

Student Handbook

Clinical Mental Health Counseling Program

School Counseling Program

STUDENT HANDBOOK
Clinical Mental Health Counseling Program
School Counseling Program

DEPARTMENT OF APPLIED CLINICAL & EDUCATIONAL SCIENCES

INDIANA STATE UNIVERSITY

Terre Haute, Indiana

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<https://www.indstate.edu/education/aces/counseling>

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University Mission Statement

We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

Indiana State University Vision Statement

We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

Core Values

Indiana State is committed to these core values:

Learning: We prepare the next generation of leaders and citizens by providing personalized and transformative experiences that lead to success in the classroom and beyond.

Discovery: We nurture intellectual curiosity and growth through the creation of new knowledge and the joy of enhanced human understanding.

Engagement: We collaborate with our local and global communities to create long-term relationships, connectedness with integrity, and a shared sense of pride.

Inclusiveness: We take action to honor the diversity of individuals, ideas and expressions, ensuring they are genuinely recognized, valued, and lived.

Bayh College of Education Mission Statement

Through engagement with community partners and experiential learning opportunities, our highly qualified and diverse teams prepare educators and helping professionals for the complexities of tomorrow.

BCOE Core Values

- Learning – We engage students in learning that is transformative.
- Inclusion – We affirm the inherent worth of every individual and advocate for equitable opportunities.
- Partnerships – We collaborate and innovate with our communities and professions.
- Excellence – We promote the pursuit of excellence in our professional practice.

Department of Applied Clinical and Educational Sciences
Mission Statement

Actively challenging, engaging, and individually supporting our students and colleagues to excel as scholars, educators, clinicians, and advocates.

Vision Statement

We will be a national model for interdisciplinary education and training. We will be recognized for professional advocacy and creating an environment of inclusive practices.

Values

We value:

- **Active Engagement**

We stimulate active engagement to ensure relevant teaching and scholarship as well as purposeful service. Active engagement serves as our foundation for teaching and learning.

- **Excellence**

We strive for excellence in every aspect of our professional practice including quality teaching, meaningful scholarship, and intentional service through a lens of inclusive practices which honors the different voices within the college and the communities we serve.

- **Critical Thought**

We foster critical thinking to support and challenge ourselves and others. Through critical thought, we aim to broaden our perspective to positively impact the learning environment.

- **Integrity**

We are committed to integrity. Integrity serves as our overarching guide in our interactions with others and our commitment to students, colleagues, and communities.

- **Social Justice**

We promote access, equity, and participation for all individuals. We are strong advocates for social, political, economic, and cultural change at the systems level to better our world.

Diversity Statement

Diversity enriches us and calls us to action. We affirm that diversity in the teaching and learning process heightens our effectiveness as professionals, citizens, and social justice advocates. We continually strive to enhance a departmental culture of inclusiveness, as we engage with the different voices that comprise our local, national and global societies.

The Sycamore Standard

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars. As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning,

and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Counseling Programs Mission Statement

Develop counseling professionals to promote well-being, educate, and serve others.

Vision Statement

The counseling area is a supportive and welcoming learning community committed to the preparation of competent entry and advanced level practitioners. Critical aspects of our programs are outreach and engagement within the broader community and experiential learning in a variety of contexts, which include agencies, schools, and other settings where counselors provide professional services.

Values

1. We value excellence in practice.

Responsive Actions: Recruit highly qualified individuals.
Facilitate experiential learning within a multitude of settings.
Emphasize academic rigor to include both coursework and field experiences.
Promote creative, critical and independent thinking.
Synthesize theory, research, and practice.

2. We value diversity.

Responsive Actions: Affirm the diversity of individuals, ideas, and expressions.
Promote authentic practice with diverse populations.
Demonstrate culturally competent practices.

3. We value professionalism.

Responsive Actions: Endorse and model a culture of professional behavior. Embrace identity as complete professionals.
Demonstrate moral, ethical, and legal behavior.

Program Objectives

The program objectives below provide the basis for evaluating the Clinical Mental Health Counseling and School Counseling programs. The learning outcomes are based on standards from national professional organizations and their respective accrediting bodies.

1. Students will develop a knowledge base relevant to their profession.
2. Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
3. Students will develop knowledge of diversity in their academic career at ISU.
4. Students will develop appropriate counseling knowledge and skills.

5. Students will develop knowledge of professional ethics and standards based on applicable professional organizations and other applicable ethical standards (such as state licensure standards). In addition, students will apply these ethics and standards in their professional practice.
6. Students will develop an appropriate professional identification.
7. Students will demonstrate the disposition necessary to be an effective counselor and advocate.

