STUDENT HANDBOOK
FIELDWORK HANDBOOK

Master of Science in Counselor Education with Specialization in Clinical Professional Counseling

Accredited by the Council for the Accreditation of Counseling and Related Educational Program (CACREP) through March 31, 2027

Department of
Counselor Education and Family Therapy
Henry Barnard Hall 225
New Britain, CT 06050
(860) 832-2154

TABLE OF CONTENTS

INTRODUCTION **5**

ACADEMIC ADVISEMENT *6*

COMMUNICATION *6*

TECHNOLOGY AND COURSE MANAGEMENT SYSTEM REQUIREMENTS *7*

Accessing Blackboard Ultra: 8

Accessing Experiential Learning Cloud (Through Blackboard Ultra): 8

DEPARTMENT MOTTO: "GROW WITH US" **9**

THE DEPARTMENT **10**

CLINICAL PROFESSIONAL COUNSELING PROGRAM **10**

ACCREDITATION *10*

PROGRAM MISSION *10*

PROGRAM VALUES *11*

PROGRAM PHILOSOPHY *11*

COUNSELOR EDUCATION PROGRAM OBJECTIVES *12*

KEY PERFORMANCE INDICATORS *13*

Counselor Education Program KPIs 13

Clinical Mental Health Counseling Specialized Practice Area KPIs 15

Clinical Rehabilitation Counseling Specialized Practice Area KPIs 16

Addiction Counseling Specialized Practice Area KPIs 16

CURRICULUM *17*

PLANNED PROGRAM OF GRADUATE STUDY *17*

Entry-Level Specialized Practice Areas 17

Clinical Mental Health Counseling Specialized Practice Area Objectives 18

Clinical Rehabilitation Counseling Specialty Area Objectives 18

Addiction Counseling Specialty Area Objectives 19

Core Counseling Courses (39 Credits) 20

Specialization Courses (21-24 Credits) 20

Supervised Clinical Professional Counseling Practicum (3.0 Credits) 22

Supervised Clinical Professional Counseling Internship (6.0 Credits) 22

Capstone Project (Thesis and Comprehensive Examination) 23

EXAMPLE PLANNED PROGRAMS OF STUDY (FULL-TIME) *24*

Clinical Mental Health Counseling 25

(EXAMPLE FOR ILLUSTRATIVE PURPOSES) 25

Clinical Rehabilitation Counseling 26

Addiction Counseling 27

~~**Gerontology Counseling**~~ 28

COURSE AVAILABILITY AND CYCLING SCHEDULE *29*

PROGRAM FORMS *29*

FROM APPLICATION TO GRADUATION **29**

OBTAIN GRADUATE ADMISSION *30*

COMPLETE THE PLANNED PROGRAM OF GRADUATE STUDY *31*

APPLY FOR THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503) *32*

COMPLETE THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503) *32*

APPLY FOR THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594) *33*

COMPLETE THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594) *33*

COMPLETE REQUIRED COURSEWORK IN GOOD ACADEMIC STANDING *36*

APPLY FOR GRADUATION *36*

THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING FIELDWORK HANDBOOK: **37**

PRACTICUM AND INTERNSHIP **37**

SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503) *37*

Eligibility Requirements 37
Description 37
Objectives 37
Contact Hour Requirements 38

SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594) *41*

Eligibility Requirements 41
Description 41
Objectives 42
Contact Hour Requirements 42

POLICIES AND PROCEDURES FOR PRACTICUM AND INTERNSHIP *45*

Locating and Preparing for Practicum and Internship Site Placement 45
Policy on Conducting Practicum and Internship Training at the Same Agency 47
Clinical Supervision 48
Professionalism 49

ADMINISTRATIVE REQUIREMENTS FOR PRACTICUM AND INTERNSHIP *49*

Application 49
Practicum/Internship Agreement & Letter to Site Supervisor 49
American Counseling Association (ACA) Student Membership 50
Professional Liability Insurance 50
Student Health Insurance & Accident Policy Information 50
Student Health 51
Service Hours Logs 51
Instructor Site Visits 51
Site Supervisor Evaluation of Student Performance 51
Student Evaluation of Field Experience 52
Full-Time/Part-Time Student Status 52

Site Supervisor Qualifications ... 52
Site Supervisor Expectations ... 52
Student's Responsibility During Supervision ... 53
Emergency Procedures ... 53
Building Relationships ... 54
Professional and Ethical Considerations ... 54
Confidentiality ... 55
Field Placement Competencies ... 55
Field Experience Completion ... 56

POLICIES, RESOURCES, & OTHER ITEMS ... **57**

POLICY ON GATEKEEPING AND ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR ... *57*

ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR ... *58*
Counselor-in-Training Professional Dispositions ... 59
Counselor-in-Training Skills and Competencies Checklist ... 60
Required Meeting with Student to Review C3 ... 61
Probationary Process ... 61
Individual Remediation Plan ... 62
Temporary Suspension from Program and/or Experiential Learning Policy ... 63
Appeals Process for Dismissal ... 64

GRADUATE ACADEMIC POLICIES AND REQUIREMENTS ... *64*

GRADES AND GRADING POLICIES ... *65*
Academic Probation/Academic Dismissal Policies ... 65
Grade Appeals Policy ... 65
Non-Graded Appeals Process ... 66

POLICY ON ENDORSING STUDENTS SEEKING PROFESSIONAL EMPLOYMENT AND/OR CREDENTIALING ... *66*

STUDENT AND PROFESSIONAL ORGANIZATIONS ... *67*
Student Volunteer Experiences ... 67
Personal and Professional Growth ... 67
Membership In Professional Organizations ... 68
Attendance at Conferences and Professional Meetings ... 69
Graduate Student Assembly ... 69
Central Counseling Society ... 70
Chi Sigma Iota ... 70
The Forum for Contemplative Practices ... 71

PROGRAM STATUS ... *71*
Student Cohort ... 71
Full-Time Or Part-time Status ... 71
Course Load/Status Change/Program Change ... 71
Degree Completion ... 72

UNIVERSITY POLICIES ... *72*
Tuition, Registration, Withdrawal, and Refund Policies ... 72
Scholarships, Graduate Assistantships, Grants, and Financial Aid ... 72
Equity and Inclusion Policies and Procedures ... 73
Grievance Policies and Procedures ... 73

Academic Honesty, Integrity, and Plagiarism 74

STUDENT RESOURCES *75*

Student Wellness Services 75

Counseling and Student Development 75

Students with Disabilities 75

Office of Veterans Affairs 75

The LGBT Center 76

Academic and Professional Writing Resources 76

Miscellaneous Student Resources 77

REFERENCES **78**

APPENDICES **79**

APPENDIX I: POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES *80*

APPENDIX II: IMPORTANT POINTS TO REMEMBER *83*

APPENDIX III: POLICY AND PROCEDURE FOR GRADUATE DEGREE PROGRAM TRANSFER *85*

APPENDIX IV: POLICY AND PROCEDURE FOR GRADE OF INCOMPLETE *89*

INCOMPLETE GRADE RELATED TO THE C3 91

INTRODUCTION

Congratulations on beginning your professional journey at Central Connecticut State University! We anticipate you will have an enlightening, inspiring, and rewarding experience while in the Clinical Professional Counseling Program. This student handbook has been prepared to serve as a guide throughout the training process for students enrolled in the master's degree program in Clinical Professional Counseling at Central Connecticut State University's Department of Counselor Education and Family Therapy (hereinafter referred to as the "**Department**"). This manual contains vital information for students and faculty in the Clinical Professional Counseling (CPC) Program regarding procedures, policies, requirements, and program content. This manual is not a contract but provides detailed information about each stage of the process toward completing the master's degree. Additionally, this handbook informs students about the unique characteristics of the program and the practice of professional counseling. The program reserves the right to revise statements, policies, curriculum, and schedules as necessary. Additional information affecting students is contained in various CCSU webpages including but not limited to Admissions, Academics, Graduate Students Resources, Student Life, Central Pipeline, and Accounts Management.

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

ACADEMIC ADVISEMENT

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

COMMUNICATION

All students are **required to have a CCSU student account.** Information regarding establishing a student account, as well as making tuition payments, updating contact information, registering for courses, etc., are found via CentralPipeline and WebCentral Banner Services (this information may also be accessed via CCSU's main website). Your student account will give you access to valuable resources, including the ability to search for available courses, register online, and view your grades.

Your CCSU e-mail address is used by the Department and course instructors to communicate with students, so please create a pattern of routinely checking your CCSU e-mail account (including during breaks and between academic semesters).

TECHNOLOGY AND COURSE MANAGEMENT SYSTEM REQUIREMENTS

All students admitted to the master's degree program should have access to a computer, printer, and Internet service provider in order to succeed in their coursework. With regard to computer literacy, students must be comfortable using major programs, such as Microsoft Word, PowerPoint, and Excel. Students should also be proficient using e-mail (including attachments), Internet search engines, and saving documents on portable storage devices (such as "flash" or "thumb" drives). Some courses require that you have access to recording equipment such as a digital recorder for audio or video. The University has excellent technology user support, which can be accessed through the Information Technology Department (aka the "IT Help Desk").

Blackboard Ultra, which is CCSU's primary learning management system (LMS), is used in all courses. Additionally, all students within the Department of Counselor Education and Family Therapy are required to submit electronic evidence at various points in their training; therefore, an **Experiential Learning Cloud (ELC; formerly known as Tevera) account** is required for all students. It is the responsibility of the student to purchase a ELC subscription and to have that subscription activated during any semester in which the submission of electronic evidence is required. Additional information regarding how to register for a ELC account, as well as submit course assignments, will be provided by course instructors. **BE SURE TO ONLY USE YOUR CCSU STUDENT EMAIL ADDRESS WHEN REGISTERING FOR AN ELC ACCOUNT**.

Web-Based Systems:

Two primary online platforms are employed by the Department of Counselor Education and Family Therapy (CEFT):

1. **Blackboard Ultra**, the Learning Management System (LMS) used by the larger university where syllabi, lectures, routine assignments, grades, and other miscellaneous functions are overseen by individual course instructors.
2. **Experiential Learning Cloud**, an integrated workspace used by the Department of CEFT where specific faculty-identified key assessments and field placement assignments are completed by students for program-related accreditation data collection and reporting purposes.

Accessing Blackboard Ultra:

Course shells for every course taught in a given semester are automatically created in Blackboard Ultra before the start of each semester; therefore, students are automatically given access to their courses in Blackboard Ultra once enrolled. Please go to **CentralPipeline** to access Blackboard and located your course(s) for the semester. For additional information regarding Blackboard Ultra, students should review the resources offered by **CCSU's IT Self Help/Knowledgebase webpage**.

Accessing Experiential Learning Cloud (Through Blackboard Ultra):

All CEFT students will submit specifically identified key assignments at multiple points in various courses to support program assessment and accreditation requirements; therefore, an **Experiential Learning Cloud (ELC) account is required effective Fall 2023.** Once purchased and registered, students will have access to the ELC while a matriculated student in the graduate program as well as when they are program alumni post-graduation. Please follow these steps to register for and access the ELC:

1. Log into Blackboard Ultra;
2. Go to a CEFT course in which you are enrolled;
3. Locate and click on the "CEFT-Tevera/ELC" link that appears in the content list (left-hand column);
4. Once you click the "CEFT-Tevera/ELC" link, you will be redirected to the ELC;
5. Follow the prompts to register, pay for, and access your ELC account, which requires a **one-time-only purchase of *$215 via credit card** (*rate as of Fall 2023 and subject to change);
6. Once you have purchased and registered your ELC account, you can learn more about the ELC via the ELC's **Student Knowledge Hub**.

   NOTE: If you have not registered or paid for the ELC, you will be prompted to do so before you can access the ELC. **BE SURE TO ONLY USE YOUR CCSU STUDENT EMAIL ADDRESS WHEN REGISTERING FOR AN ELC ACCOUNT**. Additionally, clicking the link in each Blackboard Ultra course is what adds you to that specific course within ELC. If you do not click the ELC link in each course, you will not be added to the course, nor will it appear in your "Assignments" workspace within the ELC platform.

Assignment Submission:

Your instructor will identify which assignments must be submitted in the ELC compared to those that may be completed in Blackboard Ultra.

- When submitting in **Blackboard Ultra**, log into the relevant Blackboard course, then submit the assignment in the designated location identified by the instructor in the left-hand column.
- When submitting in the **ELC**, first log into the applicable Blackboard course then click the "CEFT-Tevera/ELC" link. Once redirected and logged into the ELC platform, select "Assignments" in the left-hand column. Next, use the filter function to locate the applicable course and its corresponding assignment—this is where you will submit your work for grading/reviewing.

  NOTE: Practicum and internship students will also use the "Assignments" section; however, they will be required to also complete additional tasks using the "Timesheets" and "Site Placements" functions within the ELC. Field placement course instructors will provide additional information after the course begins.

DEPARTMENT MOTTO: "GROW WITH US"

The Department motto 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 and Family Therapy. By fostering healthy human beings, we are, by extension, making a better society with stronger families, stronger schools, and stronger communities. While all citizens bear responsibility for building a better world, counselors 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 counselor educations, our greatest desire is to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally centered person. We recognize that to be effective, we must also continue to grow. So, to the best of our ability, we pledge to practice the values espoused by the counseling profession, to live and practice our profession with integrity and provide the kind of leadership that will help you become the best person and professional practitioner that you can become.

