William Carey University
Tradition Campus

Student Handbook
Department of Counselor Education

Department of Counselor Education
December 2021

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WCU Mission Statement

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.

Department of Counselor Education Mission Statement

The mission of the Master of Science in Counselor Education is to train and equip students with the skills, knowledge, and attitudes which will enable them to excel within the changing world of the professional counselor.

Program Learning Outcomes

1. Students can translate counseling theories into counseling practice and skills.
2. Students who demonstrate an awareness of human development and career developmental issues.
3. Students who function in a professional manner and adhere to ethical standards (ASCA Code of Ethics and/or the ACA Code of Ethics).
4. Students incorporate multicultural theories into groups and counseling practice, while understanding the impact of one's personal cultural identity upon the counseling relationship.
5. Students who communicate skillfully in both written and oral form.
6. Students who read current literature and implement research design methods for best practices.
7. Students can implement current assessment and diagnosis tools.

Key Performance Indicators

The Counselor Education Faculty have selected the following Key Performance Indicators to measure outcomes for the Common Core Curriculum:

Common Core Domain	PLO(s)	Key Performance Indicator	Primary Assessment	Secondary Assessment
Professional Orientation and Professional Practice	3	2.F.1.i – Ethical standards of professional counseling organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling.	COU 603 Social Advocacy	COU 692/694 Informed Consent document COU 693/697 Ethical decision-making case studies

Social and Cultural Diversity	4	2.F.2.b – Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	COU 571 Personal Identity Paper	COU 603 Social Advocacy
Human Growth and Development	2, 5, and 6	2.F.3.f - Systemic and environmental factors that affect human development, functioning, and behavior	COU 507 Literature Review Paper	COU 692/694 Case Presentation COU 693/697 Case Presentation
Career Development	1 and 2	2.F.4.a – Theories and models of career development, counseling, and decision making	COU 602 Midterm Exam Final Exam	COU 571 Role Play Assignment
Counseling and Helping Relationships	1	2.F.5.g – Essential interviewing, counseling, and case conceptualization skills	COU 668 Counseling Case Study Sessions 2 - 4	COU 571 Class Role Play Exercises
Group Counseling and Group Work	1, 5, and 6	2.F.6.e – Approaches to group formation, including recruiting, screening, and selecting members	COU 664 Group Counseling Proposal	COU 508 Professional Journal Readings for group selection
Assessment and Testing	5 and 7	2.F.7.e – Use of assessments for diagnostic and intervention planning purposes	COU 627 Functional Behavior Assessment and Behavior Intervention Plan COU 626 Diagnostic Testing Report	COU 668 Outcome Rating Scale and Session Rating Scale
Research and Program Evaluation	6	2.F.8.g – Designs used in research and program evaluation	COU 621 Research Proposal	PSY 551 Midterm and Final Exam

CMHC Concentration	1 and 5	5.C.3.a – Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	COU 635 Midterm and Final Exam	COU 693/697 Site Supervisor Final Evaluation of the student
SC Concentration	1 and 6	5.G.3.a – Development of school counseling program mission statements and objectives	COU 577 MEASURE Action Plan	COU 692/694 Site Supervisor Final Evaluation of the student

Handbook Information

This handbook contains policy information and important forms you will need as you pursue your master's degree in counselor education. Although most of the information you will need at William Carey University, Tradition Campus, is included in this handbook, you are required to read and adhere to the policies listed in this handbook, the student handbook, *The Lance*, The Practicum and Internship Handbook, and William Carey University Graduate Catalog. ***It is your responsibility to read and understand the information in these documents. If you have questions, please contact your academic advisor.***

Program Description

The School of Natural and Behavioral Sciences at William Carey University, Tradition Campus, offers the Master of Science degree in Counselor Education with concentrations in Clinical Mental Health Counseling and School Counseling. All common-core and required coursework for the Master of Science in Counselor Education concentrations must be taken on the Tradition Campus.

The Clinical Mental Health Counseling concentration is a 60 credit hour curriculum and includes a minimum 100 hour practicum and 600 hour internship. This concentration is designed to prepare professional counselors to practice in community mental health centers, mental health institutions and agencies, primary care settings, and private practice.

The School Counseling concentration is a 60 hour curriculum and includes a minimum 100 hour practicum and 600 hour internship. This program is designed to prepare students for employment in a K-12 setting as a school counselor.

Nondiscrimination Statement

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the bylaws of the university, William Carey University does not discriminate against any person on the basis of race, color, national or ethnic origin, sex, gender, age, or disability in admissions or in the administration of its education policies, scholarships, loan programs, athletic and other school-administered rights,

privileges, programs, and activities generally accorded or made available to students at the school.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Academic Affairs, 498 Tuscan Avenue, Hattiesburg, MS 39401 (601) 318-6101.

Diversity Recruitment Statement

The Master's Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students, but also for their peers. By accepting the invitation to enter the Master's Program in Counselor Education, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others who are different and to learn to communicate more effectively with diverse human beings

Goals for the Program

The curriculum of the Master of Science in Counselor Education is designed to build a strong foundation for graduates entering the counseling professions. The Clinical Mental Health Counseling concentration provides coursework that is necessary to apply for licensure in the State of Mississippi as a Licensed Professional Counselor (LPC) and coursework that is necessary to apply to become a Nationally Certified Counselor (NCC). The School Counseling concentration provides coursework that is necessary to apply for a Mississippi AA Educator License in School Counseling and coursework necessary to apply to become a Nationally Certified School Counselor (NCSC). All applicants for licensure must pass the corresponding licensure examination(s), experience requirements, and corresponding licensing agency requirements before becoming licensed.

For any student planning to be licensed in another state, the student should check with that state's licensure requirements.