Accreditation

The Clinical Mental Health Counseling and School Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Clinical Mental Health Counseling Program has been granted accreditation under the Mental Health Counseling Standards and the School Counseling program has been granted accreditation under the School Counseling Standards. Each program obtained accreditation valid through March 2024. Any changes in CACREP standing will be communicated to students in a timely manner.

Academic Integrity

Students are expected to adhere to the Code of Student Conduct. These standards are listed on the ISU graduate school website. Among other topics, the Code of Student Conduct covers matters related to academic honesty, plagiarism, and cheating. In addition, all students should become familiar with the Publication Manual of the American Psychological Association's definition of plagiarism and avoid behavior that would constitute plagiarism. It is the students' responsibility to be familiar with the guidelines within this code.

Professional and Ethical Behavior

With regard to the Clinical Mental Health Counseling and School Counseling programs, the Counseling Area at Indiana State University has adopted the ACA Code of Ethics and Standards of Practice and the ASCA Ethical Standards as the principles for governing the professional behavior of its respective students. In addition, applicable professional specialty standards are implemented within the various programs. Students are expected to display the highest levels of professional and ethical behavior in their academic and clinical experiences.

Students should be aware that conduct in their personal lives, including social media, can impact their professional career. Students are encouraged to seek clarity from faculty members and auxiliary professional resources (e.g. Indiana law, policy and code, site supervisors) when they have questions regarding professional and ethical behavior. The ACA Code of Ethics and Standards of Practice and ASCA Ethical Standards can be found at their websites. Students are expected to be aware of and adhere to their respective codes of ethics.

Comprehensive Evaluation of Student Progress

Students in counseling training programs should know at the outset of training that their faculty, training staff, and supervisors have a professional, ethical, and potential legal obligation to: (a) evaluate the *interpersonal competence and emotional well-being* of student trainees who are under supervision, and who provide services to clients, K-12th grade students, and consumers, and (b) ensure, insofar as possible, that the trainees who

complete their programs are competent to manage future relationships (e.g., K-12th grade students, client, collegial, professional, public, scholarly, and supervisory) in an effective and appropriate manner. Because of this commitment, departmental faculty, training staff, and supervisors strive not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, (c) within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, staff, and supervisors will evaluate their competence in a variety of areas such as personal disposition assessment, knowledge, skills, assistantships (if applicable), comprehensive examinations, and related program requirements.

These evaluative areas will also include, but not be limited to, demonstration of sufficient:

- interpersonal and professional competence (e.g., the ways in which students relate to K-12th grade students, clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- self-awareness, self-reflection, and self-evaluation (e.g., potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- content knowledge (e.g. ongoing intentional, sequential building of knowledge through a comprehensive program of study)
- counseling skill (e.g. techniques, interviewing, assessment, treatment monitoring, documentation, collaboration, termination)
- openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development and functioning)
- resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal counseling in order to resolve problems or issues), and
- graduate student professional identity (e.g. time management skills, class attendance, engaged participation, appropriate peer relationships, overall disposition).

Procedure

The following guidelines articulate how the above aspects are systematically monitored and evaluated while students are enrolled in counseling programs in the Counseling Area at Indiana State University.

1. All incoming students will be presented with a student handbook that includes this retention and evaluation policy.
2. All students will be regularly evaluated. This process will involve the evaluation of student's academic, clinical, and intrapersonal/ interpersonal functioning as well as personal dispositions. Those students with an assistantship will also be evaluated in this area.
3. Results of this evaluation are provided to all students. Notification will include the faculty's evaluation of the student's progress in academic, clinical, and intrapersonal/interpersonal functioning as well as personal dispositions. When areas of concern are identified or performance does not meet expectations, notification will follow University due process guidelines.
4. Faculty may review a student prior to the regular evaluation if there are concerns about the student's academic progress or disposition. Student evaluations will occur in September of their first year and in May following their spring courses. Should issues arise prior to the evaluation time, faculty will meet with the

student to address concerns. Students will be provided information about this review.

5. If a student's progress in the program is deemed unsatisfactory the student will be notified of the faculty's concerns. This process is conceptualized as developmental with the goal being successful remediation of the problem. The faculty discuss the concern and outline the remediation success plan. Faculty will meet with the student to discuss the concern(s) and the plan. The plan is developed with the student's input to create successful outcomes.

- a. The remediation success plan must include, but is not limited to the following:
 - 1) specific measures to be taken;
 - 2) time line for completing the plan;
 - 3) the means for determining whether the measures taken have resulted in resolution; and
 - 4) the consequences to the student if there is a failure to remedy the concern within the specified time line, which include recommendation of dismissal from the program.
- b. If the faculty, at the end of the designated time line, determines that the remediation efforts have been successful, the student will be notified of that determination.
- c. If the remediation success plan is not successfully completed, the faculty will meet with the student again to discuss options outlined in the remediation success plan.
- d. If the final decision is to dismiss the student from the program, the faculty will follow university policy.