THE DEPARTMENT

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

CLINICAL PROFESSIONAL COUNSELING PROGRAM

ACCREDITATION

The Clinical Mental Health Counseling and Clinical Rehabilitation Counseling specialization tracks within the Clinical Professional Counseling Program are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) through March 31, 2027. Please visit the CACREP website for information regarding the numerous benefits and value of accreditation.

PROGRAM MISSION

Central Connecticut State University's Clinical Professional Counseling Program shares the Department's mission statement:

> The mission of the Department of Counselor Education and Family Therapy at Central Connecticut State University is to develop self-

aware professionals and equip them with the knowledge and skills necessary to empower diverse individuals, families, and communities to achieve their well-being, relationship, education, and career goals.

Our program prepares students for the clinical professional counseling field in areas of clinical mental health, clinical rehabilitation, and addiction counseling. We train graduate students to become multiculturally competent practitioners by utilizing systemic clinical counseling and ethical practices in adherence with professional counseling standards as set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the American Counseling Association (ACA), and the National Board of Certified Counselors (NBCC).

PROGRAM VALUES

We are committed to developing engaged, mindful learners who promote emotional growth and social and emotional competence over their lifespan, as well as professionals who value social justice, respect human dignity, and have open and flexible attitudes and skillsets.

PROGRAM PHILOSOPHY

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

Through the process of study and practice, the student has the opportunity to incorporate a wide array of learning and become an agent of change at a variety of levels gradually and comprehensively. The end product of such training is a professional counselor who is not only well-grounded in theory, but has been nurtured personally, professionally, and ethically through an on-going training and supervisory process.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

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

The Clinical Professional Counseling Program objectives are informed by the following: (a) shared mission of the department and counselor education program; (b) *2024 CACREP Standards* for the eight foundational curriculum areas, as well as the Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and Addiction Counseling entry-level specialized practice areas; (c) ethics and common doctrines of the counseling profession; (d) credentialing requirements of the National Board of Certified Counselors and the Commission on Rehabilitation Counselor Certification; and (e) Professional Counselor licensing requirements defined by the Connecticut Department of Public Health.

Upon successful completion of the **Master of Science degree in Counselor Education with a Specialization in Clinical Professional Counseling**, students will have the foundational knowledge and skills that allows them to achieve the following counselor education program objectives, (which are aligned with the identified *2024 CACREP's Foundational Counseling Curriculum* standards for entry-level programs):

1. Demonstrate core knowledge appropriate to the counseling profession **(2024 CACREP Standard 3.A.1.)**.
2. Demonstrate competencies and application of culturally sustaining approaches and strategies across all counseling service modalities.

(2024 CACREP Standards 3.B.2., 3.B.9., 3.D.7., 3.B.4., 3.E.7., 3.F.8., 3.G.5., and 3.G.7.).

3. Demonstrate advocacy and leadership skills **(2024 CACREP Standards 3.A.4., 3.A.5., 3.B.1., 3.B.10., and 3.H.8.)**.
4. Demonstrate appropriate knowledge and skills of counseling techniques and interventions **(2024 CACREP Standards 3.E.1.-3.E.19., 3.E.21., 3.G.7., 3.H.2., and 3.H.7.)**.
5. Demonstrate knowledge and skills to address client trauma **(2024 CACREP Standards 3.B.4., 3.C.13., 3.D.2, 3.E.20., and 3.G.14.)**.
6. Demonstrate application of knowledge of current ethical and legal codes **(2024 CACREP Standards 3.A.8. and 3.A.10.)**.
7. Demonstrate the ability to collaborate with other professionals **(2024 CACREP Standards 3.A.3. and 3.E.12.)**.
8. Demonstrate dispositions appropriate to the profession **(2024 CACREP Standards 3.A.11. and 3.E.8.)**.
9. Demonstrate excellent communication skills **(2024 CACREP Standards 3.E.8. and 3.E.10.).**

KEY PERFORMANCE INDICATORS

Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area, which are aligned with the program objectives and assessed across two checkpoints via identified signature assessments.

Counselor Education Program KPIs

KPI	Full KPI Description	Program Objectives	Checkpoint 1 Signature Assignment 1	Checkpoint 2 Signature Assignment 2
KPI 1: Professional Identity, Leadership, & Advocacy	Students will demonstrate professional counseling identity through ethical decision-making, advocacy,	Draws from Objectives 1, 3, 6, 7, 8	CNSL 504 ACA Legal Assignment	CNSL 591 Supervision Map Reflection (SC); CNSL 594 Case

KPI	Full KPI Description	Program Objectives	Checkpoint 1 Signature Assignment 1	Checkpoint 2 Signature Assignment 2
	leadership, collaboration, and engagement in culturally responsive and socially just counseling practice.			Conceptualization (CPC)
KPI 2: Equity, Culture, & Contextual Practice	Students will demonstrate culturally sustaining, anti-oppressive, and trauma-informed counseling practices that address systemic inequities and promote the wellbeing of individuals, families, schools, and communities.	Draws from Objectives 2 and 5	CNSL 525 Final Integration Reflection	CNSL 503 (CPC)/508 (SC) Orientation Questionnaire
KPI 3: Development Across the Lifespan	Students will conceptualize developmental experiences and contextual factors across the lifespan using ecological, systemic, and trauma-informed frameworks to support counseling practice.	Draws from Objectives 1 and 5	CNSL 505 Lifeline Paper	CNSL 591 (SC)/594 (CPC) Case Study
KPI 4: Career, Educational, & Life Planning	Students will apply career development theories, assessments, and interventions using culturally responsive approaches that support educational, career, and life development goals.	Draws from Objectives 1, 2, and 9	CNSL 521 Reflection	CNSL 594 Case Study (CPC); CNSL 526 Presentation (SC)
KPI 5: Relational Counseling Practice	Students will demonstrate effective counseling relationships, communication, consultation, and evidence-informed intervention skills that attend to developmental, relational, cultural, and systemic influences on wellbeing.	Draws from Objectives 4 and 9	CNSL 501 Case Study	CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation
KPI 6: Group Facilitation & Leadership	Students will demonstrate knowledge and facilitation skills in group counseling, including group development, leadership, interpersonal process, and evaluation of group	Draws from Objectives 4, 7, and 9	CNSL 500 Co-Leadership Reflection	CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation

KPI	Full KPI Description	Program Objectives	Checkpoint 1 Signature Assignment 1	Checkpoint 2 Signature Assignment 2
	effectiveness across counseling settings.			
KPI 7: Assessment, Conceptualization, & Decision-Making	Students will demonstrate competence in the ethical selection, interpretation, and integration of assessment and data-informed practices to support counseling interventions, conceptualization, and decision-making.	Draws from Objectives 1, 2, 4, and 6	CNSL 522 Self-Assessment	CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation
KPI 8: Research, Evaluation, & Evidence-Informed Practice	Students will critically evaluate, apply, and utilize research and program evaluation processes to inform counseling practice, advocacy, and continuous improvement across counseling settings.	Draws from Objectives 1 and 3	CNSL 598 Article Reviews	CNSL 526 Program Evaluation (SC); CNSL 503 Counselor-in-Training (CIT) Orientation Questions (CPC)

Clinical Mental Health Counseling Specialized Practice Area KPIs

Specialty KPI	Full KPI Description	Related CMHC Standards/ Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
CMHC KPI 1: Assessment, Diagnosis, & Clinical Conceptualization	Students will demonstrate competence in biopsychosocial assessment, diagnostic processes, intake interviewing, mental status evaluation, clinical conceptualization, referral, and intervention planning using culturally responsive, trauma-informed, and developmentally informed counseling practices.	5.C.1, 5.C.4; Objectives 1, 3	**CNSL 572:** Case Conceptualization Paper & Presentation	**CNSL 594:** Case Conceptualization and Treatment/Rehabilitation Plan

Specialty KPI	Full KPI Description	Related CMHC Standards/ Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
CMHC KPI 2: Clinical Intervention, Prevention, & Systems of Care	Students will demonstrate knowl and application of evidence-informed counseling interventions, prevention strategi and behavioral hea service delivery sys across the continuu care.	5.C.2, 5.C.5; Objectives 2, 4	**CNSL 572:** Case Conceptualization Paper & Presentation	**CNSL 594:** Case Conceptualization and Treatment/Rehabilitati on Plan

Clinical Rehabilitation Counseling Specialized Practice Area KPIs

Specialty KPI	Full KPI Description	Related CLRC Standards/Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
CLRC KPI 1: Rehabilitation Assessment, Advocacy, & Employment Planning	Students will demonstrate competence in rehabilitation assessment, biopsychosocial case conceptualization, transferable skills analysis, assistive technology assessment, advocacy, and employment planning to support the holistic functioning, accessibility, and vocational wellbeing of individuals with disabilities across life stages and contextual environments.	5.D.1, 5.D.2, 5.D.6, 5.D.9, 5.D.10	**CNSL 560:** Assistive Technology Project	**CNSL 561:** Transferable Skills Job Analysis;

Addiction Counseling Specialized Practice Area KPIs

Specialty KPI	Full KPI Description	Related Addiction Counseling Standards/Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
Addictions KPI 1: Addiction Assessment, Recovery, & Systems of Care	Students will demonstrate competence in substance use assessment, motivational and relapse-prevention strategies, individualized recovery and intervention planning, and recovery-oriented systems of care using evidence-informed, culturally responsive, and	5.A.1, 5.A.4, 5.A.6, 5.A.8, 5.A.9; Objectives 1–5	**CNSL 568:** Case Study Analysis Assignment	**CNSL 575:** Treatment Plan Group Project

Specialty KPI	Full KPI Description	Related Addiction Counseling Standards/Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
	developmentally informed addiction counseling practices across behavioral health and community settings.			

CURRICULUM

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

The curriculum meets the basic requirements for students to achieve licensure and a variety of advanced certifications in professional counseling. The curriculum prepares graduates for taking the National Counselor Examination (NCE), the National Clinical Mental Health Counseling Examination (NCMHCE), and the Certified Rehabilitation Counselor (CRC) examination. Our curriculum also provides the foundational coursework toward meeting the Connecticut Department of Public Health (DPH) requirements for becoming a Licensed Professional Counselor-Associate (LPC-A) and a Licensed Professional Counselor (LPC). Additionally, the addiction counseling concentration is in line with licensure requirements for the Licensed Alcohol and Drug Counselor (LADC).

Although our program fulfills the core coursework requirements for licensure and certifications, there are often additional post-master's training and supervised work experience requirements before becoming certified and/or licensed; therefore, students are directed to the respective certifications and licensing boards for a full description of the eligibility pre-requisites.

PLANNED PROGRAM OF GRADUATE STUDY

Entry-Level Specialized Practice Areas

The specialization tracks in the Clinical Professional Counseling Program are: **(a)** Clinical Mental Health Counseling (CACREP-accredited); **(b)** Clinical Rehabilitation Counseling (CACREP-accredited); **(c)** Addictions Counseling (CACREP accreditation application in process); and **(d)** ~~Gerontology Counseling~~ (ON HOLD UNTIL FURTHER NOTICE). The Clinical Mental Health Counseling and Clinical Rehabilitation Counseling specialization tracks within the Clinical Professional Counseling Program are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), and the Addictions Counseling track is currently in the accreditation application process.

Clinical Mental Health Counseling Specialized Practice Area Objectives

Students will have the foundational knowledge and skills that allows them to achieve the following objectives (which are aligned with the identified *2024 CACREP's Entry-Level Specialty Area Standards* for *Clinical Mental Health Counseling*):

1. Demonstrate understanding of the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders **(2024 CACREP Standard 5.C.1.)**.
2. Demonstrate understanding of mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare **(2024 CACREP Standard 5.C.2.)**.
3. Demonstrate understanding of how to facilitate intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management **(2024 CACREP Standard 5.C.4.)**.
4. Demonstrate understanding of the techniques and interventions for prevention and treatment of a broad range of mental health issues **(2024 CACREP Standard 5.C.5.)**.

Clinical Rehabilitation Counseling Specialty Area Objectives

Students will have the foundational knowledge and skills that allows them to achieve the following objectives (which are aligned with the identified *2024 CACREP's Entry-Level Specialty Area Standards* for *Clinical Rehabilitation Counseling*):

1. Demonstrate understanding of the effects of the onset, progression, and expected duration of disability on clients' holistic functioning **(2024 CACREP Standard 5.D.1.)**.
2. Demonstrate understanding of environmental, attitudinal, and individual barriers for people with disabilities **(2024 CACREP Standard 5.D.2.)**.
3. Demonstrate the ability to conduct transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities **(2024 CACREP Standard 5.D.6.)**.
4. Demonstrate the ability to conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities **(2024 CACREP Standard 5.D.9.)**.
5. Demonstrate understanding of strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence **(2024 CACREP Standard 5.D.10.)**.