Program Core Curriculum

The Master of Science in Counselor Education is designed to graduate qualified mental health counselors and qualified K-12 school counselors to serve the public and private sector in Mississippi and around the world. The curriculum is based on a strong professional counselor identity, rich knowledge base, and mastery of counseling skills. Activities and learning experiences help students gain knowledge about:

- The profession of counseling and ethical practice focusing on the history and foundations of counseling, professional roles, crisis counseling, self-care strategies, models of supervision, professional organizations, credentialing, advocacy, and ethical standards.
- Social and Cultural Diversity including pluralistic trends, theories, beliefs, characteristics, and modalities of multicultural counseling, cultural self-awareness, social justice, and counselors' roles in eliminating biases.

- Human Growth and Development of individuals and families across the lifespan, comprising developmental theories of learning, personality, trauma, resilience, exceptional abilities, normal and abnormal behavior, addictive behaviors, and personal wellness.
- Career Development focusing on theories, decision making models, occupational information, interrelationships between work and other life roles, and career planning, placement, assessment, and counseling.
- The Helping Relationship including wellness, counselor characteristics, interviewing skills, counseling skills, client conceptualization, theories of counseling, systemic approaches, crisis counseling, and participation in direct experiences.
- Group Work focusing on both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Assessment for individuals and group settings in a multicultural society, encompassing historical perspectives, techniques, statistical concepts, and ethical strategies.
- Research and Program Evaluation allowing students to explore research methodology, needs assessment, statistical analysis, program evaluation, and cultural competence to implement evidence-based practice.

Academic Requirements for Admission

The Counselor Education Department admits students year-round. To fulfill requirements for admission to the Master of Science in Counselor Education degree programs students must: hold a bachelor's degree from an accredited institution;

- have an overall cumulative undergraduate grade point average of 2.5 or have a cumulative grade point average of 3.0 on the last 30 hours of coursework;
- submit a current resume;
- Submit a and statement of professional counseling career goals to include (1) their reason for seeking a career in mental health, (2) an example of helping others in the past, (3) their beliefs regarding the respect of human diversity, (4) potential career aspirations, and (5) additional personal characteristics that demonstrate your qualifications for Counselor Education;
- submit the online graduate school application that includes official transcripts,
- submit GRE scores (less than five years old with verbal and quantitative sub-scores) or Miller Analogies Test (MAT) scores (less than five years old), and
- complete the counselor education informed consent checklist;
- have completed coursework that reflects adequate preparation for pursuing an advanced degree in clinical mental health counseling or school counseling (general psychology or educational psychology, counseling theory, statistics); and
- have made up any deficiencies in undergraduate course preparation prior to the completion of the first 18 semester hours of graduate coursework.

Using the William Carey University website, applicants will complete the online application and submit accompanying documents to the Graduate Office at William Carey University in Hattiesburg, MS.

Academic Advisement
The faculty will schedule a mandatory orientation session for entering students at the beginning of the first term of enrollment. The orientation will provide new students with the opportunity to receive a student handbook that includes the mission statement, information about professional organizations, endorsement policy, student retention policy, and academic appeal policy.

Regular Admission Status
Regular admission is granted to any student who has met all academic requirements for admission.

Incomplete Admission
Incomplete admission status may be granted for one (1) trimester for a student who appears to be eligible for admission but is unable to supply specified required records prior to registration.

Undeclared Admission
A student who meets minimum admission requirements may be allowed one (1) trimester of undeclared admission. By the end of the first trimester, a student must declare an area of concentration and complete a degree plan.

Non-degree Admission
A student who holds a master's degree from an institution with comparable admission requirements may be accepted as a nondegree or continuing education student in order to take specific courses for licensure and/or certification. Should such an individual seek to become a degree seeking student, (all requirements for regular admission) as a degree student must be met. Students who hold a master's degree and seek a second degree or additional credentials will have an individual program designed to ensure an appropriate theoretical and practical background.

Change of Concentration
Students who desire to change emphasis areas must submit a new application form, meet requirements in the catalog for the program, receive approval of the advisor, and must be admitted to the new concentration.

Practicum and Internship
Faculty will assist students in identifying potential practicum and/or internship sites. **However, students are responsible for securing a practicum and/or internship location.**

Prior to enrolling in a practicum or internship class, students must have a practicum/internship site and the advisor's approval. The student will submit a signed Practicum/Internship Agreement, Academic/Site Supervisor Agreement, and a copy of his/her current liability insurance through the American Counseling Association by the end of the second week of the trimester for the Practicum/Internship. A student will be withdrawn from the class for lacking any these documents.

Master of Science in Counselor Education
Clinical Mental Health Counseling Concentration

60 semester hours required

Core (27 hours)
COU 507*   Human Growth and Development
COU 508*   Counseling Theories
COU 571*   Social and Cultural Diversity
COU 602   Lifestyle and Career Development
COU 603*   Professional Orientation, Foundations, and Ethical Practice
COU 621   Research Design and Evaluation
COU 626   Clinical-Based Assessment
COU 664*   Group Counseling
COU 668*   Counseling Skills

Required (24 hours)
COU 635*   Diagnosis
PSY 551   Psychological Statistics
PSY 641   Crisis Counseling
PSY 642   Marriage and Family Counseling
PSY 651   Drug and Alcohol Abuse Counseling
COU 693   Practicum in Clinical Mental Health Counseling (3 hours)
COU 697   Internship in Clinical Mental Health Counseling (6-12 hours)

Elective Courses (9 hours)
COU 627   School-Based Assessment
COU 681   Patient-Centered Behavioral Healthcare
PSY 576   Psychopharmacology
PSY 640   Principles of Christian Counseling
PSY 676   Individual Assessment: Wechsler Scales
PSY 677   Individual Assessment: Stanford-Binet
PSY 678   Individual Assessment: Personality
PSY 682   Counseling with Children and Adolescents
PSY 683   Child Psychotherapy and Play Therapy
PSY 684   Adventure-Based Counseling with Children and Adolescents
_____   Elective course(s) with advisor's approval

* Prerequisite for Practicum and Internship.
Bolded course numbers are required for licensure as a Provisional Licensed Professional
Counselor in Mississippi.

