legal, and administrative procedures. The student should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements.

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 school 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 taping, the student will obtain signed releases prior to proceeding with taping. Tapes 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.

Internship Competencies - During the course of the internship the student is expected to demonstrate the competencies listed below. Your final evaluation will be based on the manner and degree to which you are able to demonstrate the knowledge, skills and abilities associated with each competency. These competencies also serve as excellent topical areas to discuss during your weekly supervision sessions.

1. Provides academic counseling, career counseling, and personal and social counseling to students in the school setting.
2. Demonstrates skill integration of guidance curriculum into the total school curriculum; specifically, by systematically providing information
3. and skill training to assist K-12 student in maximizing their academic, career, and personal/social development.

4. 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 student development and progress in the school setting.
5. Demonstrates knowledge of methods and techniques for prevention and early intervention in order to maximize school success for students.
6. Demonstrates knowledge and skill in the consultation process, effectively consulting with teachers, administrators, parents, community groups, and agencies as appropriate.
7. Demonstrates knowledge of ways to coordinate and develop programs and services that enhance school climate for effective learning.
8. Demonstrates knowledge of legal ennoblements and constraints impacting school counselor and students.
9. Demonstrates knowledge of the concepts and process of effective counseling and intervention programs for individuals and groups of students, including advocating for student access to school and community programs.
10. Demonstrates knowledge and skill in carrying out a comprehensive and developmental counseling program, including organizing and leading group counseling interventions appropriate to the school level.
11. Demonstrates skill in applying brief strategic interventions for use with student problems and concerns not severe enough for outside referral.
12. Demonstrates knowledge of the ethical standards and practices of the school counseling profession, and skill in applying these ethical standards to specific counseling situations.
13. Demonstrates ability to work productively as part of a school based mental health teams. This includes seeking assistance, asking questions, and addressing any workplace conflict or challenge in a professional manner.

Internship Termination - As you near the end of your internship you will need to plan the termination process carefully. You will undoubtedly develop emotional attachments to both staff and students. As you prepare to terminate counseling relationships, it is important that you work closely with your supervisor and your seminar professor. Students who have experienced problems with separation and rejection in the past may be particularly emotionally vulnerable. Therefore, it is wise to prepare the students early and, if appropriate, discuss who might be serving in your absence. Having spent an entire academic year at your school,

you will also undoubtedly have difficulty saying your good-byes. But, it's also a good time to give yourself a big pat on the back. 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 school counselor.

ASSESSMENT of PROFESSIONAL FUNCTIONING

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 (this 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 in Lamb, Presser, Pfost, Baum, Jackson, and Jarvis (1987), and then amended 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.

Faculty will complete an assessment instrument which measures attitudes, attributes, professional functioning and behavior, and competencies on all

students that take CNSL 501 (CNSL Theories and Techniques) and 504 (Professional Studies in CNSL) . The purpose of this is to ensure that no student has personal or professional functioning problems significant enough to limit his or her effectiveness as a as a counselor/ therapist in training and future professional counselor. CNSL 501 and 504 are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure. In addition to these academic courses, students will be evaluated in their first field placement experience in MFT 583/593 or CNSL 503 (practicum) at the midterm and final point of their placement. The assessment will continue the evaluation of attitudes, attributes, professional functioning and behavior and competencies while in field placement.

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.

In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for counseling or marriage and family therapy, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. Faculty also 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.

At its regular meetings, the department faculty may review student progress as needed. If problems are noted, the following process is utilized:

Probationary Process for the Department of Counselor Education and Family Therapy

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.

The process of probation may include a remediation plan to enhanced student selfawareness and how their behaviors may impair academics, interpersonal relationships, and clinical progress in the program.

The remediation plan 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, and 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 department file. 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). If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation.

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 make a decision to recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School.

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.