Addiction Counseling Specialty Area Objectives

Students will have the foundational knowledge and skills that allows them to achieve the following objectives (which are aligned with the identified *2024 CACREP's Entry-Level Specialty Area Standards* for *Addiction Counseling*):

1. Demonstrate understanding of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others **(2024 CACREP Standard 5.A.1.)**.
2. Demonstrate understanding of strategies for enhancing client motivation to change, managing cravings, and preventing relapse **(2024 CACREP Standard 5.A.4.)**.
3. Demonstrate understanding of how to evaluate and identify individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery **(2024 CACREP Standard 5.A.6.)**.
4. Demonstrate understanding of substance use recovery service delivery modalities and networks within the continuum of care, such as primary

care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare **(2024 CACREP Standard 5.A.8.)**.

5. Demonstrate understanding of recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process **(2024 CACREP Standard 5.A.9.)**.

Core Counseling Courses (39 Credits)

The core counseling sequence is an essential element in development of generic counseling skills in both individual and group modalities. The same eleven (11) courses are required of all Clinical Professional Counseling students regardless of their chosen specialty track. **NOTE:** CNSL 500, 501, 504, 560, 569 are pre-requisite courses for CNSL 503.

- *CNSL 500 The Dynamics of Group Behavior (3)
- *CNSL 501 Theories and Techniques in Counseling (6)
- CNSL 503 Supervised Clinical Professional Counseling Practicum (3)
- *CNSL 504 Professional Issues in Counseling (3)
- CNSL 505 Counseling through the Lifespan (3)
- CNSL 521 Career Counseling and Development (3)
- CNSL 522 Appraisal Procedures in Counseling (3)
- CNSL 568 Foundations of Addictions Counseling (3)
- CNSL 569 Foundations of Clinical Mental Health Counseling (3)
- CNSL 594 Supervised Clinical Professional Counseling Internship (3/3)
- COMP 000J 01 Comprehensive Exam (0)
  - → While enrolled in CNSL 594 (fall semester), the student applies for and takes the Counselor Preparation Comprehensive Examination (CPCE)
- *CNSL 598 Research Methods in Counseling (3)

NOTE:

→ CNSL 500 and CNSL 501 are entry-level pre-requisite courses that must be completed before students can register for other courses in the program, and…

→ *These courses must be successfully completed within the first 12 consecutive calendar months upon starting the program.

Specialization Courses (21-24 Credits)

The specialization courses provide students with an understanding of the special needs and concerns of consumers with emotional, mental, social, aging, physical disabilities, and other related challenges in attaining their life goals. Students learn about the clinical treatment of individuals with mental disorders, physical disabilities, and co-occurring substance use problems as

well as about the history of attitudes toward these individuals and the psychosocial impact they experience when facing attitudinal and accessibility barriers (including the impact that a disability has on the family system and about functional and dysfunctional processes within the family setting). Students will receive training in individual, group, and family counseling as well as systemically based interventions, including how to effectively utilize support systems and community resources. Additionally, the specialization coursework educates students on topics such as assessment, diagnostics, treatment planning, case management, trauma-informed counseling, and crisis intervention.

Clinical Mental Health Counseling (24 credits)

- CNSL 525 Multicultural Counseling (3)
- CNSL 560 Introduction to Rehabilitation Counseling (3)
- CNSL 561 Advanced Rehabilitation Counseling (3)
- CNSL 563 Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571 Mindfulness-Based Mental Health Counseling (3)
- CNSL 572 Assessment, Treatment and Recovery in Counseling (3)
- CNSL 575 Cnsl. Individuals w/ Co-occurring Mental & Substance Use Disorders (3)
- CNSL 573 Counseling Families (3)

Clinical Rehabilitation Counseling (24 credits)

- CNSL 525 Multicultural Counseling (3)
- CNSL 560 Introduction to Rehabilitation Counseling (3)
- CNSL 561 Advanced Rehabilitation Counseling (3)
- CNSL 563 Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571 Mindfulness-Based Mental Health Counseling (3)
- CNSL 573 Counseling Families (3)
- CNSL 575 Cnsl. Individuals w/ Co-occurring Mental & Substance Use Disorders (3)
- ~~CNSL 564 Rehabilitation and Disability Case Management (3)~~ **ON HOLD**

~~OR~~

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

Addiction Counseling (24 credits)

- CNSL 525 Multicultural Counseling (3)
- CNSL 560 Introduction to Rehabilitation Counseling (3)
- CNSL 561 Advanced Rehabilitation Counseling (3)
- CNSL 563 Medical Aspects of Rehabilitation Counseling (3)
- CNSL 571 Mindfulness-Based Mental Health Counseling (3)
- CNSL 572 Assessment, Treatment, and Recovery Counseling (3)
- CNSL 575 Cnsl. Individuals w/ Co-occurring Mental & Substance Use Disorders (3)
- CNSL 573 Counseling Families (3)

~~Gerontology Counseling (21 credits)~~ ON HOLD UNTIL FURTHER NOTICE

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

Supervised Clinical Professional Counseling Practicum (3.0 Credits)

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

CNSL 503 Pre-requisite Courses:

CNSL 500, CNSL 501, CNSL 504, CNSL 560, and CNSL 569 must be successfully completed before enrolling in CNSL 503.

Supervised Clinical Professional Counseling Internship (6.0 Credits)

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

CNSL 594 Pre-requisite Course:

CNSL 503 must be successfully completed before enrolling in CNSL 594 (Supervised Clinical Internship)

NOTE: Practicum and internship cannot be taken concurrently. More information about the practicum and internship requirements are found in later in the handbook in the "From Application to Graduation" section.

Capstone Project (Thesis and Comprehensive Examination)

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

- CNSL 599 Thesis (Plan A) – **OPTIONAL**

Students who desire to complete a thesis will complete the *Plan A Capstone Course Registration*, which must first be reviewed and approved by their academic advisor.

COMP 000J 01 - Comprehensive Examination (0 credits): All master's degree candidates are **required** to independently register/pay for and successfully pass the Counselor Preparation Comprehensive Examination (CPCE) via a computer-based testing administration (CBT), which is currently priced at $150 per student but is subject to change over time. This national examination is taken during the fall academic semester (i.e., October) while enrolled in CNSL 594 (internship).

- Comprehensive Examination (**COMP 000J 01**) - **REQUIRED**

Effective Fall 2024, CCSU requires students to enroll in a comprehensive exam course. Since the CPCE is taken during the month of October, clinical professional counseling internship students must register for the following course while concurrently enrolling in CNSL 594 (internship):

Section	Title	Semester	Instructor Last	Instructor First	Credits

*COMP 000J 01	Comp Exam-Professional CNSL	During the fall semester when enrolled in CNSL 594	Holt	Reginald	0

***Registering for this course does not carry any additional tuition or fee.**

EXAMPLE PLANNED PROGRAMS OF STUDY (FULL-TIME)

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

Clinical Mental Health Counseling
(EXAMPLE FOR ILLUSTRATIVE PURPOSES)

Year 1		
FALL	SPRING	SUMMER
CNSL 500 - The Dynamics of Group Behavior (3)	CNSL 501 - Theories and Techniques in Counseling (6)	CNSL 568 - Foundations of Addictions Counseling (3)
CNSL 504 - Professional Issues in Counseling (3)	CNSL 525 - Multicultural CNSL (3)	CNSL 522 - Appraisal Methods in CNSL (3)
CNSL 569 - Foundations of Clinical Mental Health Counseling (3)	CNSL 598 - Research Methods in Counseling (3)	

Year 2		
FALL	SPRING	SUMMER
CNSL 505 - Counseling Across the Lifespan (3)	CNSL 503 - Supervised Clinical Professional Counseling Practicum (3)	CNSL 572 - Assessment, Treatment, & Recovery in Counseling (3)
CNSL 560 - Intro. to Rehabilitation Counseling (3)	CNSL 561 - Advanced Rehabilitation Counseling (3)	CNSL 521 - Career Counseling and Development (3)
CNSL 563 - Medical Aspects of Rehabilitation Counseling (3)	CNSL 571 - Mindfulness-Based Mental Health Counseling (3)	

Year 3	
FALL	SPRING
CNSL 575 - Counseling Individuals w/ Co-Occurring Mental & Substance Use Disorders (3)	CNSL 573 - Counseling Families (3)
*CNSL 594 - Supervised Clinical Professional Counseling Internship (3)	CNSL 594 - Supervised Clinical Professional Counseling Internship (3)
*COMP 000J 01 - While enrolled in CNSL 594, the student applies for and takes the Counselor Preparation Comprehensive Examination (0)	

Clinical Rehabilitation Counseling
(EXAMPLE FOR ILLUSTRATIVE PURPOSES)

Year 1

FALL	SPRING	SUMMER
CNSL 500 - The Dynamics of Group Behavior (3)	CNSL 501 - Theories and Techniques in Counseling (6)	CSNL 598 - Research Methods in Counseling (3)
CNSL 504 - Professional Issues in Counseling (3)	CNSL 561 - Advanced Rehabilitation Counseling (3)	CNSL 521 - Career Counseling and Development (3)
CNSL 560 - Intro. to Rehabilitation Counseling (3)	CNSL 525 - Multicultural Counseling (3)	

Year 2

FALL	SPRING	SUMMER
CNSL 563 - Medical Aspects of Disability (3)	CNSL 503 – Supervised Clinical Professional Counseling Practicum (3)	CNSL 505 - Counseling through the Lifespan (3)
CNSL 569 - Foundations of Clinical Mental Health Counseling (3)	CNSL 568 - Foundations of Addictions Counseling (3)	CNSL 522 - Appraisal Methods in Counseling (3)
CNSL 571 - Mindfulness-Based Mental Health Counseling (3)	CNSL 572 – Assessment, Treatment, & Recovery in Counseling (3)	

Year 3

FALL	SPRING
CNSL 575 - Counseling Individuals w/ Co-Occurring Mental & Substance Use Disorders (3)	CNSL 573 - Counseling Families (3)
*CNSL 594 - Supervised Clinical Professional Counseling Internship (3)	CNSL 594 - Supervised Clinical Professional Counseling Internship (3)
*COMP 000J 01 - While enrolled in CNSL 594, the student applies for and takes the Counselor Preparation Comprehensive Examination (0)	

Addiction Counseling
(EXAMPLE FOR ILLUSTRATIVE PURPOSES)

Year 1		
FALL	SPRING	SUMMER
CNSL 500 - The Dynamics of Group Behavior (3)	CNSL 501 - Theories and Techniques in Counseling (6)	CNSL 568 - Foundations of Addictions Counseling (3)
CNSL 504 - Professional Issues in Counseling (3)	CNSL 525 - Multicultural CNSL (3)	CNSL 522 - Appraisal Methods in CNSL (3)
CNSL 569 - Foundations of Clinical Mental Health Counseling (3)	CNSL 598 - Research Methods in Counseling (3)	

Year 2		
FALL	SPRING	SUMMER
CNSL 505 - Counseling Across the Lifespan (3)	CNSL 503 - Supervised Clinical Professional Counseling Practicum (3)	CNSL 572 - Assessment, Treatment, & Recovery in Counseling (3)
CNSL 560 - Intro. to Rehabilitation Counseling (3)	CNSL 561 - Advanced Rehabilitation Counseling (3)	CNSL 521 - Career Counseling and Development (3)
CNSL 563 - Medical Aspects of Rehabilitation Counseling (3)	CNSL 571 - Mindfulness-Based Mental Health Counseling (3)	

Year 3	
FALL	SPRING
CNSL 575 - Counseling Individuals w/ Co-Occurring Mental & Substance Use Disorders (3)	CNSL 573 - Counseling Families (3)
*CNSL 594 - Supervised Clinical Professional Counseling Internship (3)	CNSL 594 - Supervised Clinical Professional Counseling Internship (3)
*COMP 000J 01 - While enrolled in CNSL 594, the student applies for and takes the Counselor Preparation Comprehensive Examination (0)	

~~Gerontology Counseling~~
(ON HOLD UNTIL FURTHER NOTICE)

~~Year 1~~

~~FALL~~	~~SPRING~~	~~SUMMER~~
~~CNSL 500 - The Dynamics of Group Behavior (3)~~	~~CNSL 501 - Theories and Techniques in Counseling (6)~~	~~CNSL 598 - Research Methods in Counseling (3)~~
~~CNSL 504 - Professional Issues in Counseling (3)~~	~~CNSL 525 - Multicultural Counseling (3)~~	~~CNSL 521 - Career Counseling and Development (3)~~
~~CNSL 560 - Intro. to Rehabilitation Counseling (3)~~	~~CNSL 561 - Advanced Rehabilitation Counseling (3)~~	

~~Year 2~~

~~FALL~~	~~SPRING~~	~~SUMMER~~
~~PSY 511 - Psychology of Aging (3)~~	~~CNSL 503 - Supervised Clinical Professional Counseling Practicum (3)~~	~~CNSL 505 - Counseling through the Lifespan (3)~~
~~CNSL 563 - Medical Aspects of Rehabilitation Counseling (3)~~	~~CNSL 568 - Foundations of Addictions Counseling (3)~~	~~CNSL 522 - Appraisal Methods in Counseling (3)~~
~~CNSL 569 - Foundations of Clinical Mental Health Counseling (3)~~	~~GERO 510 - Policy, Aging, and Ethics (3)~~	

~~Year 3~~

~~FALL~~	~~SPRING~~
~~CNSL 571 - Mindfulness-Based Mental Health Counseling (3)~~	~~CNSL 594 - Supervised Clinical Professional Counseling Internship (3)~~
~~*CNSL 594 - Supervised Clinical Professional Counseling Internship (3)~~	
~~*COMP 000J 01 - While enrolled in CNSL 594, the student applies for and takes the Counselor Preparation Comprehensive Examination (0)~~	

COURSE AVAILABILITY AND CYCLING SCHEDULE

For a list of when courses are typically offered throughout the year, please visit the *Course Cycling Schedule* document available on the Clinical Professional Counseling Program's webpage under the heading, *Program Documents & Enrolled Student Resources*. Students may also refer to the Academic Catalog to check the semester/term when an individual course is typically scheduled. Because course availability is subject to change, the student should always consult with their academic advisor regarding the initial development of—as well as ongoing revisions to—their course sequencing plan.