**Master of Science in Counselor Education
School Counseling Concentration**

60 semester hours required

Core (27 hours)
COU 507   Human Growth and Development
COU 508   Counseling Theories
COU 571   Social and Cultural Diversity
COU 602   Lifestyle and Career Development
COU 603   Professional Orientation, Foundations, and Ethical Practice
COU 621   Research Design and Evaluation
COU 627   School-Based Assessment
COU 664   Group Counseling
COU 668   Counseling Skills

Required (24 hours)
COU 577   Leadership and Administration in School Counseling
COU 650   Collaboration and Consultation
PSY 551   Psychological Statistics
PSY 641   Crisis Counseling
PSY 651   Drug and Alcohol Abuse Counseling
COU 692   Practicum in School Counseling (3 hours)
COU 694   Internship in School Counseling (6-12 hours)

Elective Courses (9 hours)
COU 635   Diagnosis
COU 681   Patient-Centered Behavioral Healthcare
PSY 576   Psychopharmacology
PSY 640   Principles of Christian Counseling
PSY 642   Marriage and Family Counseling
PSY 676   Individual Assessment: Wechsler Scales
PSY 677   Individual Assessment: Stanford-Binet
PSY 678   Individual Assessment: Personality
PSY 682   Counseling with Children and Adolescents
PSY 683   Child Psychotherapy and Play Therapy
PSY 684   Adventure-Based Counseling with Children and Adolescents
COU 687   Supervision for Counseling Supervisors
_____   Elective course(s) with advisor's approval

Course Sequence

Term	Clinical Mental Health Counseling	School Counseling
FA-1	COU508 – Counseling Theories (Cummings) COU626 – Clinical Based Assessment (Cummings) COU603 – Professional Orientation, Foundations, and Ethical Practice (Jones)	COU508 – Counseling Theories (Cummings) COU603 – Professional Orientation, Foundations, and Ethical Practice (Jones)
WT-1	COU571 – Social and Cultural Diversity (Jones) PSY651 – Drug and Alcohol Abuse Counseling (Cummings)	COU571 – Social and Cultural Diversity (Jones) PSY651 – Drug and Alcohol Abuse Counseling (Cummings)
SP-1	COU635 – Diagnosis (Cummings) COU668 – Counseling Skills (Strebeck)	COU 627 – School Based Assessment COU668 – Counseling Skills (Strebeck)
SU-1	COU507 – Human Growth and Development (Strebeck) PSY641 – Crisis Counseling (Cummings)	COU577 – Leadership and Administration in School Counseling (Jones – odd numbered years) COU507 – Human Growth and Development (Strebeck) PSY641 – Crisis Counseling (Cummings)
FA-2	PSY 551 – Psychological Statistics (Strebeck) COU602 – Lifestyle and Career Development (Cummings) COU693/697 – Practicum/Internship (Strebeck)	PSY 551 – Psychological Statistics (Strebeck) COU602 – Lifestyle and Career Development (Cummings) COU692/694 – Practicum/Internship (Jones)
WT-2	COU621 – Research Design and Evaluation (Jones) PSY 642 – Marriage and Family Counseling (Cummings) COU693/697 – Practicum/Internship (Strebeck)	COU621 – Research Design and Evaluation (Jones) COU692/694 – Practicum/Internship (Jones)
SP-2	COU664 – Group Counseling (Cummings) COU693/697 – Practicum/Internship (Strebeck)	COU664 – Group Counseling (Cummings) COU650 – Collaboration and Consultation (Strebeck) COU692/694 – Practicum/Internship (Jones)
SU-2	COU693/697 – Practicum/Internship (Strebeck)	COU692/694 – Practicum/Internship (Jones)

*Prerequisite for Practicum/Internship

Core Curriculum Competencies

Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- history and philosophy of the counseling profession and its specialty areas
- the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- the role and process of the professional counselor advocating on behalf of the profession
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- professional counseling organizations, including membership benefits, activities, services to members, and current issues
- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- current labor market information relevant to opportunities for practice within the counseling profession
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- technology's impact on the counseling profession
- strategies for personal and professional self-evaluation and implications for practice
- self-care strategies appropriate to the counselor role
- the role of counseling supervision in the profession

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- multicultural counseling competencies
- the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- the effects of power and privilege for counselors and clients
- help-seeking behaviors of diverse clients
- the impact of spiritual beliefs on clients' and counselors' worldviews
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- theories of individual and family development and transitions across the life span;
- theories of learning
- theories of normal and abnormal personality development
- theories and etiology of addictions and addictive behaviors
- biological, neurological, and physiological factors that affect human development, functioning, and behavior
- systemic and environmental factors that affect human development, functioning, and behavior
- effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- a general framework for understanding differing abilities and strategies for differentiated interventions
- ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
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Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

- theories and models of career development, counseling, and decision making
- approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- approaches for assessing the conditions of the work environment on clients' life experiences
- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- strategies for career development program planning, organization, implementation, administration, and evaluation
- strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- strategies for facilitating client skill development for career, educational, and lifework planning and management
- methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- ethical and culturally relevant strategies for addressing career development

Counseling and Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- theories and models of counseling
- a systems approach to conceptualizing clients
- theories, models, and strategies for understanding and practicing consultation
- ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

- the impact of technology on the counseling process
- counselor characteristics and behaviors that influence the counseling process
- essential interviewing, counseling, and case conceptualization skills
- developmentally relevant counseling treatment or intervention plans
- development of measurable outcomes for clients
- evidence-based counseling strategies and techniques for prevention and intervention
- strategies to promote client understanding of and access to a variety of community-based resources
- suicide prevention models and strategies
- crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- processes for aiding students in developing a personal model of counseling