School Counseling Advising A to

Z

A
Academic Integrity
Adjunct Professors
American Counseling Association (ACA)

American School Counseling Association (ASCA)
APA Style
C
Capstone
Chi Sigma Iota
Central Counseling Society
Certification
Conference Attendance
Connecticut Counseling Association (CCA)
Connecticut School Counseling Association (CSCA)
E
Endorsement Policy
F
Fieldwork sites
Fingerprinting
Forms
Full or Part Time Status
G
Graduation
Graduate Student Association (GSA)
Grievance Policy
I
Internship
L
Licensure (LPC)
M
Membership in Professional Organizations
Mentoring
N
Non-counseling duties
Non-Discrimination Policy

P
Plagiarism
Plan of Study
Practicum
Professional Development
Professional Identity
R
Registration
S
Safe Assign
Scholarships and Grants
Self-care
Self-care retreat
T
Taping Clients
Tuition and Refund Policies
V
Volunteer Experiences

Academic Integrity - At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to the work and ideas of others. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism. <http://www.ccsu.edu/academicintegrity/>

Adjunct professors - we are fortunate to have multiple adjunct professors who currently work as school counselors teaching in our school counseling program. They deliver high quality instruction and mentorship. Unlike full time faculty members, adjunct professors do not hold office hours. However, you can make an appointment with an adjunct professor to discuss your progress in their class.

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. ACA holds an annual conference in a major city each year. Information about the ACA can be obtained on site at <http://www.counseling.org>.

American School Counseling Association (ASCA). ASCA is the largest organization in the U.S. devoted to promoting the profession of school counseling. Although considered a subdivision of ACA, the American School Counseling Association can be joined separately. Information about ASCA can be obtained on site at <http://www.schoolcounselor.org>.

APA Style - All papers should be typed, double-spaced and conform to the standards of the Publication Manual of the American Psychological Association (6th edition).

For additional information or APA citation guidelines when writing a paper, please refer to:

- www.wooster.edu/psychology/apa-crib.html
- www.psychwww.com/resource/apacrib.htm
- www.lib.ucon.edu/find/guides/APAcitat.pdf - www.apastyle.org/previoustips.html

Central Counseling Society - The Central Counseling Society is organized and run by graduate students who are in the professional 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. The President of CCS for the 2020-2021 is _____.
Email _____

Certification - School counselors are certified by the state of Connecticut. At the close of your internship year, you will complete paperwork under the direction of the SEPS credentialing coordinator. The program coordinator and department chair must sign off on all credentialing paperwork signifying that students have completed all requirements for the program. For more information about school counseling certification in CT, please go to:

<https://portal.ct.gov/SDE/Certification/Bureau-of-Certification/CertificationGuides-and-Fact-Sheets>

Chi Sigma Iota - Chi Sigma Alpha Student Affairs Honors Society International is comprised of graduate students, alumni, faculty, and student affairs professionals to promote and recognize excellence in academics, research, and service to the profession of student affairs. The Alpha Delta Chapter was established at CCSU in the Fall of 2017. Chi Sigma Alpha, International has now expanded to include over 200 individuals and 25 chapters since its formation, with CCSU being the 25th chapter.

<http://www.ccsu.edu/ceft/chiSigmaAlpha.html>

Conference Attendance - Students are encouraged to attend professional conferences and meetings. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of School Counseling. The Graduate Student Association has some funds to help subsidize a limited number of workshops and conferences. Contact the president of the Graduate Student Association for details.

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 for free with CCA membership.

Information about the CCA can be found at <http://www.ccain.org>

Connecticut School Counseling Association (CSCA). CSCA advocates for the specific concerns of school counselors in the State of Connecticut and holds its own annual training conference each May. CCSU students are encouraged to serve as members of the CSCA graduate liaison committee and present data/topical interest area posters at the annual conference. You can access their website csca.wildapricot.org [here](#)

CSCA Leadership Roster - School counselors who elect to serve as a member of our state association are excellent mentors and potential site supervisors. They are dedicated to giving back to the profession. Check with school counselors currently serving in leadership roles in our state association at <https://csca.wildapricot.org/Leadership-Roster>

Endorsement Policy - The coordinator of the School Counseling program endorses only those students who have satisfactorily completed their program of study including all course work and field experiences. The State of Connecticut grants the school counseling certificate after a candidate completes a planned program of study leading to a master's degree, and is recommended by the Office of the Dean of the School of Education and Professional Studies. When a student completes a school counseling program, the student applies for certification through the Office of the Dean. The department chair reviews and verifies that all requirements have been met. The student is then recommended for certification by the University certification officer. The final decision is made by the State Department of Education, Bureau of Certification and Professional Development.