PROGRAM FORMS

Forms related to the Clinical Professional Counseling Program are located on the Clinical Professional Counseling Program's webpage under the heading, *Program Documents & Enrolled Student Resources*. However, these forms are available as a **REFERENCE ONLY** because these documents must be completed electronically through the Experiential Learning Cloud online database upon enrollment in CNSL 503 (practicum) and CNSL 594 (internship).

FROM APPLICATION TO GRADUATION

THE STEP-BY-STEP PROCESS

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

I	II	III	IV
Student meets all admission requirements and is accepted into program. Student meets with advisor and completes planned program of graduate study.	After completing at least 18 credits (including CNSL 500, 501, 504, 560, 569), the student applies for approval to enter practicum (CNSL 503).	Student begins first supervised field experience (CNSL 503) and continues to take required courses.	The students enter into the internship (CNSL 594) phase of counselor training during which they complete comprehensive examination (COMP 000J 01).

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

- ☒ Receive admission to the program.
- ☐ Attend new student orientation.

- ☐ Meet with advisor to complete planned program of graduate study.
- ☐ Apply for approval to take supervised counseling practicum.
- ☐ Complete supervised counseling practicum.
- ☐ Departmental midpoint assessment.
- ☐ Apply for approval to take supervised clinical practice (internship).
- ☐ Complete internship.
- ☐ Complete the comprehensive exam (CPCE).
- ☐ Complete required coursework in good academic standing.
- ☐ Apply for graduation!

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

OBTAIN GRADUATE ADMISSION

The Clinical Professional Counseling Program admits students only one time per year. **The deadline for receiving all application materials, including official transcripts, is February 1**. Admissions decisions will be made on the basis of the following factors:

1. Grade point average for all undergraduate courses. Minimum requirement is a 2.70 grade point average (GPA) based on a 4.00-point scale where A is 4.00. Official transcripts must be mailed to CCSU by the college or university the applicant attended. The deadline for official transcripts is February 1.
2. Three recommendations from individuals able to testify to the student's suitability as a prospective counselor.
3. Two to 3-page typewritten (double-spaced) essay describing the following:
    - Reasons for entering the counseling profession.
    - Personal and professional experiences that influenced you to pursue the counseling profession.
    - Personal characteristics you believe will contribute to your success as a counselor.
4. A personal interview by the program's faculty admissions committee. The committee will assess the student's personal attributes and life experiences that might contribute to the student's potential for success as a professional counselor.

For additional information, please refer to CCSU's Graduate Admissions.

COMPLETE THE PLANNED PROGRAM OF GRADUATE STUDY

Once accepted into the graduate school, the student will attend a "new student orientation" meeting and have opportunity to meet with their academic advisor to complete the *Clinical Professional Counseling Planned Program of Graduate Study* form, which is required before registering for program coursework. The program advisors are:

Dr. Reginald W. Holt, LPC (CT/MO), LCPC (IL), NCC, MAC, AADC (CT), ICAADC, ACS

- Associate Professor
- Coordinator, Clinical Professional Counseling Program
- Coordinator, Advanced Official Certificate Program in Professional Counseling

Dr. E. Mackenzie (Ken) Shell, LPC (CT/GA), CPCS (GA), CAADC (GA)

- Assistant Professor

Dr. Rachael E. Pelletti, LPC (CT), NCC, CRC, ACS

- Assistant Professor

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

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

APPLY FOR THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503)

Students must obtain approval from their assigned academic advisor to enter the practicum, which begins by completing the required CNSL 503 application form (refer to the Clinical Professional Counseling Program's webpage to view forms). After reviewing the student's transcript and *Counselor-in-Training Skills and Competencies Checklist* (C^3), the student's advisor will approve the application if the student completed all pre-requisites and is academically and professionally prepared to begin the practicum experience. **REMINDER:** The student must have successfully completed CNSL 500, 501, 504, 560, and 569 AND at least 18 credits before beginning the supervised clinical professional counseling practicum (CNSL 503). If a student is currently enrolled in any of these courses when applying for CNSL 503, the applicable course professor will be asked to verify if the student is succeeding in the course, demonstrating an acceptable level of emotional maturity, and performing at a GPA of 3.00 or better.

Application Deadline & Required Orientation Session (CNSL 503)

- **Spring Enrollment:** Submit application by October 15 (preceding semester)
- **Spring Orientation:** Virtual meeting from 3:00pm-4:00pm on the 2nd Monday in November (preceding semester)

COMPLETE THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503)

The Supervised Clinical Professional Counseling Practicum (CNSL 503) provides the first opportunity for the student to perform Professional Counseling activities under close supervision in a counseling or rehabilitation setting. Students perform a minimum of 100 clock hours of field experience, of which 40 hours is in direct service with clients. The site supervisor provides a minimum of one hour of individual supervision each week. Students also participate in a weekly supervised seminar with a program faculty member and other practicum students. More information about the practicum requirements is found later in the handbook within "The Supervised Clinical Professional Counseling Field Experience: Practicum and Internship" section.

REMINDER: Practicum (CNSL 503) is a **prerequisite** of internship (CNSL 594) and **cannot** be taken concurrently.

APPLY FOR THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594)

Students must obtain approval from their assigned academic advisor to enter the supervised clinical professional counseling internship, which begins by completing the required CNSL 594 application form (refer to the Clinical Professional Counseling Program's webpage to view forms). After reviewing the completed application, student's transcript, and the *Counselor-in-Training Skills and Competencies Checklist* (C^3), the academic advisor will approve the application if the student completed all pre-requisites and is academically and professionally prepared to begin the internship experience. **REMINDER:** The student must have successfully completed the supervised clinical professional counseling practicum course (CNSL 503). If a student is currently enrolled in CNSL 503 at the time they apply for CNSL 594, the CNSL 503 professor will be asked to verify if the student is proficiently performing their practicum responsibilities, demonstrating an acceptable level of emotional maturity, and performing at a GPA of 3.00 or better.

Application Deadline & Required Orientation Session (CNSL 594)

- **Fall Enrollment:** Submit application by March 15 (preceding semester)
- **Fall Orientation:** Virtual meeting from 3:00pm-4:00pm on the 2nd Monday in April (preceding semester)

REMINDER: Internship begins each fall semester and concludes the following spring semester (i.e., fall-spring cycle).

COMPLETE THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594)

The Supervised Clinical Professional Counseling Internship (CNSL 594) is the culminating experience in the student's training program. Interns are expected to apply the theories and knowledge learned in the courses to the practical concerns of Clinical Professional Counseling under the supervision of an experienced master's level rehabilitation counselor, mental health counselor, drug and alcohol counselor or clinician. The internship involves an agreement

between the CCSU Clinical Professional Counseling Program, a cooperating agency, and an advanced graduate student to engage in a mutually beneficial program.

An agreement is constructed wherein the student spends a total 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals/consumers with disabilities, mental health, or addictions (i.e., an average of 300 hours each semester for two semesters in a fall-spring cycle). Student interns work approximately 20 hours per week in specified counseling related activities; they must also receive at least one (1) hour a week of individual supervision with their assigned site supervisor as well as participate in a weekly clinical supervision course on campus. More information about the internship requirements is found later in the handbook within "The Supervised Professional Counseling Field Experience: Practicum and Internship" section.

PLAN A – THESIS (CNSL 599)

In addition to taking the required comprehensive examination (CPCE), a student may choose to complete a thesis project with the guidance of their academic advisor.

Thesis Policy and Guidelines

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

- The first step in the thesis process is to identify a Primary Thesis Advisor. The Department requires a core Department faculty member in your major specialization to be the Primary Thesis Advisor. The student works closely with their advisor in the design, implementation, and writing of the thesis project.

- A thesis is a major project and the Department requires that a student begin the thesis project **at least one year prior to graduation**.
- Deadline for completion of a thesis is **April 15**. With the guidance of your advisor, early completion of thesis registration (CNSL 599) and the thesis proposal paperwork is recommended.
- The Department also requires that if a student chooses to begin a thesis project, they must have **successfully completed CNSL 598** (Research Methods) and **at least 18 credits** in their program of study prior to starting a thesis.
- No student is permitted the thesis option if they have an incomplete (I) in any course.
- At least one second thesis reader who also must be chosen prior to beginning the thesis. A reader can be another faculty member in the Department, adjunct faculty member, or subject matter expert in your thesis topic. The second reader provides input and an "outsider's" critique of the thesis. It important to discuss your options for reader(s) with your Primary Thesis Advisor prior to inviting the reader to serve on your committee.
- If the student chooses to complete a quantitative research project for the thesis, the Department suggests that the student also take a **statistical methods and data analysis course** outside the Department. Please discuss with your advisor what course options you may pursue.
- Since most thesis students have limited resources with which to do the thesis, it is wise to keep the project simple and manageable. Some student research grants may be available; the student may wish to check with the CCSU's Graduate Studies or private sources to learn how to obtain grant funding for thesis projects.
- The Institutional Review Board (IRB) at CCSU must approve all projects involving the use of human subjects.
- Three (3) credit hours are awarded for completion of the thesis.

For detailed timelines, required paperwork, and processes required for a thesis, please refer to *The Master's Thesis Handbook* available on the CCSU's Graduate Studies webpage.

COMP 000J 01 - Comprehensive Examination: All candidates for the master's degree in clinical professional counseling must complete a comprehensive examination before graduation. Students will apply for and take the Counselor Preparation Comprehensive Examination (CPCE) during the Fall semester (i.e., October) while enrolled in internship (CNSL 594).

COMPLETE REQUIRED COURSEWORK IN GOOD ACADEMIC STANDING

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

APPLY FOR GRADUATION

In applying for graduation, the student must have completed or be in the process of completing all courses listed on their *Planned Program of Graduate Study* form. Each student must complete the *Graduation/Program Completion Application*, which must be filed with CCSU's Graduate Studies. This application must be returned to the Office of the Registrar no later than **October 1st (for December/January graduation) or February 15 (for May/August graduation) of the year in which the student expects to graduate.** It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline. The School of Graduate Studies will compare the student's application with the official *Planned Program of Graduate Study* form that has been completed and filed by each student's academic advisor. Approval to graduate will be granted if the student has fulfilled all the requirements of the program. For additional information, please contact the CCSU's Graduate Studies.

THE SUPERVISED CLINICAL PROFESSIONAL COUNSELING FIELDWORK HANDBOOK: PRACTICUM AND INTERNSHIP

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

SUPERVISED CLINICAL PROFESSIONAL COUNSELING PRACTICUM (CNSL 503)

Eligibility Requirements

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

Description

The clinically supervised practicum experience is distinctly different from the internship. It provides for the development of basic counseling skills, initial integration of professional knowledge, and orients the student to the roles and responsibilities of the professional counselor.

Objectives

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

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

Contact Hour Requirements

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

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

- **NOTE**: In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP, 2024).

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

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

PRACTICUM REQUIREMENTS PER ACADEMIC SEMESTER	
Direct Hours	40 (minimum)
Indirect Hours	60
TOTAL HOURS	**100 (minimum)**

- **DIRECT HOURS:** Students must have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum. Per the Council on Accreditation of Counseling and Related Educational Programs (CACREP, p. 33, 2024), direct service hours are defined as the "supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision." In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling

or psychoeducational group. All other activities are considered indirect service hours.

- **INDIRECT HOURS:** The indirect client contact hours are attained by participating in an average of 1½ hours of in-class/group supervision per week AND meeting for an average of one hour each week with your assigned on-site clinical supervisor (**supervision hours are tracked separately** from other forms of indirect hours). The balance of indirect hours will be obtained through indirect counseling activities assigned by the field site (e.g., preparing records, writing clinical notes, attending treatment team meetings, participating in professional trainings, etc.).

- **TRACKING HOURS:** The student will consistently maintain a "time track" log within the Tevera platform, which you, the site supervisor, will review/sign at the end of each month.

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

Clinical Professional Counseling Practicum Placement Process in the Experiential Learning Cloud (ELC): Requirements due prior to the beginning of the semester include but are not limited to the following (which are completed/signed within the ELC platform once enrolled in the CNSL 503 course):

1. **"Experiential Learning Cloud Pre-Application Paperwork Tasks"**
   - Tasks to be completed prior to site application:
     - Complete the Site Placement Tutorials
     - CPC Practicum Student American Counseling Association Membership Certificate
     - CPC Practicum Student Professional Liability Insurance (PLI) Declarations Page reflecting $1,000,000/$3,000,000 coverage (obtained as a benefit of being a student member of ACA)
2. **"How Can Students Select a Site"**
   - Choose a. or b. based upon if recommending a new site OR if selecting a previously approved site already listed in the ELC:

a. Students can select a new site (then follow the prompts to complete the required tasks/documents listed in the ELC).
b. Students can choose an approved site (then follow the prompts to complete the required tasks/documents listed in the ELC).