Group Work—studies that provide both theoretical and experiential understandings of group purpose*,* development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
- theoretical foundations of group counseling and group work
- dynamics associated with group process and development
- therapeutic factors and how they contribute to group effectiveness
- characteristics and functions of effective group leaders
- approaches to group formation, including recruiting, screening, and selecting members
- types of groups and other considerations that affect conducting groups in varied settings
- ethical and culturally relevant strategies for designing and facilitating groups
- direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- historical perspectives concerning the nature and meaning of assessment and testing
- in counseling
- methods of effectively preparing for and conducting initial assessment meetings
- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- procedures for identifying trauma and abuse and for reporting abuse
- use of assessments for diagnostic and intervention planning purposes
- basic concepts of standardized and non-standardized testing, norm-referenced and
- criterion-referenced assessments, and group and individual assessments
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- reliability and validity in the use of assessments
- use of assessments relevant to academic/educational, career, personal, and social development

- use of environmental assessments and systematic behavioral observations
- use of symptom checklists, and personality and psychological testing
- use of assessment results to diagnose developmental, behavioral, and mental disorders
- ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- the importance of research in advancing the counseling profession, including how to
- critique research to inform counseling practice
- identification of evidence-based counseling practices
- needs assessments
- development of outcome measures for counseling programs
- evaluation of counseling interventions and programs
- qualitative, quantitative, and mixed research methods
- designs used in research and program evaluation
- statistical methods used in conducting research and program evaluation
- analysis and use of data in counseling
- ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Curriculum

COU 507 - Human Growth and Development - Advanced studies focusing on physical, cognitive, social, and cultural development across the lifespan with an emphasis on psychological approaches to explain, predict, and modify human behavior. 3 hours

COU 508 - Counseling Theories - Provides an understanding of major counseling theories. The primary focus is for students to have a theoretical understanding of counseling, so that they begin to develop a personal model of counseling. 3 hours

COU 571 - Social and Cultural Diversity - Studies that provide an understanding of cultural theories, context of relationships, and issues and trends in a multicultural society including the exploration of self, multicultural concepts, and counseling techniques. 3 hours

COU 577 - Leadership and Administration of School Counseling - Studies that provide an understanding of the history and philosophy, design, implementation, management, evaluation, and ethics of a comprehensive school counseling program with a focus on principles, skills, and styles of effective leadership, the ASCA National Model, the Mississippi K-12 Counselor Curriculum and the Mississippi School Counseling Model. 3 hours

COU 602 - Lifestyle and Career Development - Studies that provide an understanding of career development and related life factors, including theories, decision-making, systems, planning, and assessment. 3 hours

COU 603 - Professional Orientation, Foundations, and Ethical Practice - Studies that provide an understanding of the history and philosophical foundations of the profession, professional roles, supervision models and techniques, professional organizations, advocacy, licensure and credentialing, and ethical standards. 3 hours

COU 621 – Research Design and Evaluation - Studies that provide an understanding of research design methods, statistical methods, needs assessments, and training in the use of assessment data for individual and program evaluation as it relates to the field of Counseling. A research proposal and design will be required. 3 hours

COU 626- Clinical-Based Assessment - Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the appropriate use of assessments in clinical settings including diagnostic interviews, mental status examinations, personality assessments, and screening instruments. 3 hours

COU 627 – School-Based Assessment - Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the use of psycho-educational assessments along with the most recent Mississippi Policies Regarding Children with Disabilities Act and the Mississippi Eligibility Requirements for special needs students. 3 hours

COU 635 - Diagnosis - An overview of clinical mental health pathology based on the current classification used by the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the diagnostic processes of clinical assessment, mental status examination, clinical interviewing, recognition of differential diagnosis, co-occurring disorders and dual diagnosis, and development of skills in suicide and violence assessment. 3 hours

COU 650 - Collaboration and Consultation - This course promotes an understanding and implementation of the collaboration and consultation process to create synergistic efforts among various stakeholders to promote the academic, career, and personal development of students and other stakeholders. 3 hours

COU 664 - Group Counseling - Processes and principles of group formation, interactions and dynamics are studied from a didactic and experiential perspective.   Theoretical foundations, methods, leadership styles, application to a variety of settings as well as multicultural issues will be explored. 3 hours

COU 668 - Counseling Skills - Counseling skills and conceptualization processes are taught. Attention is given to interviewing clients, establishing therapeutic relationships, treatment planning, consultative/collaborative relationships, crisis intervention, and evidence-based interventions. This course provides the foundation for all practicum and internship experiences. Prerequisite: COU 508. 3 hours

COU 681 - <u>Patient Centered Behavioral Healthcare</u> – Studies that provide an exploration of behavioral health needs in primary care that include research of chronic mental health illness, substance abuse, cultural impact, and application of the professional behavioral health provider's roles and skills in primary care or the patient-centered medical home. Prerequisite for COU 693 and COU 697 in primary care setting. 3 hours

COU 687 - <u>Supervision for Counselor Supervisors</u> - Studies that provide supervision training specifically for supervisors or becoming supervisors of Counselors. Includes roles and functions of Counselors, models of supervision, mental health related professional development, methods and techniques in supervision, supervisory relationship issues, cultural issues in supervision, group supervision, legal and ethical issues of supervision, and the evaluation of supervisee competence and the supervision process. Online. Intended to meet July 1, 2008 requirements for becoming a Mississippi LPC Board Qualified Supervisor (LPC-S). 3 hours.

COU 692 – <u>Practicum in School Counseling</u> – Supervised 100-clock hour experience in School Counseling with application of principles, techniques, and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences take place in a K-12 setting. Prerequisites: COU 508, COU 508, COU 571, COU 577, COU 603, COU 627, COU 668, and permission of program advisor. (3 hours required)

COU 693 - <u>Practicum in Clinical Mental Health Counseling</u> – Supervised 100-clock hour practicum experience in counseling with the application of principles, techniques and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences will take place in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 508, COU 508, COU 571, COU 603, COU 635, COU 668, COU 681 (if placed in primary care setting), and permission of program advisor. (3 hours required)

COU 694 - <u>Internship in School Counseling</u> – Supervised minimum 300-clock hour internship experiences that integrate and apply knowledge, skills, and attitudes acquired in the School Counseling training program. The course will include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Internship experiences will take place in K-12 settings. Prerequisites: COU 692, and permission of program advisor (6 hours required).