Fingerprinting - All fieldwork students (practicum and internship) must be fingerprinted according to the cooperating school district's protocol as part of the background check completed prior to initiating fieldwork. Practicum and internship students must present evidence (i.e. an email from a district HR staff member) indicating that fingerprinting and a background check have been completed.

Forms - Student forms can be found in 2 places: **1.** The forms spinner is located outside of the office of the Department of Counseling and Family Therapy. It is

an important resource for students and a significant time saver for department staff. While the department secretary and faculty will make every effort to assist you, they would also appreciate your efforts to acquaint yourself with the forms spinner scheme shown in Appendix I. 2. All student forms are also be made available to you on our department website.

<http://www.ccsu.edu/ceft/counselorEducationSchoolCounselingMS.html>

Full-time or Part-time Status - Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The School Counseling program has been designed to accommodate both full-time and part-time students. Most of the courses in the program are offered in the evenings; some are offered during Intersession and Summer and occasionally on weekends. The program is designed to allow both full-time 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.

Since school 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) Core Courses (including practicum) (2) Specialization Courses, (3) Internship, and (4) Capstone Testing/CPCE. Other required courses may be taken when offered following completion of the prerequisites, and following full acceptance into the specialization. Part-time students are advised to plan on taking two courses per semester prior to taking the practicum sequence. Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester. 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. Full-time students can complete the program in three years; all students must finish the program within a six-year time frame from the time they begin the program. It is very **important** for students to notify the Registrar's Office if they are changing their full-time or part-time status. When completing internship, please contact your advisor if you plan to go below 9

credits so that the registrar can be contacted to ensure student loans do not come due during your final fieldwork year.

Graduation - In February prior to the end of the program, students will apply for Graduation. These forms are furnished by your internship professor and are turned into the Dean of Graduate Studies. This process initiates an audit of all coursework to ensure students have met all graduation requirements.

Graduate Student Association - The Graduate Student Association of Central Connecticut State University includes as members all full-time graduate students and, as associate members, any part-time student who pays a nominal membership fee. (Full-time student dues are included in the fees paid by fulltime students.)

The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The ladder 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

Grievance Policy - Complaints or disputes concerning the behavior of a professor or supervisor, including concerns with 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 Director. 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. The university also has an Ombudsman, whose role is described in the *University Student Handbook*. The Ombudsman serves as an impartial and confidential mediator of disputes among members of the University community. He is an excellent source of information and assistance in addressing concerns with faculty and other students.

Internship - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hour of direct student contact.

Licensure (LPC) - Students may elect to prepare for licensure as a professional counselor during the course of their program. In order to meet the requirements for licensure, students must do the following:

1. Earn 60 graduate credits in Counseling
2. Take an additional 600 hour mental health counseling (CNSL 594)
3. Pass the National Counselor's Exam
4. Once employed, counselors must be supervised for 3,000 hours. This supervision can be provided by an individual with their LPC, LMFT, LCSW or APRN.

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. (see *ACA, ASCA, CCA, and CSCA*).

Mentoring - Students have the opportunity to be paired with a mentor when they first begin the program. Mentors will be encouraged to meet with their mentees periodically while they are both at CCSU to support the mentees transition into the program and success. Mentors and mentees will be invited to periodic gatherings throughout the school year.

Non-counseling duties - Practicum and internship provide our students with rich learning opportunities. School counseling fieldwork students will not routinely complete non-counseling duties as part of their hours. This means that fieldwork students should not be substituting for teachers, disciplining students, and supervising lunchrooms. Site supervisors will be made aware of the counseling duties that are most suitable for fieldwork students. University site supervisors will contact any school site supervisors who routinely task fieldwork students with non-counseling duties.

Non-Discrimination Policy - The University has a clear policy statement on the prohibition against discrimination, which can be found in the graduate catalog and on promotional materials for the program. The policy states:

Central Connecticut State University is committed to a policy of nondiscrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical, or mental handicap. This policy is applicable to employment practices, admission of students, and services to students, staff, faculty, and the community. The University's affirmative action program seeks to include minorities, women, veterans and people with disabilities in the educational programs of the University and in all areas of the work force..."