3. "How Can Students Select a Site Supervisor"

- Choose either a. or b. based upon if recommending a new site supervisor OR if selecting a previously approved site supervisor already listed in the ELC:
  a. Students can select a new Site Supervisor (then follow the prompts to complete the required tasks/documents listed in the ELC).
  b. Students can choose an approved Site Supervisor (then follow the prompts to complete the required tasks/documents listed in the ELC.

SUPERVISED CLINICAL PROFESSIONAL COUNSELING INTERNSHIP (CNSL 594)

Eligibility Requirements

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

Description

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

interns will further develop their professional skills and competences with specialized client populations.

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

Objectives

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

- Foster the development and formation of the role as a Professional Counselor.
- Articulate and implement, under supervision, a personal theory of counseling which guides the clinical practice.
- Develop knowledge and understanding of ethical standards of practice and how to use ethical decision-making strategies.
- Acquire a feeling for the realities of the counselor-client relationship and the role of self-understanding in the process.
- Develop knowledge of clinical perspective of medical, psychological, functional, social, educational, and vocational issues related to individuals with a wide range of disabilities.
- Gain understanding of agency organizational structure, protocol, relationships, processes, work conditions and mission.
- Develop an understanding of the process of strength-based rehabilitation and recovery.
- Develop an understanding of professional code of ethics that govern the professional behavior of rehabilitation counseling and other counseling specialties such as mental health and/or drug and alcohol.

Contact Hour Requirements

The supervised clinical professional counseling internship experience involves a minimum of 600 clock hours completed over the course of two academic semesters (fall then spring, in that order). The following is a description and breakdown of the contact hours (direct and indirect) and supervision hours

(on-site and campus) that are required, at a minimum, during the course of the full internship experience:

- Internship students complete a minimum of **240 clock hours of direct service** with actual clients **(INTERNSHIP SITE)** that contributes to the development of professional counseling skills.
    - **NOTE**: In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP, 2024).

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

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

INTERNSHIP REQUIREMENTS PER ACADEMIC SEMESTER	
Direct Hours	120 (average)
Indirect Hours	180
TOTAL HOURS	**300 (average)**

INTERNSHIP REQUIREMENTS PER ACADEMIC YEAR	
Direct Hours	240 (minimum)
Indirect Hours	360
TOTAL HOURS	**600 (minimum)**

- **DIRECT HOURS:** Students must have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum. Per the Council on Accreditation of Counseling and Related Educational Programs (CACREP, p. 33, 2024), direct service hours are defined as the "supervised use of counseling,

consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision." In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. All other activities are considered indirect service hours.

- **INDIRECT HOURS:** The indirect client contact hours are attained by participating in an average of 1½ hours of in-class/group supervision per week AND meeting for an average of one hour each week with your assigned on-site clinical supervisor (**supervision hours are tracked separately** from other forms of indirect hours). The balance of indirect hours will be obtained through indirect counseling activities assigned by the field site (e.g., preparing records, writing clinical notes, attending treatment team meetings, participating in professional trainings, etc.).

- **TRACKING HOURS:** The student will consistently maintain a "time track" log within the Tevera platform, which you, the site supervisor, will review/sign at the end of each month.

NOTE: Students should <u>not</u> begin obtaining hours toward internship prior to the start of the semester. Additionally, students must be receiving supervision by the instructor of CNSL 594 to collect direct hours.

Clinical Professional Counseling Internship Placement Process in the Experiential Learning Cloud (ELC): Requirements due prior to the beginning of the semester include but are not limited to the following (which are completed/signed within the ELC platform once enrolled in the CNSL 594 course):

1. **"Experiential Learning Cloud Pre-Application Paperwork Tasks"**
   - Tasks to be completed prior to site application:

- Complete the Site Placement Tutorials
- CPC Internship Student American Counseling Association Membership Certificate
- CPC Internship Student Professional Liability Insurance (PLI) Declarations Page reflecting $1,000,000/$3,000,000 coverage (obtained as a benefit of being a student member of ACA)

2. "How Can Students Select a Site"

- Choose a. or b. based upon if recommending a new site OR if selecting a previously approved site already listed in the ELC:
  c. Students can select a new site (then follow the prompts to complete the required tasks/documents listed in the ELC).
  d. Students can choose an approved site (then follow the prompts to complete the required tasks/documents listed in the ELC).

3. "How Can Students Select a Site Supervisor"

- Choose either a. or b. based upon if recommending a new site supervisor OR if selecting a previously approved site supervisor already listed in the ELC:
  c. Students can select a new Site Supervisor (then follow the prompts to complete the required tasks/documents listed in the ELC).
  d. Students can choose an approved Site Supervisor (then follow the prompts to complete the required tasks/documents listed in T the ELC.

POLICIES AND PROCEDURES FOR PRACTICUM AND INTERNSHIP

Locating and Preparing for Practicum and Internship Site Placement

Although students are expected to discuss possible sites in advance with their academic advisor, it is each student's responsibility to locate and secure an appropriate site. Students should carefully choose their sites. Although convenience of location and opportunities for employment (especially after completing the internship) often figure prominently in a student's site selection, even more importantly is the type and quality of the training and supervision that the site will offer. A list of field experience sites is available in the **Experiential Leaning Cloud** within the "**Sites**" section. Please use the appropriate filters to locate sites appropriate for the CPC practicum and/or CPC internship as well as **select sites that offer services/treatment in direct alignment with your chosen specialization track/specialized**

practice area (i.e., clinical mental health counseling, clinical rehabilitation counseling, or addiction counseling).

Students are best served by finding a site that is in alignment with the philosophy and objectives of CCSU's Clinical Professional Counseling Program You may also explore certain sites by contacting other students who completed their field placement at those locations. Your goal is to identify a site that provides clinical training within a setting that is compatible with your specialty track and future career goals. Please consider the following items when attempting to match potential sites with your goals:

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

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

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

1. Speak to your advisor and other students about approved sites that will provide you with a worthwhile training experience.

Reviewing "student evaluations" of sites to get perspective from previous students about the quality of their clinical experiences. Send a resume and a cover letter to the desired sites with a comment that you will be contacting them within the next seven (7) days to arrange for an interview.

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

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

4. If a favorable site placement decision is made and a contract between the agency and CCSU is already in place, submit the required documents, including but not limited to an active professional liability insurance (PLI) certificate, to your practicum or internship instructor via the Experiential Learning Cloud platform prior to the first day of class.

Policy on Conducting Practicum and Internship Training at the Same Agency

Program faculty wants to support our students, and one way we can do this is by emphasizing the importance of having a well-rounded experiential learning experience that prepares counselors-in-training to enter the counseling profession upon graduation. Therefore, a primary goal of the internship (compared to the practicum course) is for an advanced and elevated training experience to occur wherein the student is exposed to new treatment modalities, interventions, client age & diagnostic populations, etc., as well as being given more independent responsibilities and a larger caseload while under direct supervision. Considering these expectations, please be mindful of the following:

- Due to limitation of small, independently owned **private practice offices**, they are **<u>not</u>** typically considered to be an eligible setting for a

diverse clinical field experience for neither the practicum or internship training.

- **Without prior formal approval from their advisor in consultation with the CPC program's Clinical Coordinator, students cannot remain at the same site for both the 100-hour practicum and 600-hour internship field training experience.**
    - The approval that may be given to a practicum student who requests to remain at the same site/agency for their 600-hour internship is based upon a variety of factors. For example, expectations include but are not limited to being assigned to a **different level of care, working with different client age and/or diagnostic populations, relocating to a different site location (with exposure to a new treatment team/site supervisor).**
    - Approval to remain at the same site across the practicum and internship field training is not given solely for the convenience of the student or site (especially if the two-semester internship training does not differ than what occurred during the one-semester practicum experience).
    - Prior to approval being considered, **written confirmation must be emailed to the CPC Program's Clinical Coordinator and academic advisor by an administrator at the practicum site**. The correspondence should confirm that the internship training will involve more advanced training as evidenced by factors such as a different level of care, change in client and/or diagnostic populations, relocation to a satellite office where the student will work with a different treatment team while under the supervision of a newly assigned site supervisor, etc.

Clinical Supervision

Both the on-site supervisor and the Department faculty supervisor provide supervision. Students are required to submit and discuss representative materials that reflect the work they are doing with individual clients. At a minimum, the on-site supervisor provides both an interim and a final evaluation

of the student's demonstrated knowledge, skills, and abilities. You will become acquainted with your internship site's philosophy, mission, and goals, and its management style and unique culture. You will be considered part of a team in which you will have an opportunity to consult and work collaboratively with other professional counselors, medical and behavioral healthcare disciplines, administrators, and family and community members. While differences exist across sites, it is expected that you will have the opportunity to practice the full array of counseling services including, interviewing, assessment, case management, consulting, and individual, couples, family, and group counseling.

Professionalism

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

ADMINISTRATIVE REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

Application

Applications for the practicum and internship experience must be submitted to your academic advisor on or before **March 15 (for Fall enrollment**) and **October 15 (for Spring enrollment)**. REMINDER: The one-semester practicum (CNSL 503) is only offered in the Spring semester, and the two-semester internship (CNSL 594) can only be started in the Fall semester.

Practicum/Internship Agreement & Letter to Site Supervisor

Complete the respective "CPC Practicum (or Internship) Agreement & Letter to Site Supervisor" form via the Experiential Learning Cloud (ELC) prior to the first field work class meeting. It is the student's responsibility to complete all relevant sections of the agreement and letter to site supervisor form and present it to the site supervisor via the ELC for discussion and signature. Site placement hours can only begin to accrue ONLY after the contract has been

signed/submitted, professional liability insurance has been obtained, and the course has started on campus. This form, along with other program documents, are available as a "reference only" on the program's website under the heading, "**Program Documents & Enrolled Student Resources**."

American Counseling Association (ACA) Student Membership

In alignment with CACREP's professional counseling orientation and ethical practice standards—3.A.6. "professional counseling organizations, including membership benefits, activities, services to members, and current issues" (p. 12, 2024)—practicum and internship students are required to be active student members of the American Counseling Association (ACA). A copy of the ACA student membership certificate is required at the beginning of practicum and again when beginning the internship field training. Membership information is available on the ACA's website.

Professional Liability Insurance

Students are required to obtain and maintain active professional liability insurance (PLI) coverage by the beginning and throughout the duration of the practicum and internship field experience. The limits of liability within your PLI policy should include $**1 million** (each claim)**/$3 million** (annual aggregate for all covered claims). Because practicum and internship students are required become active members of ACA, an added benefit of their ACA student membership is that it inherently **includes professional liability insurance** through the Healthcare Providers Service Organization (HPSO), the largest provider of such insurance in the world. Membership benefit information is available on the ACA membership website.

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

Student Health Insurance & Accident Policy Information

For information regarding possible options and eligibility requirements related to student health insurance and accident policy, please visit the Bursar's Office dedicated website.

Student Health

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

NOTE: Some practicum and internship sites require students to complete physical examinations, drug testing, and/or background checks. Please recognize CCSU does not cover the cost of these if the site does not offer these free of charge to practicum and intern students.

Service Hours Logs

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

Instructor Site Visits

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

Site Supervisor Evaluation of Student Performance

Students will be expected to coordinate a mid-semester and end of semester (final) site supervisor evaluation of practicum/internship student. These evaluations will be taken into serious consideration when your final grade is determined.

Student Evaluation of Field Experience

Students will complete an evaluation of their overall site experience, which will include items regarding their assigned site supervisor. This survey be completed at the end of each semester while engaged in the practicum and internship field experience.

Full-Time/Part-Time Student Status

If you are receiving financial aid and your course load drops below half-time status while completing the internship field experience, please contact the Department Chair and notify CCSU's Financial Aid Office of your internship status. Please be sure to provide your full name and CCSU-issued student ID number.

Site Supervisor Qualifications

Per CACREP Standard, 4.P.1-6 (2024), fieldwork site supervisors have:

1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. relevant training for in-person and/or distance counseling supervision;
5. relevant training in the technology utilized for supervision; and
6. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Site Supervisor Expectations

Sites offering field training are expected to consistently provide students the following, which includes but is not limited to:

- Opportunities to engage in the full variety of clinical mental health, rehabilitation, and addiction recovery counseling activities.
- Adequate workspace, tele
- phone, office, supplies, and staff to conduct professional activities.
- Minimum of 1 hour of individual, face-to-face supervisory contact each week to review of student work using audio/video recordings, observing live sessions, and discussing salient clinical and rehabilitation counseling issues.
- Scheduled (and as needed) consultation with program faculty regarding student status and progress.
- Written evaluation of the student based on criteria established by the university program (i.e., mid-term and final per semester).

Although completed via the Experiential Learning Cloud online platform, please refer to the *Letter to Site Supervisor/Practicum (or Internship) Agreement Form* for a more comprehensive overview of the field site's responsibilities, which is available as a reference only on the "Program Documents & Enrolled Student Resources" tab within the Clinical Professional Counseling program's webpage.