COU 697 - <u>Internship in Clinical Mental Health Counseling</u> – Supervised 300-clock hour internship experiences that enable students to integrate and apply knowledge, skills, and attitudes learned throughout the counseling training program and that include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Field experience is gained in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisite: COU 693, COU 681 (if placed in primary care setting), and permission of program advisor. (6 hours required, may take up to 12 semester hours).

Internship and Practicum Requirements

The practicum and internship experiences are an important part of counselor training. These experiences are critical because they provide a means for students to apply their knowledge and counseling skills to the professional practice of counseling.

Practicum is the first experience and generally is observation. Graduate students are placed in a school or community site with supervision and have an opportunity to continue development of counseling skills and learn other professional responsibilities and skills. Internship is the last phase of training and generally involves increased responsibility for direct services. These two field experiences provide students with an opportunity to work in an appropriate site as a counseling professional while being supervised.

Students will work closely with the department practicum/internship coordinators to choose a site. The sites utilized by our program are chosen for the service they give to their consumers and for the learning opportunities they provide to our students. When sites agree to allow students to train with them, they do so realizing their responsibility to promote the educational and developmental process of counseling students. The program realizes that these training experiences have a dual role, and the program works diligently to ensure that the needs of the agency and students are both met during the practicum and internship experiences.

General Guidelines for Practicum and Internship

- Selection of practicum and internship sites are coordinated by the student's faculty advisor and the Clinical Coordinator. Advisement regarding the Practicum and Internship is held each trimester by the student's faculty adviser. At this time, students are provided information regarding the Practicum and Internship clinical experiences and opportunities. Placement information and options are provided at this meeting.

- Students will discuss placement options with his or her faculty advisor prior to the meeting.

- Students will schedule an interview with the potential site supervisor and other appropriate individuals. At this meeting, students will discuss with the goals for practicum/internship and additional responsibilities required of the site supervisor. The student will complete the Practicum/Internship Agreement, Site Supervisor Agreement, and additional forms and procedures required by the practicum/internship site.

- Students will return the signed forms (*Practicum/Internship Agreement and the Site Supervisor Agreement*) and proof of liability insurance during the first week of the Practicum/Internship class.

- Students must have Liability Insurance. Insurance is available from the American Counseling Association, American School Counseling Association, or a professional organization. The department recommends completing this as soon as possible. Insurance must remain active during the entire practicum and internship.

- Students will acquire hours during the academic calendar dates for the enrolled trimester at William Carey University, unless a prior written agreement has been made.

- Students may change sites from trimester to trimester only after consultation with the faculty advisor and the Practicum/Internship Coordinator. Once the trimester begins, students are not allowed to change practicum or internship sites.

- Prerequisite requirements and further information is provided in the Practicum and Internship Handbook.

Practicum Requirements

Practicum students will complete 100 clock hours during the practicum experience, 40 direct service hours, and 60 indirect service hours. Direct service hours may include individual, group, couples, and family counseling as well as presentation of psychoeducational lessons. Indirect service hours may include treatment planning and documentation, supervision, outreach, training, and administrative duties. Generally, direct hours refer to time spent with the client or when the client is receiving direct services. Generally, indirect hours are when the client is neither present nor receiving direct services.

Students will obtain supervision by your onsite supervisor and William Carey University. Onsite supervision averages one (1) hour weekly in individual supervision, while the University supervision is an average of one and one half (1 ½) hours per week of group supervision. A student's performance will be evaluated throughout the practicum with a formal evaluation at the end of the trimester.

Impairment in Practicum

Some of your practicum experiences may trigger emotional and/or behavioral responses outside of your everyday experiences. At times, you may feel some deeper emotional experiences that interfere with your ability to be an effective counselor and may benefit from counseling or other therapeutic interventions. ***Practicum is not an appropriate forum to share these experiences.*** Should you have these types of emotional experiences you are expected to seek professional services. In the event that your instructors believe that you are having these types of experiences during practicum in ways that interfere with your ability to be an effective counselor, we are ethically and legally bound to take steps to protect you and possibly make disclosures of your situation to faculty, site supervisors, and/or administration. In addition, we may initiate student retention and remediation procedures should we deem the experiences to be impeding your performance as a practicum student.

Impairments may include deficits in factual knowledge, generic clinical skills, clinical judgment, and interpersonal qualities. Other impairments include lack of being open, flexible, and cooperative; unwilling to accept and utilize feedback; and lack of a positive attitude.

Internship Requirements

Internship students will complete a minimum of 600 clock hours during the internship experience, 240 direct service hours, and 360 indirect service hours. Direct service hours may

include individual, group, couples, and family counseling as well as presentation of classroom guidance lessons. Indirect service hours may include treatment planning and documentation, supervision, outreach, training, and administrative duties.

You will obtain supervision by your onsite supervisor and William Carey University. Onsite supervision averages one (1) hour weekly in individual supervision, while the University supervision is an average of one and one half (1 ½) hours per week of group supervision. A student's performance will be evaluated throughout the internship, with a formal evaluation at the end of each trimester.

Impairment in Internship

Some of your internship experiences may trigger emotional and/or behavioral responses outside of your everyday experiences. At times, you may feel some deeper emotional experiences that interfere with your ability to be an effective counselor and may benefit from counseling or other therapeutic interventions. ***The internship is not an appropriate forum to share these experiences.*** Should you have these types of emotional experiences you are expected to seek professional services. In the event that your instructors believe that you are having these types of experiences during the internship in ways that interfere with your ability to be an effective counselor, we are ethically and legally bound to take steps to protect you and possibly make disclosures of your situation to faculty, site supervisors, and/or administration. In addition, we may initiate student retention and remediation procedures should we deem the experiences to be impeding your performance as an internship student.