Plagiarism - According to the American Heritage Dictionary (1996), to plagiarize is to: "use and pass off the ideas or writings of another as your own." (The American Heritage Dictionary, 1996) In other words, plagiarism involves both stealing someone else's work or ideas and not giving that person the proper

credit (American Psychological Association Manual [APA], 2001). Students who choose to plagiarize risk receiving a failing grade for the course, may be assigned remediation tasks and may be removed from the program at the discretion of the Department of Counseling and Family Therapy faculty and per university policy.

Plan of Study - Upon entering the program, each student will create a Plan of Study with their advisor. This plan serves as an informal contract between the student, the advisor, and the graduate studies office which clarifies all of the coursework a student must complete in order to successfully graduate from the program. Advisors can review your plan of study with you on a regular basis to ensure you are progressing toward graduation.

Practicum - Each student will complete a one semester practicum at a school. Students must complete a minimum of 100 hours. Forty of those hours must be spent in direct service with students (counseling, academic advising, and teaching school counseling lessons). Practicum hours begin the first week of the semester and end when the semester ends (Late January to Early May).

Professional Identity - One of the central goals of the CCSU school counseling program is the adoption of a professional counselor identity. Professional identity is the result of a developmental process that facilitates individuals to reach an understanding of their profession in conjunction with their own selfconcept, enabling them to articulate their role, philosophy, and approach to others within and outside of their chosen field (Brott & Myers, 1999; Smith & Robinson, 1995). The CCSU School Counseling Program offers multiple pathways for developing one's professional identity inside and outside of classroom learning.

Registration - Dates for on-line registration for each semester is announced on the university calendar on the CCSU website. Students wishing to register for a course who find the section full can contact the professor to find out if they can get an override to join the course. If this override is granted, they must provide their name, student ID#, Course # (including CRN #) to our program secretary, Marian Rosario at marian.rosario@ccsu.edu. Students who are admitted conditionally must get an override to register each new semester until they no longer have conditional status.

SafeAssign - SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. A SafeAssign originality report provides detailed information about the matches found between a student's submitted paper and existing sources. Both instructors and students use the report to review assignment submissions for originality and create opportunities to identify how to properly attribute sources rather than paraphrase. CCSU faculty will be using SafeAssign. Students are encouraged to use SafeAssign to review all written assignments prior to submitting them for a grade.

Scholarships and 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 Counseling & Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

<http://www.ccsu.edu/grad/resources/scholarships.html>

Self-care - Self-care is an essential aspect of counselor education, practice and sustainability. Self-care is any activity that we do deliberately in order to take care of our mental, emotional, financial and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety. It's also essential to developing and maintaining a good relationship with oneself and others.

Self-Care Retreat - Each fall CEFT students are invited to participate in a day long gathering focused on the essential practice of self-care. Counselors in training and practicing counselors experience a great deal of stress as they strive to support their clients on their journey toward improved mental health. This low-cost retreat gives students and faculty the opportunity to explore selfcare approaches, develop fellowship in the program, and set an intention for the academic year ahead. If you have any questions about the retreat, contact Dr. Reggie Holt at rwholt@ccsu.edu.

Taping Clients - Students in practicum and internship will be asked to tape themselves counseling a student in one-on-one sessions. Students must get written parental permission to audiotape sessions using our university approved

form. If the district requires a separate form, that must be completed as well. Students provide internship professors with their full tape via thumb drive or via email. Once these recordings are graded, they must be fully erased or destroyed to ensure confidentiality. Students names will not be shared when discussing the case.

Tuition and Refund Policies - Policies regarding registration for courses, tuition, fees, and refunds are listed in the *Graduate Catalog*. Please refer to the catalog for detailed information regarding such policies.

<http://www.ccsu.edu/bursar/>

Volunteer Experiences - All students are strongly encouraged to participate in volunteer experiences in school settings or youth service agencies. Volunteer work can be a valuable developmental experience for the potential school counselor. Faculty advisors can assist students to identify appropriate opportunities for volunteer work. Please contact the Office of Community Engagement for a list of youth related volunteer opportunities.