Student's Responsibility During Supervision

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

Emergency Procedures

In the event of an emergency at your fieldwork site, please follow the organization's protocol, as well as notify your professor and the Coordinator of the Clinical Professional Counseling Program.

Building Relationships

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

Professional and Ethical Considerations

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

Graduate students admitted to the Clinical Professional Counseling Program should be familiar with the ***Temporary Suspension from Program and/or Experiential Learning*** policy, which is the process used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program. Detailed information about this policy is found later in the handbook within the "Policies, Resources, and Other Items" section.

Confidentiality

Maintaining confidentiality is an essential element of professional behavior. Students should be familiar with the ethical and legal requirements concerning confidentiality and the rare circumstances when confidentiality is limited. Students do not discuss cases with persons who are not involved with the case or involved in supervisory activities around the case, including your significant others. Students do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Students will ensure that there is privacy when discussing cases on the phone. The student will obtain signed releases from the clients before any discussion regarding a case can occur with parties not associated with the agency. The student will check with the agency regarding policies on releases. Also, the student will ensure clinical documentation is protected at all times, is never being taken outside of the facility, and always kept in locked files in a secured location. 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. When authorized by the site, the student will follow the fieldwork site's policies and procedures, including but not limited to obtaining signed releases prior to proceeding. Recordings must be secured at all times. Outside the context of clinical supervision, no other person(s) should be given access to a recording of clinical material without written permission of the client(s). Please refer to the section under "Probationary Process" for additional ethical expectations and requirements of students in fieldwork sites.

Field Placement Competencies

During the field experience, students are expected to demonstrate the competencies listed below. The student's final evaluation will be based on the manner and degree to which they are able to demonstrate the knowledge, skills, and abilities associated with each competency (refer to the *Counselor-In-Training Skills and Competencies Checklist* (C^3) for detailed criteria). The following competencies also serve as excellent topical areas to discuss during your weekly supervision sessions:

- Provides individual and group counseling, to clients in the agency setting.

- Demonstrate knowledge of the social and psychological implications of physical and psychiatric disability and the rehabilitation and recovery process.
- Demonstrates knowledge of multicultural counseling issues, including possible effects of culture, race stereotyping, family, socio-economic status, gender and sexual identity, language, and values on client development and progress.
- Demonstrates knowledge of methods and techniques for prevention and early intervention in order to affect the client's maximum success in the community.
- Demonstrates knowledge and skill in the consultation process, effectively consulting with counselors, physicians, social workers, administrators, family members, community groups, and agencies as appropriate.
- Demonstrates knowledge of the ethical standards and practices of the Professional Counseling profession, and skill in applying these ethical standards to specific counseling situations.
- Demonstrates knowledge of technological resources, including telebehavioral health service delivery, as applicable to the opportunities offered by their respective field training site (refer to the policy on *Telebehavioral Health Service Delivery During Field Placement Training* that must be completed by the site and student in the Experiential Learning Cloud during the CPC Practicum Placement & CPC Internship Placement processes which is available as a reference document on the program's website, "Program Documents & Enrolled Student Resources").

Field Experience Completion

As you near the end of your practicum and internship experiences, you will need to plan the termination process carefully. You will undoubtedly develop emotional attachments to both staff and clients. As you prepare to terminate counseling relationships, it is important that you work closely with your supervisor and your seminar professor. Clients who have experienced problems with separation and rejection in the past may be particularly emotionally vulnerable. Therefore, it is wise to prepare the clients early and, if appropriate, discuss who might be serving in your absence. Having spent a significant amount of time at the agency, you will also undoubtedly have

difficulty saying your good-byes; however, it's also a good time to reflect on your own development and accomplishments.

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

Caveat for the Helping Professional

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

- Patricia Deegan

POLICIES, RESOURCES, & OTHER ITEMS

POLICY ON GATEKEEPING AND ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR

Counselors have a duty to support the welfare and safety of clients; therefore, it is crucial that students effectively manage intra- and interpersonal challenges—including but not limited to mental health and/or substance use problems—in order to ensure that judgment is not impaired and no harm occurs. Section F.5.b. of the *2014 American Counseling Association (ACA) Code of Ethics* states:

> Students and supervisees 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.

> They 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, p. 13)

As gatekeepers of the profession, Department faculty and site supervisors have an ethical responsibility to monitor and intervene when there are signs of impairment in professional functioning and behavior. Through initial and ongoing evaluation, faculty and supervisors are aware of student/supervisee limitations that might impede performance. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from training programs, practicum or internship, counseling settings, and state or voluntary professional credentialing processes when those students or supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Faculty and supervisors can seek consultation and document their decisions to dismiss or refer students/supervisees for assistance. They also can ensure that student/supervisees are aware of options available to them to address such decisions, which may include personal counseling or treatment (ACA, 2014).

As referenced by Wolf et al. (2014), a definition of impairment in counselor professional functioning used by Lamb et al. (1987), and subsequently revised by Bemak et al. (1999) to include students, is:

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

ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR

In addition to meeting acceptable academic standards, the faculty evaluates all students based on certain personal characteristics and counselor-in-training professional dispositions 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 (a) openness; (b) flexibility; (c) cooperation; (d) positive attitude; (e) willingness to use and accept feedback; (f) awareness on one's impact on others; (g) ability to deal with and manage conflict; (h) ability to accept personal responsibility; and (j) ability to express feelings effectively and appropriately. Additionally, the student must adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

Counselor-in-Training Professional Dispositions

[Counselor Education Program Objectives 3, 7, 8, & 9]	
DISPOSITION	**DESCRIPTION**
Self-Awareness	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
Self-Management	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself, recognizing the risk factors and signs associated with trauma as well as strategies for reducing its risk in self and client. The ability to set and work toward personal and academic goals.
Social Awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Recognizes how marginalized groups are at risk for adverse childhood experiences and trauma.
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Responsible Decision Making	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Adapted from the *CASEL Framework*: https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Counselor-in-Training Skills and Competencies Checklist

Faculty will complete an assessment instrument known as the *Counselor-in-Training Skills and Competencies Checklist (C^3).* Because **CNSL 500** (The Dynamics of Group Behavior) and **CNSL 501** (Theories and Techniques in Counseling) and are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C^3 will be completed on all enrolled students. Because the C^3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. In addition to these academic courses, **Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses).**

It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their assessment instrument and discuss the results with their professor and/or advisor (see Appendix I for additional information regarding the C^3).

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

Additionally, students are held to the respective ethical codes of the American Counseling Association (ACA), American School Counseling Association (ASCA), American College Personnel Association (ACPA), and American Association for Marriage and Family Therapy (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 the College of Health and Rehabilitation Sciences (CHRS) and CCSU's Graduate Studies that the student be dismissed from the program. In such an instance, the student would be advised of their appellate rights**.**

Required Meeting with Student to Review C3

The *Counselor-in-Training Skills & Competencies Checklist* (C^3) is completed by the course instructors of CNSL 500, CNSL 501, and CNSL 525. Department faculty may, in other courses, elect to complete a C^3 to offer helpful feedback to students. A course instructor reserves the right to require a meeting with an individual student prior to the end of the semester and before final grades are due to review identified concerns on the completed C^3.

If a student chooses to not meet with the course instructor to review/discuss their C^3 when requested by the faculty member, the student will receive a grade of Incomplete (INC) for that course. In such cases, the course instructor should inform the student that the Department of Counselor Education & Family Therapy follows Central's *Grades and Grading Policies* regarding incomplete grades (INC), which is as follows:

> "The student who receives a grade of Incomplete will be responsible for assuring that all course requirements are completed within one calendar year of issuance, or sooner if required by the instructor. A grade of Incomplete which has not been changed by the instructor within the year allowed for course completion will become an F (failure) automatically."

Probationary Process

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

functioning and/or behavior and competencies. The student will be notified, in writing, that the probation has been initiated.

Individual Remediation Plan

The process of probation may include an individual remediation plan (IRP) to enhance student self-awareness and address how their behaviors may impair academics, interpersonal relationships, and clinical progress while in the program. An individual remediation plan that is initiated means that a student, with their professor, advisor, 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 point in time. In addition, an action plan with a timeline will be developed to address identified deficits. This information is specific and documented for clarity. All parties sign the remediation plan and a copy is placed in the student's file that is stored within the Department. It is the responsibility of the student, their advisor, and program coordinator to monitor student status in meeting plan recommendations (which may include providing documentation that IRP objectives are being fulfilled and met). Possible outcomes of the IRP are as follows:

1. If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation.
2. If a student initially resolves issues identified in remediation and then displays further problematic issues at a later point in the program, the faculty can decide if further remediation is necessary or decide to recommend to CCSU's Graduate Studies that the student be dismissed from the graduate school.
3. 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 CHRS and CCSU's Graduate Studies that the student be dismissed from the program. In such an instance, the student would be advised of their appellate rights. For additional information regarding student remediation, please refer to the "**Temporary Suspension from Program and/or Experiential Learning Policy"** that follows this section.

Temporary Suspension from Program and/or Experiential Learning Policy

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program.

Experiential Learning includes but is not limited to clinical rotations, practicums, student teaching, and internships. **It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.**

Process:

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the *"Notice of Temporary Suspension"* form is used. **A copy of this policy should also be included with the notice to student.**
2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical practicum/internship faculty or supervisor, coordinators, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities, such as TEAMS or WebEx, should be used. A recording of the meeting should be archived. **Any written documents for/from the meeting should be archived**.
3. During the meeting the following must occur:
    a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.
    b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).

   c. Student is allowed the opportunity to share their side of the story. It is recommended that a written narrative is also provided by the student or transcribed during the meeting.
   d. Student is allowed to present reasons why the proposed potential outcomes should not be taken.
4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student's statements made during Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.
5. Student is informed, in writing, of the outcome with appropriate supporting statements. Student is advised of their opportunity to meet with the appropriate Dean to discuss final outcome.
6. If necessary, documentation is sent to appropriate offices on campus (Dean, Registrar, etc.).

Important Notes:

- This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student's status or progression in an academic program.
- This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subject to one of those processes.
- Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

Appeals Process for Dismissal

When the Temporary Suspension from Program and/or Experiential Learning Policy results in the student being dismissed from the program, the student may contact the Dean, Provost/Academic Vice President, or the Graduate Appeals Committee to discuss applicable appeals processes.

GRADUATE ACADEMIC POLICIES AND REQUIREMENTS

For various policies related to graduate academics, please visit the most recently posted version of Central's Undergraduate/Graduate Catalog.

GRADES AND GRADING POLICIES

Academic Probation/Academic Dismissal Policies

Students who drop below a 3.00 average will receive a letter from the Registrar's Office, informing them that they are no longer in good academic standing and that they have been placed on academic probation or dismissed from their programs.

In addition to grade-point requirements for good academic standing, students should note that no more than two grades of C+ or C (i.e. two C's, or two C+'s, or one C and one C+) are permitted for courses included on the planned program of graduate study leading to a doctoral or master's degree or sixth-year certificate. Students who achieve grades low enough so that they will not be able to attain the 3.00 GPA required for graduation, will be dismissed from the graduate program.

Students who are dismissed from graduate study may request re-enrollment upon attainment of a 3.00 grade point average on the Central Connecticut State University graduate record. Forms for requesting file re-enrollment are available on the Graduate Admissions website, www.ccsu.edu/grad. Along with submitting the re-enrollment form to Graduate Admissions, the student must submit to the department offering the program any additional materials that are required by the department for its review of the file. A department may also consider prior performance in the program when reviewing for re-enrollment file of a student who has been formally dismissed by the University.

Grade Appeals Policy

Academic grading reflects careful and deliberate judgment by the faculty member instructing a course. However, the University recognizes that there may, on occasion, be an error or injustice in the determination of a final grade for a course.

Any student who believes that a final grade involved an error or a palpable injustice should confer with the instructor who awarded the grade no later than the fourth week of the following regular academic semester (fall/spring). If the outcome is not satisfactory, the student may present the case next to the department chair who may effect a settlement upon written agreement with the instructor. Further appeal shall be to the dean of the appropriate

academic school, and, if no settlement can be effected, to the Grade Appeals Review Board of the Academic Standards Committee. The full text of the Appeals for Grade Changes Policy may be found on the Academic Standards and Regulations page of the Undergraduate Catalog.

Non-Graded Appeals Process

A formalized process for appealing non-graded, performance-based assessments, such as comprehensive examinations, degree candidacy, etc., has been established by the Graduate Studies Committee. Like grade appeals, a student who believes that an error or a palpable injustice has occurred should first confer with the department to which the appeal is directed. If the outcome is not satisfactory, further appeal shall be to the dean of the appropriate academic school. If no settlement can occur, the student should bring the appeal to the Standing Appeals Committee of the Graduate Studies Committee. The Graduate Appeals Committee will meet as a group to determine whether there is merit to an appeal of a non-graded, performance-based assessment by reviewing documents and records that are presented with the appeal. If the Appeals Committee believes that additional information is needed, the committee will request clarification from the department and/or student. The Committee's determination will be based on whether the student was denied due process. The Appeals Committee will render its decision in writing by notifying the graduate student and copying the dean. Decisions of the Appeals Committee cannot be appealed.