Impairments may include deficits in factual knowledge, generic clinical skills, clinical judgment, and interpersonal qualities. Other impairments include lack of being open, flexible, and cooperative; unwilling to accept and utilize feedback; and lack of a positive attitude.

Policy on Privacy of Student Records

Under the "Family Educational Rights and Privacy Act of 1974" as amended, William Carey University students have the right to inspect and review any and all records, files, and data directly related to them. The university will not ordinarily release students' records to any outside agency without the written consent of the student. Consent forms are available in the registrar's office.

William Carey University will release "directory information" on students to any interested member of the public unless the student requests in writing that it be withheld.

Grades

The university uses the following grading system:
- A is reserved for work which is definitely superior in quality.
- B is given for work which is consistently good and would be considered above average.
- C is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
- F is given when the student has failed the course.
- I a grade of "I" (incomplete), will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the

instructor and the academic dean. In order to be eligible for a grade of "I", a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar's office. When the work is completed satisfactorily, the "I" may be changed to any grade assigned by the instructor. If a grade of "I" is not changed to a passing grade by the end of the next trimester, it will automatically be changed to an "F."

Academic Standing

A 3.0 GPA on all graduate courses taken at William Carey University is required for graduation. A student whose GPA drops below a 3.0 is placed on academic probation. Students are allowed to improve their GPA by retaking courses at William Carey University; however, only one grade replacement is allowed. Grades from other retakes will be averaged in with grades from other courses. Students on probation may not improve their GPA by taking courses at other institutions. A student on academic probation must raise his/her GPA to a 3.0 by the end of the next trimester of enrollment or the student will be dismissed and cannot continue in the program.

Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program.

All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.

Academic Advising

Once entering students are informed of acceptance into the Master of Science in Counselor Education, they will receive information concerning registration for their first trimester. Once students have enrolled in the first trimester, they will be assigned an advisor. At the beginning of students' initial summer or fall trimester, a mandatory orientation session must be completed online or face to face. A student handbook will be made available, and students will have opportunities to gain information concerning the program. The ultimate responsibility in the selection of courses that satisfy degree requirements rests with the student.

Academic Honesty

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places high value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. The complete policy statement on academic integrity is in the student handbook, found in the back of *The Red Book*.

Attendance Regulations

Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. The student is responsible for contacting the instructor regarding the absence, and the student is responsible for all work missed. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent.

Individual faculty members set their own attendance regulations for their classes and inform their students of them; however, students must attend 80% of the class meetings in order to receive credit for the course. The total number of absences for each student shall be reported for each class by each faculty member at the time of filing trimester grade rosters.

Comprehensive Examination Procedures and Requirements

All students enrolled in the Counselor Education program are required to pass the Counselor Preparation Comprehensive Examination (CPCE). Students who do not pass the exam on the first attempt, will have a second opportunity to pass the CPCE. The retake will involve the entire exam. If unable to pass the CPCE upon the second attempt, the student will be required to retake the corresponding class listed in the deficit area and earn an A for the final grade.

Criterion for Passing

The scoring for the CPCE uses the Total Score (not a score for each section). The criteria for passing the exam will be 1.5 standard deviation lower than the mean score of all students taking the exam (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 85).

Endorsement Policy

Consistent with the ACA Code of Ethics Standard F.5.d. on Endorsement, William Carey University Department of Counselor Education faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or completion of their degrees only when they believe these students are qualified for the endorsement. Regardless of qualifications, the Counselor Education faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Prior to graduation, students seeking endorsement must complete the Request for Recommendation Form and include a self-addressed stamped envelope.

Student Review Policy and Procedures

The assigned faculty adviser will evaluate Counselor Education students in the spring and fall of each year. Key Performance Indicators and the Professional Performance Evaluation (see appendix) will be used to evaluate each student's progress. This review process is in addition to William Carey University's Academic Standing policy located in the Graduate Catalog.

In cases when faculty reach consensus regarding an area or areas of concern regarding the performance of a master's student, the following steps are employed. These steps provide the framework for working with a student who has raised concerns regarding fitness for practice as a professional counselor. The counselor education faculty follows a process in which students are provided due process. In most instances, students who demonstrate deficiencies are provided an opportunity to remediate the problems identified by the faculty. In some extraordinary cases, the faculty might move directly to the dismissal procedure.

Step 1: Student-Faculty Meeting
        Upon identifying concerns about a student, a student-faculty meeting will be requested.
        This meeting will be between the student and the faculty member who identified the

concerns and the meeting will be recorded. During this meeting, the faculty member will provide the identified student with feedback regarding areas of concern. This feedback will be formally documented on the Personal Performance Review (PPR; located in Appendix C) prior to meeting with the student. The PPR results will be discussed with the student during the student-faculty meeting and an informal, collaborative remediation plan will be developed as deemed necessary.

Step 2: Second Student-Faculty Meeting

As deemed appropriate by the faculty member who identified concerns as outlined in "Steps 1", a second student-faculty will be requested. The goal of this meeting will be to determine if the identified students' behavior has improved (as outlined by benchmarks documented on the PPR and the student's remediation plan) or if further methods of retention need to be taken. Furthermore, the faculty member will complete a second assessment of the students' behavior (viz. Personal Performance Review) prior to meeting with the student. During this second meeting, the faculty member will review student's efforts towards behavioral improvement outlined by the informal remediation plan as well as the results of the second PPR assessment.

Step 3: Documentation

If the problem has been satisfactorily resolved, then the first and second PPR assessments will be placed in the student's permanent file.

Step 4: Meeting with All Faculty

If the concern has not been satisfactorily resolved, then a meeting with all faculty members will be held and the student concerns presented by the faculty member expressing concerns. At this meeting, the faculty will discuss the situation and provide input and recommendations for resolving the concerns.

Step 5: Formal Remediation Meeting

The student and faculty will collaboratively discuss the concerns and discuss recommendations for the development of a remediation plan. By working collaboratively, the student will have clear input about concerns, as well as faculty expectations for changes. The remediation plan should reflect the discussion and recommendations made at this meeting.