<http://www.ccsu.edu/communityEngagement/>

APPENDICES

- Appendix I. Counseling Forms
- Appendix II. Counselor Competencies Checklist (under revision)
- Appendix III. E-Mail Distribution Form
- Appendix IV. Sample Supervision Map
- Appendix V. Important Points to Remember

APPENDIX I

FORMS "SPINNER" or On-line on department website

Students have easy access to important departmental and university forms that are available in the forms spinner and on the department website. Forms are arranged according to the following scheme:

Forms on Spinner

	School Counseling		Miscellaneous
SC-1	SC Application for Practicum - CNSL 503	M-1	Admissions Informational Packet for Master of Science Degrees
SC-2	SC Practicum Agreement - CNSL 503	M-2	Graduate Application Form
SC-3	SC Practicum - Site Supervisor's Evaluation - CNSL 503	M-3	Recommendation Form
SC-4	SC Practicum and Intern - Evaluation of Site - CNSL 503 & 591	M-4	Advising Sheet
SC-5	SC Internship Application - CNSL 591	M-5	Application for Degree Candidacy
SC-6	SC Internship Agreement - CNSL 591	M-6	Release Forms for Audio Taping
SC-7	SC Internship Site Supervisor's Evaluation - CNSL 591	M-7	CCA Membership Application and Renewal Form

SC-8	SC - Practicum/Intern Evaluation of Site Supervisor - CNSL 503 & 591	M-8	Brochures
SC-9	Fingerprinting	M-9	MFT Placement Forms (Pink Slip)
SC-10	SC Parental Release Form	M-10	Application for Master's
			Comprehensive Examination(Plan B)
SC-11	SC Monthly Hour Log - CNSL 503 & 591	M-11	Application for Graduation

Appendix II.
Counselor Competencies Checklist

Under revision

APPENDIX III

APPLICATION TO BE PUT ON E-MAIL DISTRIBUTION LIST



E-Mail Distribution List

If you have not received a recent E-mail news update from the Counselor Education and Family Therapy Department, you may not be on the E-Mail distribution list for your program. Or, we may have an incorrect E-mail address for you. If you would like to be added to the list, simply complete the form below. Keep in mind that your E-mail address will be made public to everyone else on the distribution list.

Name: _____

Program: School Counseling
 MFT
 SDHE
 Professional and Rehabilitation Counseling

E-Mail Address: _____

Please print clearly **APPENDIX IV**

Sample Supervision Map

Supervisee: xx Supervisor: _____ Date: Supervision Map #

Topics for Today:

Strengths:

Needs Attention:

Goals:

Ethical Concerns:

Supervisor Comments:

Supervisee Comments:

APPENDIX V

DEPARTMENT OF COUNSELOR EDUCATION & FAMILY THERAPY

IMPORTANT POINTS TO REMEMBER

- ✓ Prior to entering into the practicum portion of the School Counseling program, faculty will complete the Student Competencies Check List (See Appendix) on all students that take CNSL 501 and 504. The purpose of this is to ensure that no student has personal problems significant enough to limit his or her effectiveness as a professional counselor. 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 must complete a planned program of study before completing 15 credits of graduate work.
- ✓ 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 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 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, he/she 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 a criminal history background check.
- ✓ Students must apply in advance for their capstone testing/CPCE and for graduation.
- ✓ All school counseling students are strongly encouraged to join the Connecticut Counseling Association and its subdivision the Connecticut School Counseling Association and the American School Counseling Association.

Frequently Asked Questions (FAQs):

If I took a Special Education Course in my undergraduate program, can it count for SPED 501?

Unfortunately, we cannot use an undergraduate course (300 level) for a graduate program requirement (500 level). A 300 level course cannot be part of a graduate planned program of study.

Can I have a student mentor in the program?

Yes, many second and third year students are willing to support first year students as a mentor. Contact your advisor to let them know you are interested.

I am currently a teacher, can I do my practicum and internship there?

You can only do either your practicum or internship (not both) at your current site under the direction of a school counselor. To avoid concerns around dual relationships with students, you should not be assigned to counsel students you

currently teach. According to CT certification statutes, your practicum and internship must be done at two different levels (Elem, MS, or HS).

I am currently a teacher, do I have to quit my job to do my internship?

Most districts will work with their teachers who are training to become a school counselor to arrive at a plan to complete their internship. We recommend you begin discussions about this essential part of your training early in the process. Some of our students who are teachers have taken a half year sabbatical to do their internship.