POLICY ON ENDORSING STUDENTS SEEKING PROFESSIONAL EMPLOYMENT AND/OR CREDENTIALING

Students may request a verbal and/or written endorsement from program faculty in order to obtain professional employment and/or credentialing. Program students and graduates of the Master of Science in Counselor Education with a Specialization in Clinical Professional Counseling will only be endorsed by counselor education program faculty for positions or credentials for which they have been adequately prepared. Therefore, it is recommended that students should only seek endorsement for employment and credentials that are appropriate given their training, coursework, and supervised clinical field experience.

Before giving an endorsement, the faculty will first check student records (e.g., GPA, program requirements, graduation status) to ensure that students and graduates are endorsed for employment or credentials for which they have been adequately and successfully trained. The program faculty reserve the right to not endorse a student or graduate in accordance with the American Counseling Association Code of Ethics pertaining to **F.6.d. Endorsements:**

> *Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement*.

STUDENT AND PROFESSIONAL ORGANIZATIONS

Student Volunteer Experiences

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

Personal and Professional Growth

A professional counselor's development involves socializing into a new professional identity-this is no small task! In the course of learning how to be a professional counselor, students may find themselves encountering unresolved personal issues and situations that have not been mastered in one's own life. The student will begin to question roles and rules played in one's own family (both family of origin and family of choosing), which may generate stress and changes in relationships with family members and friends. Training to become an effective counselor requires students to explore patterns in their own life (both functional and dysfunctional) that may become activated in the course of working with others. The counselor is constantly utilizing various parts of one's self as instruments of change for clients, and as such, must be able to discover

both strengths and "stuck points." You will be asked, in an atmosphere of safety and respect, to share some of these patterns with instructors through assignments, and sometimes with classmates in a classroom discussion or supervisory context. It is understood that any personal information divulged by students will be treated with respect and discretion. While confidentiality cannot be assured in such a public setting, each student has a responsibility to contribute to creating a safe environment in which deeply personal information may be disclosed for training purposes.

Membership In Professional Organizations

Professional counseling organizations provide many member benefits and services, including the American Counseling Association's (ACA) student professional liability insurance (PLI) that is needed during the field training courses. Therefore, all clinical professional counseling program practicum and internship students are required to be active student members of ACA. However, student membership in professional organizations is strongly encouraged throughout the entire program of study. Doing so will strengthen professional identity, provide opportunities to network with fellow graduate students as well as licensed professional counselors, receive journals and newsletters containing up-to-date professional literature, and attend trainings, seminars, and conferences. Membership applications are available through each of the following counseling association's respective website:

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

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

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

- **The National Board for Certified Counselors (NBCC):** https://www.nbcc.org/
- **American Rehabilitation Counseling Association (ARCA):** http://www.arcaweb.org/
- **The National Rehabilitation Association (NRA):** www.nationalrehab.org
- **International Association of Rehabilitation Professionals:** http://www.rehabpro.org/
- **The Association for Addiction Professionals:** www.naadac.org
- **International Association of Addictions & Offender Counselors:** http://www.iaaoc.org/

Attendance at Conferences and Professional Meetings

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

Graduate Student Assembly

The Graduate Student Assembly (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter assists graduate students to attend conferences and workshops or to complete research associated with the preparation of a thesis. The GSA also funds the activities of graduate student societies in the academic departments. In addition to sponsoring graduate student programs and activities, the GSA serves as a representative

organization promoting graduate student interests on the Central Connecticut State University campus.

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

Central Counseling Society

The Central Counseling Society (CCS) is organized and run by graduate students who are in the Clinical Professional and Rehabilitation Counseling, School Counseling, and Student Development in Higher Education programs. CCS provides excellent opportunities for student interaction and collegiality, training and development, financial support for student research and attendance at professional conferences, and social events. Joining and participating in the CCS is an excellent way to make friends, broaden one's professional identity, and advocate for students, the Department and the profession. Officers are elected each year.

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society for counselors, counselor educators, and counselors-in-training. The Department established a CSI chapter (Chi Alpha Mu Chapter) and initiated our first members on May 10, 2013. To qualify for honor society membership, students in the professional counseling or school counseling programs must attain at least a 3.5 grade point average (GPA) after their first and subsequent semesters, have successfully completed at least 9.0 graduate credit hours, and "represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes." Information regarding CSI can be found on the CSI website: www.csi-net.org

Chi Alpha Mu Chapter Faculty Advisors (CFAs):

- Dr. Ken Shell (primary advisor)
- Dr. Rachael Pelletti (back-up/co-advisor)

The Forum for Contemplative Practices

The Forum for Contemplative Practices, housed in the Department of Counselor Education and Family Therapy at Central Connecticut State University, is open to students, faculty, and staff interested in theory, research, and involvement in various contemplative practices, including mindfulness-based meditation exercises and student self-care and mindfulness retreats.

PROGRAM STATUS

Student Cohort

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

Full-Time Or Part-time Status

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

Course Load/Status Change/Program Change

- **Full-time:** minimum of 9 credit hours/semester

- **Part-time:** less than 9 credit hours/semester

Students must notify the CCSU's Office of the Registrar if they need to change their status. Students who desire to transfer to another graduate degree program within the Department must contact their academic advisor for consultation (see Appendix III). Questions regarding how a student's status affects financial aid should be directed to CCSU's Financial Aid Office.

Degree Completion

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

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

UNIVERSITY POLICIES

Tuition, Registration, Withdrawal, and Refund Policies

Policies regarding registration for courses, tuition, fees, refunds, and other miscellaneous topics are outlined in CCSU's Graduate Catalog. Questions about tuition should be directed to CCSU's Bursar's Office, and inquiries regarding financial aid should be addressed with CCSU's Financial Aid Office.

Scholarships, Graduate Assistantships, Grants, and Financial Aid

The Financial Aid Office describes various opportunities for financial assistance, including graduate assistantships, scholarship opportunities, and student loans. Graduate merit scholarships are periodically offered by CCSU's Graduate Studies

and are announced through the Department of Counselor Education and Family Therapy.

Equity and Inclusion Policies and Procedures

CCSU has a clear policy regarding non-discrimination in education and employment:

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

To fully access this and other applicable policies and procedures, please visit the Office for Equity and Inclusion's webpage:

Grievance Policies and Procedures

Complaints or disputes concerning a professor, academic advisor, or clinical supervisor should first be addressed directly with the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Coordinator. Every attempt will be made to explore the issue thoroughly and to work out an informal remedy. If no satisfactory solution can be achieved, the Department Chair can mediate the concern or settle the matter. If further appeal is warranted, the Dean of the College of Health and Rehabilitation Sciences (CHRS) should be contacted.

Disputes regarding grades are resolved through the grade appeals process, which is described in the CCSU's Graduate Studies Student Handbook and initiated by the student through the "Appeal for Grade Change" form.

CCSU also has an Office of the University Ombudsperson. The University Ombudsperson serves as an impartial and confidential mediator of disputes among members of the University community. The University Ombudsperson is an excellent source of information and assistance in addressing concerns with faculty and other students. For more information, please visit their webpage. Additional grievance procedures, depending on the type, can be accessed on CCSU's Office for Equity and Inclusion webpage.

Academic Honesty, Integrity, and Plagiarism

As a graduate student in the Department of Counselor Education and Family Therapy, you will be held to the highest standards of academic conduct. Students should be familiar with the Connecticut State Colleges and Universities' (CSCU) Student Code of Conduct regarding "Academic misconduct, which includes, but is not limited to, **plagiarism** and all forms of cheating. "*Plagiarism* is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution" (BOR/CSCU Student Code of Conduct, 2020, Part D.1., p. 6).

Per the Publication Manual of the American Psychological Association (2020), "plagiarism is the act of presenting the words, ideas, or images of another as your own: it denies authors or creators of content the credit they are due. Whether deliberate of unintentional, plagiarism violates ethical standards in scholars (see APA Ethics Code Standard 8.11, Plagiarism) …students who plagiarize may fail the assignment of course, be placed on academic probation, or be expelled from their institution" (pp. 254-255).

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the ethical standards, regardless of whether the plagiarism was intentional or not.

Academic misconduct will be dealt with per policies described in the CCSU's Student Handbook, CCSU's Student Code of Conduct, and CCSU's Graduate Studies Student Handbook.

STUDENT RESOURCES

Student Wellness Services

CCSU's Student Wellness Center provides mental health, medical, and wellness education services. Integrating these services into a single department in the Division of Student Affairs, Student Wellness Center strives to improve student access to a range of wellness services, enable them to reach out to students needing help, and allow for a collaborative practice that will better meet students' complex needs. For information or resources, please visit their webpage.

Counseling and Student Development

The Central Department of Counseling and Student Development provides mental health counseling and a wide range of student development services designed to support academic success, as well as help students resolve emotional, inter-personal, behavioral, and other personal challenges. In addition, we offer services and programs intended to promote mental health, while helping students acquire the skills and resources needed to thrive in a university setting. For information or resources, please visit their webpage.

Students with Disabilities

Central Connecticut State University is committed to making the necessary modifications of programs, services, and facilities in order to provide qualified students with documented disabilities the opportunities necessary to pursue their educational objectives without fear of discrimination. CCSU's Office of Accessibility Services (OAS) is committed to providing our students with services and resources that help to level the playing field. For information or resources, please visit their webpage.

Office of Accessibility Services
Willard-DiLoreto Hall, Room W-201
Phone: (860) 832-1952

Office of Veterans Affairs

The mission of the Office of Veterans Affairs at Central Connecticut State University is to assist veterans, service members, and dependents with the

transition from military life to campus culture. The Office of Veterans Affairs offer the veteran community support as they navigate the transition to campus, ensuring they make the most of their experience at CCSU. One of this office's main objectives is to help veterans, guardsmen, reservists, and dependents in taking full advantage of the VA educational benefits available to them. For information or resources, please visit their webpage.

The LGBT Center

The LGBT Center provides a welcoming, creatively inspiring, and safe space for students, faculty and staff who identify as lesbian, gay, bisexual, transgender, nonbinary, queer, intersex or allies. Since their founding in 2009 by the One in Ten Committee (a group of students, faculty, and staff), the Center's goal has been to empower our LGBTQ+ campus family by creating cultural awareness, community connections and learning opportunities. To that end, The LGBT Center offers resources, programming, referrals, and support services as well as trainings and workshops for the entire campus community. For information or resources, please visit their webpage.

Academic and Professional Writing Resources

Graduate students are expected to be involved in their own learning and utilize all available resources regarding the APA writing style, which includes accessing the hyperlinks to the resources provided here as well as by your individual course instructors:

- Library Resources and Services: Elihu Burritt Library
- Tutoring: The Learning Center
- Writing Center: CCSU Writing Center
- American Psychological Association (APA):
    - APA Instructional Aids
    - APA Style and Grammar Guidelines
- Purdue Owl Online Writing Lab: APA Style

NOTE: The **APA Style website** contains a variety of free tutorials, instructional aids, style and grammar guidelines, handouts/guides, webinars, and sample student papers. Students should review and incorporate these free resources as they complete academic writing assignments. Please understand, however, these are resources only and are not intended to fully

replace the comprehensive and "source of truth" information found in the **7th edition** of the *Publication Manual of the American Psychological Association* (APA, 2020).

Miscellaneous Student Resources

As you acclimate to college life at CCSU, you are encouraged to become knowledgeable about the various resources available on campus. In order to find ways to get involved in clubs/organizations, learn more about the types of services and assistance offered on campus (e.g., health and wellness, tutoring), see the events that are occurring, and much more can be obtained via CCSU's Division of Student Affairs webpage.

REFERENCES

American Counseling Association. (2014). *2014 ACA code of ethics.* https://www.counseling.org/resources/ethics

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) https://doi.org/10.1037/0000165-000.

Council for the Accreditation of Counselor Education and Related Programs (2024, April 11). *2024 CACREP Standards.* CACREP. https://www.cacrep.org/wp-content/uploads/2024/04/2024-Standards-Combined-Version-4.11.2024.pdf

Deegan, P. (1990). Spirit breaking: When the helping professions hurt. *The Humanistic Psychologist*, *18*(3), 301-313. https://doi.org/10.1080/08873267.1990.9976897

Wolf, M. R., Green, S. A., Nochajski, T. H., & Kost, K. A. (2014). Graduate student impairment: The impact of counselor training programs. *Journal for International Counselor Education*, *6*, 61-74.

APPENDICES

Appendix I: Policy on Evaluating Counselor-in-Training Skills and Competencies (C^3)

Appendix II: Important Points to Remember

Appendix III: Policy and Procedure for Graduate Degree Program Transfer

Appendix IV: Policy and Procedure for Grade of Incomplete

APPENDIX I: POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives; therefore, they have a right to expect that their counselor is competent, ethical and psychologically healthy. Additionally, research has shown that effective counselors possess characteristics that include, but are not limited to, openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Furthermore, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences. No student is expected to be a perfect self-actualized human being; nonetheless, it is important that students are motivated to grow personally and professionally as well as continuously evaluate their own needs, values, and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide ample opportunities for self-growth and self-awareness, and faculty members are committed to working with students throughout their training program.