Step 6: Formal Letter

The Chairperson for the Department of Counselor Education will contact the student and request that the student pick up a formal letter confirming what was discussed in the previous meeting and asking for submission of a formal remediation plan. The remediation plan will be due in writing to the Chairperson no later than four (4) weeks from the date of the letter. The student may request a two-week extension, but must submit this request to the Chairperson within one (1) week of receiving the letter. Failure to respond by the four-week deadline or approved extension deadline will result in the student being withdrawn from the program. In this case, Step 10 procedures would be enacted.

Step 7: Student Presentation of Remediation Plan

Upon receipt of a remediation plan, a meeting will be scheduled by the Chairperson at which the student will present the remediation plan to the faculty. The faculty will review the remediation plan and timeline and one of the following actions will be taken:

- The remediation plan and timelines are accepted and will be acted upon by the student.
- The remediation plan and timelines are acceptable subject to revision as outlined by the faculty.
- The remediation plan and timelines are not accepted by the faculty and a recommendation for dismissal from the program will be made and Step 10 procedures would be enacted.

Step 8: Acceptance and Continued Review of the Remediation Plan

Upon acceptance of the remediation plan, the faculty member with the initial concerns or a faculty member who is currently teaching the student will meet with the student on a monthly basis and will advise the faculty of progress. At each meeting, the faculty member will complete a PPR as evidence of progress. Each PPR will be placed in the student's permanent file. Should the student fail to show progress with the remediation plan, the process will start again at Step 5 or move to Step 10.

Step 9: Completion of the Remediation Plan

Upon successful completion of the remediation plan, the faculty member involved will notify the faculty and the student of the completion. A final PPR and summary will be placed, as documentation, in the student's permanent file.

Step 10: Dismissal

Should the student fail to complete the remediation plan or if the problem has not been satisfactorily resolved, after a faculty discussion, the student will be notified in writing of a recommendation for dismissal. At this point, the student will be advised about the appeals process. In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice. If the decision is for continuance, the student must agree to the conditions set by the faculty. Failure to adhere to the conditions may result in dismissal.

Student Retention and Dismissal Policy

Grounds for suspension, probation, and dismissal include but are not limited to the criteria described below. The various grounds for academic discipline specified in The Student Handbook (*The Red Book*) and in the Graduate Catalog for William Carey University. The master's program in Counselor Education employs both academic and non-academic grounds for student dismissal.

- Violation the most recent Code of Ethics set forth by the American Counseling Association (ACA).
- Failure, after two attempts, to demonstrate competency in one or more of the areas that comprise the required courses in the master's program (grade of "C" or lower).
- Failure to attain a cumulative grade-point average of 3.00 for two consecutive semesters.
- Engagement in behavior deemed inappropriate for effective professional counselors. The

following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, and (3) personal attitudes or value systems that conflict with effective counseling relationships.

- Repeated failure to respond appropriately to supervision.
- Abusive or manipulative interpersonal behavior in interactions with peers, students, clients, supervisors, department staff, university personnel, program staff, administrators, and/or faculty.
- Demonstration of a psychological condition judged by the counselor education faculty to have potential to harm clients, supervisees, and students.
- Deficient written and verbal communication skills.
- Violating policies and procedures established by William Carey University, the Counselor Education Program, or those established by an assistantship, employment, practicum, or internship site.

Appeal Policy

If a recommendation for dismissal, probation, or suspension is made or if a student wishes to appeal a grade, the student must follow William Carey University's policy for appeal, detailed in *The Red Book*.

Validation of Outdated Courses

Because of new developments within academic disciplines, some coursework may become outdated and not suitable for use toward a degree. The determination of whether or not a course has become outdated is made by the school or department where that course is taught. Students with outdated William Carey coursework not older than ten years at the point of student's initial program of graduate study may validate it by successfully passing a test or completing required work if prior approval is granted by the advisor, dean, and current instructor of that course. Outdated coursework at other institutions will not be accepted.

Harassment

William Carey University is committed to providing an environment in which all persons are safe from the behavior of another that threatens or torments, especially persistently. Harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual, and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive environment; (2) has the purpose or effect of unreasonably interfering with an individual's academic or job performance; or (3) otherwise adversely affects an individual's education or employment opportunities. Such harassment is contrary to the Christian standards of conduct expected of all members of the university community, student, staff, and faculty.

Any person who engages in harassment will be subject to disciplinary action ranging from a warning to discharge. Students who have a complaint regarding harassment should contact the vice president for student services on the Hattiesburg campus or the dean on the Tradition campus. The designated person on each campus will conduct an investigation in accordance with the complaint and grievance policy.

Discriminatory Harassment

William Carey University is committed to providing an environment in which all persons are safe from harassment that is based on his or her race, color, gender, national origin, age or disability. Discriminatory harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, gender, national origin, age or disability, or that of his/her relatives, friends or associates.

Harassing conduct includes but is not limited to the following: (1) epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that relate to race, color, gender, national origin, age or disability; and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, gender, national origin, age or disability.

Sexual Harassment

William Carey University is committed to providing an environment that fosters learning, living, and working and promotes an environment free of all forms of harassment. The university utilizes education, equal educational and employment opportunity, training, and establishment of procedures to ensure the protection of student rights.

William Carey University reaffirms its commitment to adhere to all provisions of Title IX of the Civil Rights Act that all students have a right to be free from sexual discrimination in the form of sexual harassment/sexual violence. Harassment can include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment, activities, or education; or
2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting said individual; or
3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic, activity, or work performance or creating an intimidating, hostile, or otherwise offensive working or educational environment.

A student may report an alleged violation of this policy to the administrative dean of the Tradition campus or the vice president for student services on the Hattiesburg campus.
An investigation will be conducted in accordance with the complaint and grievance policy for students, faculty, or staff as it relates to the complaint. The university will consider the welfare of the alleged victim and the university community as well as the rights of the accused. Retaliation against a student who brings a complaint is prohibited and will not be tolerated.