Taking the abovementioned into consideration, the Department of Counselor Education and Family Therapy evaluates all students on the basis of personal characteristics that have been deemed essential to becoming an effective counseling professional. Instructors of identified courses will complete the **"*Counselor-in-Training Skills and Competencies Checklist*" (C^3)** on each student at the end of the course. **Instructors of CNSL 500, CNSL 501, and CNSL 525 will complete a C^3 on each enrolled student (Section 1 of the C^3 is <u>not</u> required for CNSL 525)**. **Students will need to obtain a <u>Experiential Learning Cloud (ELC)</u> account for purpose of this task** (please refer to the ELC account registration instructions included in your course syllabus). Because the C^3 checklist is not a key assignment used to calculate the final course grade, no specific points are available. The results, however, will become part of the student's file. A blank copy of the checklist

will be provided to students in advance so they can be aware of the format and associated criteria. By the end of the semester, students will review, comment, and acknowledge the results of the completed checklist via the ELC. All students have the right to discuss the results of their evaluation with the instructor.

The purpose of the C^3 evaluation is to make sure that all students admitted to the graduate programs offered within the Department of Counselor Education and Family Therapy have the necessary personal and professional characteristics that will enable them to be effective counselors; therefore, **this form may also be completed by any instructor for any student enrolled in any course**. This checklist becomes part of the student's file and is seen by the student's academic advisor and/or the larger Departmental faculty prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program. No student is counted out of the program strictly on the basis of the *Counselor-in-Training Skills and Competencies Checklist* (C^3) results alone. When faculty has concerns about a student's readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. On the rare occasion where all efforts to remedy the situation have failed, the student is counseled to discontinue the program; in such an instance, the student is advised of their appellate rights. Please refer to the Student Handbook for detailed information on the gatekeeping process and assessment of professional functioning and behavior.

Students may access a copy of the "C^3" on the Clinical Professional Counseling Program's webpage within the "Program Documents & Enrolled Student Resources" section.

Required Meeting with Student to Review C3

The *Counselor-in-Training Skills & Competencies Checklist* (C^3) is completed by the course instructors of CNSL 500, CNSL 501, and CNSL 525. Department faculty may, in other courses, elect to complete a C^3 to offer helpful feedback to students. A course instructor reserves the right to require a meeting with an individual student prior to the end of the semester and before final grades are due to review identified concerns on the completed C^3.

If a student chooses to not meet with the course instructor to review/discuss their C^3 when requested by the faculty member, the student will receive a grade of Incomplete (INC) for that course. In such cases, the course instructor should inform the student that the Department of Counselor Education & Family Therapy follows Central's *Grades and Grading Policies* regarding incomplete grades (INC), which is as follows:

> "The student who receives a grade of Incomplete will be responsible for assuring that all course requirements are completed within one calendar year of issuance, or sooner if required by the instructor. A grade of Incomplete which has not been changed by the instructor within the year allowed for course completion will become an F (failure) automatically."

APPENDIX II: IMPORTANT POINTS TO REMEMBER

- ✓ Prior to entering into the practicum portion of the Professional Counseling program, faculty will complete the **"Counselor in Training Skills and Competencies Checklist" (C^3)** on all students that take CNSL 500 and CNSL 501 (See Appendix I). In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of **CNSL 525 (Multicultural Counseling)**, and **as needed** by **any instructor** in **any course while enrolled in the program** (including field placement courses). Because the C^3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. Any faculty member, including advisors, are permitted to complete the assessment instrument on a student at any point in their program of study.

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

- ✓ Up to nine credits of equivalent graduate courses may be transferred in with the permission of the advisor. The courses must carry a grade of B or better. Courses taken on a pass-fail basis will not transfer. All courses on the *Planned Program of Graduate Study* form, including courses transferred in, must be finished within a six-year period. Students may request an extension through the Graduate Admissions in consultation with their assigned faculty advisor and/or Department Chair.

- ✓ Students must maintain a 3.0 grade point average (GPA) to be in good academic standing.

- ✓ Students must apply for Departmental approval prior to beginning the supervised counseling practicum and internship.

- ✓ If a student withdraws from class without officially notifying the Registrar's Office, they will automatically receive an "F" for the course.

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

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

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

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

- ✓ A matriculated graduate student who is admitted to one of the four academic programs within the Department and is currently taking courses according to their planned program plan of study may desire to transfer to one of the other programs offered within the Department. As indicated on the Graduate Studies *Change of Degree/Program/Advisor or Add Certificate* form, declaring a new graduate program, major, or specialization is NOT automatic. Students need to contact their academic advisor to review the policy and procedure for program transfer consideration (see Appendix III).

APPENDIX III: POLICY AND PROCEDURE FOR GRADUATE DEGREE PROGRAM TRANSFER

Academic Programs

The Department of Counselor Education and Family offers four academic master's degree programs:

a. Clinical Professional Counseling
b. School Counseling
c. Marriage and Family Therapy
d. Student Development in Higher Education

Procedure

A matriculated graduate student who is admitted to one of the four academic programs within the Department and is currently taking courses according to their planned program plan of study may desire to transfer to one of the other programs offered within the Department. As indicated on CCSU's Graduate Studies *Change of Degree/Program/Advisor or Add Certificate* form, declaring a new graduate program, major, or specialization is NOT automatic. The following steps outlines the required procedure that must be followed by the graduate student as well as all applicable faculty involved in the process.

1. The graduate student must be in good academic standing while in their current program as evidenced by the following:
    a. Current admission status is not considered "conditional";
    b. Cannot be on academic probation;
    c. Completed at least one academic semester and/or 9.0 graduate credit hours;
    d. Maintained a grade point average (GPA) of 3.0 or better since entering their current program; and
    e. Consistently demonstrated exemplary professional behavior/ethical judgment since admission.
2. The graduate student should review the student handbook of the desired program to increase their understanding and familiarity with the program's mission, objectives, coursework, etc.

3. The graduate student must schedule a formal advising meeting with their assigned faculty advisor and discuss their reasons for seeking a program change.
4. If the graduate student and faculty advisor agree that the student's academic and professional goals more closely align with the specialized training offered by the program in which they seek entry, the student must then contact the Program Coordinator of the (*insert desired program*) to discuss their reasons for seeking a program change.
5. If the graduate student and Program Coordinator of the (*insert desired program*) agree that the student's academic and professional goals more closely align with the specialized training offered by the program in which they seek entry, the student must complete the *Change of Degree/Program/Advisor or Add Certificate* form located on CCSU's Graduate Studies "Forms" webpage:

5. In addition to completing the "*Change of Degree/Program/Advisor or Add Certificate"* form, the graduate student must write a two to three page, double-spaced typewritten essay describing the following topics:
    a. Reasons for requesting transfer from (*insert current program*) to the (*insert desired program*).
    b. Personal and/or professional experiences that influenced their pursuit of the profession associated with the (*insert desired program*).
    c. Personal and professional attitudes, attributes, characteristics, and behaviors they believe will contribute to their success as a graduate student in the (*insert desired program*).
    d. Expectations of how they will positively contribute to the (*insert desired program*) should the transfer request be approved.
    e. Short- and/or long-term goals regarding their future profession should they obtain a master's degree from the (*insert desired program*).

6. The graduate student must send the completed "*Change of Degree/Program/Advisor or Add Certificate"* form and the written essay (Word or PDF format) to the following people in the same (one) e-mail:
    a. Secretary of the Department of Counselor Education and Family
    b. Program Coordinator (current program)
    c. Program Coordinator (desired program)

d. Current faculty advisor (if different than the Program Coordinator of their current program)
e. Chair of the Department of Counselor Education and Family Therapy

Application Deadlines

Depending on the semester or term that the graduate student desires to begin coursework affiliated with the new program, the graduate student must complete steps 2 through 6 by the following dates:

- Summer term or fall semester: **February 1** (same year)
- Spring semester: **November 1** (preceding year)

Formal Interview

Once all documents have been submitted and reviewed, the Program Coordinator of the desired program will schedule a formal interview where the graduate student will meet with the Program Coordinator and any applicable program faculty member.

Decisions/Next Steps

Once a decision is made by the program faculty (i.e., approved, approved with conditions, or *not approved), the Program Coordinator must inform the graduate student of the outcome within five business days. The Program Coordinator must also provide the completed "*Change of Degree/Program/Advisor or Add Certificate"* form to the Department secretary within five business days so it can be forwarded to the Department chair for review and signature.

*If the decision of the program faculty is to "not approve" the transfer, the student has the option to petition the Chair of the Department of Counselor Education and Family Therapy to request a reconsideration. The student must contact the Chair within five business days of being notified of the program faculty's decision. The Chair will schedule a meeting so the graduate student may present the reasons they should be reconsidered. If the Chair recommends an alternative decision, the Chair will consult with the Program Coordinator/program faculty to discuss a reconsideration of the graduate

student. If the Chair upholds the decision of the program faculty, the student will continue as a matriculated student within the program in which they are currently admitted.

Once the "*Change of Degree/Program/Advisor or Add Certificate"* form is finalized and signed by the Chair, the Department secretary will forward the completed form to the CCSU's Graduate Studies.

New Advisor and Planned Program of Study

The graduate student will be assigned a new advisor if their program transfer request is approved. The new advisor will schedule a meeting with the graduate student to complete a revised "*Planned Program of Graduate Study*" form as well as design their initial course sequencing plan.

Once the "*Planned Program of Graduate Study"* form is completed and signed by all applicable parties, the advisor will send the form to the Department secretary, who will forward it to the CCSU's Graduate Studies as well as place a copy in the graduate student's file that is maintained by the Department.

APPENDIX IV: POLICY AND PROCEDURE FOR GRADE OF INCOMPLETE

1. A grade of Incomplete (hereafter referred to as **INC**) may be recorded at the discretion of the instructor when a student, for **extenuating circumstances which cannot be controlled**, is unable to complete the requirements of a course. Examples of extenuating circumstances that are beyond the immediate control of the student include but are not limited to the death of a close family member, a serious accident, and an unexpected hospitalization.

2. The course instructor is **required** to review the situation with the graduate student's assigned **faculty advisor** to verify the terms of the INC grade policy are being accurately interpreted as well as implemented.

3. If needed, the course instructor and faculty advisor may also **consult** with the applicable Program Coordinator and/or Department Chair to obtain additional guidance, recommendations, and confirmation of their plan.

4. The course instructor agreeing to an INC grade should examine if the incomplete course is a **pre-requisite for a future course**. If yes, the INC grade must be **successfully and fully resolved** so the student can meet the pre-requisite requirements **before registering** for a future course.

5. Students who have more than one grade of INC in the same academic semester will **not be allowed to register** for any course during future academic terms/semesters until all INC grades are successfully resolved—this may require the Department Chair to place a hold on the student's academic record to prevent course enrollment as well as an Individual Remediation Plan to be developed by the student's advisor in partnership with the Program Coordinator.

6. If the student's circumstance aligns with the terms of the INC grade policy, the course instructor should clearly identify the remaining assignment(s)/requirement(s) **in writing** so the student can fully understand what it is needed to successfully resolve the INC.

a. Details of the remaining course assignment(s)/requirement(s) should include a **specific due date/time** as well as the dated signature of the instructor.
b. The student should acknowledgement agreement and understanding of the terms by **signing/dating** the agreement, and then returning the document to the course instructor.
c. The student who is granted a grade of INC by the course professor must specifically **work within the written parameters** provided by the instructor, including being individually responsible for completing all outstanding course assignment(s)/requirement(s) within the timeframe identified by the instructor.

7. Unless there is an extenuating circumstance that warrants otherwise (such as a specific event directly related to a documented disability accommodation), the student who is granted a grade of INC **cannot earn a grade higher than a B** upon completion of all outstanding course assignment(s)/requirement(s).

8. Although a grade of INC that has not been changed by the instructor will automatically convert to a grade of F by the Office of the Registrar within one year, **the course instructor identifies the specific deadline for successful completion of all outstanding items (which should be completed as soon as possible to avoid unnecessary and prolonged delays).**

9. No individual full- or part-time faculty member **may deviate** from this policy **without the formal approval** of the Department Chair.

10. Academic **accommodations** issued by CCSU's Student Disability Services, when applicable, should be taken into consideration when agreeing to an INC grade, including the terms required to successfully resolve the INC.

11. CCSU's **"Grade of Incomplete" graduate policy is different** for students engaged in Thesis, Plan A, or Special Project, Plan C/E.

Reference: CCSU's Graduate Studies Student Handbook, 2022, pp. 30-31.

INCOMPLETE GRADE RELATED TO THE C3

The *Counselor-in-Training Skills & Competencies Checklist* (C^3) is completed by the course instructors of CNSL 500, CNSL 501, and CNSL 525. Department faculty may, in other courses, elect to complete a C^3 to offer helpful feedback to students. A course instructor reserves the right to require a meeting with an individual student prior to the end of the semester and before final grades are due to review identified concerns on the completed C^3.

If a student chooses to not meet with the course instructor to review/discuss their C^3 when requested by the faculty member, the student will receive a grade of Incomplete (INC) for that course. In such cases, the course instructor should inform the student that the Department of Counselor Education & Family Therapy follows Central's *Grades and Grading Policies* regarding incomplete grades (INC), which is as follows:

> "The student who receives a grade of Incomplete will be responsible for assuring that all course requirements are completed within one calendar year of issuance, or sooner if required by the instructor. A grade of Incomplete which has not been changed by the instructor within the year allowed for course completion will become an F (failure) automatically."