Core Faculty

Carol Buchanan-Jones, Professor; Tradition Campus; B.A.E., M.Ed., Ph.D., University of Mississippi. (1994)

Lisa Cummings, Professor; B.S., M.S., University of Southern Mississippi; Ph.D., Saint Louis University. (1999)

Richard Strebeck, Associate Professor; B.A., Mississippi College; M.A.(RE), MAMFC, Southwestern Baptist Theological Seminary; Ph.D., New Orleans Baptist Theological Seminary. (2012)

Appendix A

Counselor Education Informed Consent Checklist

The current copy of the *ACA Code of Ethics* may be found at:
http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4

The current copy of the *Ethical Standards for School Counselors* may be found at:
http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20E thical%20Issues/Sample%20Documents/EthicalStandards2010.pdf

Both ethical codes for Counselors are similar in terms of the counseling relationship and Counselor responsibility. The Mississippi State Board of Examiners for Licensed Professional Counselors (LPC Board) has adopted the most recent *ACA Code of Ethics,* and those individuals licensed by the Board "shall adhere to all parts of the current American Counseling Association *Code of Ethics.*" For your convenience links to these two codes are included for your review.

Yes	No	
☐	☐	1. I understand that as of July 1, 2008, the LPC Board requires a background check in order to apply for licensure as an LPC.
Yes	No	
☐	☐	2. I understand that school districts may require a background check in order to be employed as a School Counselor.
Yes	No	
☐	☐	3. I understand that practicum and internship sites may require a background check in order to participate in a practicum or internship.
Yes	No	
☐	☐	4. I understand that the LPC Board requires that Counselors have a responsibility to read, understand, and follow the most recent *ACA Code of Ethics* and adhere to applicable laws and regulations that call attention to avoiding harm to clients and respect of client diversity.
Yes	No	
☐	☐	5. I understand that Counselors are aware of their values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals.

Signature_____ Date_____

Appendix B

Professional Organizations

American Counseling Association (ACA)   www.counseling.org

Association for Play Therapy (APT)   www.a4pt.org

Council for the Accreditation of Counseling and
Related Educational Programs (CACREP)   www.cacrep.org

Mississippi Board of Licensed Professional Counselors   www.lpc.state.ms.us

Mississippi Counseling Association (MCA)   https://mica.memberclicks.net/

Mississippi State Department of Education   www.mde.k12.ms.us

National Board for Certified Counselors (NBCC)   www.nbcc.org

Appendix C
Professional Performance Evaluation

William Carey University
Department of Counselor Education

Rating: 0 = Not observed; 1 = Developing; 2 = Proficient; 3 = Advanced.

Openness to new ideas (including Bias, Power and Privilege)

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

2. Flexibility

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

3. Cooperativeness with others

1	2	3
– Showed little or no engagement in collaborative activities. – Undermined goal achievement in collaborative activities. – Was unwilling to compromise in collaborative activities.	– Engaged in collaborative activities but with minimum allowable input. – Accepted but rarely initiated compromise in collaborative activities. – Was concerned mainly with own part in collaborative activities.	– Worked actively toward reaching consensus in collaborative activities. – Was willing to initiate compromise in order to reach group consensus. – Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback

1	2	3
– Discouraged feedback from others through defensiveness and anger. – Showed little or no evidence of incorporation of feedback of supervisory feedback received. – Took feedback contrary to own position as a personal affront. – Demonstrated greater willingness to give feedback than receive it.	– Was generally receptive to supervisory feedback. – Showed some evidence of incorporating supervisory feedback into own views and behaviors. – Showed some defensiveness to critique through "over-explanation of own actions--but without anger. – Demonstrated greater willingness to receive feedback than to give it.	– Invited feedback by direct request and positive acknowledgement when received. – Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. – Demonstrated a balanced willingness to give and receive supervisory feedback.

5. Awareness of own impact on others

1	2	3
– Words and actions reflected little or no concern for how others were impacted by them. – Ignored supervisory feedback about how words and actions were negatively impacting others.	– Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. – Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.	– Effort toward recognition of how own words and actions impacted others – Initiates feedback from others regarding impact of own words and behaviors – Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. Ability to deal with conflict

1	2	3
- Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed.	- Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed.	- Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts.

7. Ability to accept personal responsibility

1	2	3
- Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination.	- Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others' roles in problems. - Might blame initially, but was open to self-examination about own role in problems	- Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately

1	2	3
– Showed no evidence of willingness and ability to articulate own feelings. – Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. – Acted out negative feelings (through negative behaviors) rather than articulating them. – Expressions of feeling were inappropriate to the setting – Was resistant to discussion of feelings in supervision.	– Showed some evidence of willingness and ability to articulate own feelings, but with limited range. – Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate. – Expressions of feeling usually appropriate to the setting-- responsive to supervision when not. – Willing to discuss own feelings in supervision when directed.	– Was consistently willing and able to articulate the full range of own feelings. – Showed evidence of willingness and accurate ability to acknowledge others' feelings. – Expression of own feelings was consistently appropriate to the setting. – Initiated discussion of own feeling in supervision.

9. Attention to ethical and legal considerations

1	2	3
- Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. - Breached established rules for protecting client confidentiality.	- Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk.	- Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients.

10. Initiative and motivation

1	2	3
- Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments.	- Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments.	- Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work

Appendix D

Endorsement Request Form
William Carey University, Tradition Campus
Department of Counselor Education

Name: _____ Address: _____

City/State/Zip _____

Phone number: _____ Email address: _____

Name while attending William Carey University (if different): _____

Attended William Carey University from _____ to _____

Degree Program and Concentration: _____

William Carey University Graduation Date: _____

William Carey University Advisor: _____

Professor from whom you are requesting the recommendation: _____

Classes taken under this professor/professional presentations: _____

_____

_____

_____

Significant research or contributions to the department: _____

_____

Reason for request: _____

_____

Please attach a current resume with your request and include a stamped, addressed envelope to
the organization/person requesting the recommendation.