Drug and Alcohol Policy:

The faculty support professional standards of care. If a student is impaired by chemicals, illegal or legal, the client's care along with others in the environment can be jeopardized. The faculty defines chemicals as alcohol, over-the-counter medications, illegal drugs, prescription medications, inhalants, or synthetic designer drugs.

Once a student is admitted to their respective program, the student is expected to remain alcohol and drug free while in the classroom, clinic, learning community, and fieldwork setting. Impairment is grounds for dismissal from the program

Social Media Policy:

Any use of social media that threatens the safety of ISU constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy, may result in disciplinary action, up to and including termination or being asked to leave the institution. Please be aware that you may be held responsible for any personal legal liability imposed for any published content.

Legal Policy

If a student is arrested, it is incumbent upon them to notify faculty members immediately. This could impact their ability to secure a practicum or internship site and may result in the inability to become professionally licensed.

Student Grievance Procedures

In most instances a complaint or concern may be resolved informally, and to everyone's satisfaction, through direct, honest, and appropriate discussions of the concern between the parties involved. The informal process is characterized by a resolution that (a) involves only those individuals directly involved and those with whom the

individuals seek confidential consultation and (b) is acceptable to all parties. Students and faculty are encouraged to keep the lines of communication open and recognize and protect the rights, needs, experiences, and perspectives of each individual.

When a student has a grievance or believes that his/her rights are being impinged upon by a faculty member (or supervisor), and the concern cannot be resolved through the informal process, students are requested to consult the Bayh College of Education Policies and the Graduate Catalog.

Admission Overview

Office of Graduate Studies

The Office of Graduate Studies has organized all important information for graduate students into one home page. Students are advised to bookmark this page and check it often for policy changes and updates.

Transfer Credit

Work taken for graduate credit at other institutions may be transferred in partial fulfillment of degree requirements under the following conditions:

1. Transfer of credit will be considered for graduate work taken only at regionally accredited institutions or at institutions recognized by the Department of Education. Graduate credits earned from an international college or university will be evaluated by the Center for Global Engagement. Students are responsible for the cost of this evaluation.
2. The research requirement (if applicable) must be taken at Indiana State University. Graduate credits appropriate to the degree taken at Indiana State University may be accepted for transfer at the recommendation of the student's department-level curriculum committee.
3. For transfer credit requests on courses that are not part of a completed graduate degree, licensure, or post-bachelor's certificate program and that were taken outside of the time to-degree completion guidelines, are the responsibility of department curriculum committees for evaluating the currency of the student's knowledge from courses presented for transfer.
4. Transfer credits approved at enrollment remain current within the specified time-to-degree completion period (seven years for masters, eight years for education specialists, and nine years for doctoral degrees).
5. Hours of credit may be transferred, but grades earned in courses taken at other institutions do not transfer.
6. Only graduate courses in which a student has earned a grade of B (or 3.0 on a 4.0 scale) or better may be considered for transfer.
7. Graduate courses taken at another university on a credit/no credit, pass/fail, or satisfactory/unsatisfactory option are not accepted as transferable unless approved by the appropriate academic unit.
8. Students can transfer up to three courses.

Time Limitations - 7 Years

"A student must complete all master's degree requirements, including completing a minimum of 32 semester hours of graduate credit, within seven years. No graduate credit will be counted toward the master's degree if the student enrolled for the work more than seven years before the completion of the degree. The Graduate Student Appeals Committee of the Graduate Council must approve exceptions to this policy."

Refund Policy for Fall/Spring Semester

Please contact Financial Aid for specific information regarding the refund policy for all courses.

Retention

A student whose grade point average drops below a 3.0 (3.25 or 3.5 in certain programs) will be placed on probation, suspended from graduate study, or dismissed from the university. A student who is suspended from graduate study or dismissed from the university may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council.

Students who receive a C in the following courses will be required to retake that course; COUN 533, 634, 738, 739, &740. This will likely add an additional year to their program of study based upon course sequencing. If the student earns a C the second time the course is taken, the student may be dismissed from the program. Graduate courses may only be taken twice at ISU. It is expected that students will earn a B+ or better in all courses. The Program has the right to dismiss students for not meeting program specific expectations outlined in this handbook.

Grading

The following grading standards apply to graduate work:

<u>Grade</u>	<u>Type of Graduate Work</u>	<u>Point Rate</u>
A	Excellent	4.00
A-		3.70
B+	Above Average	3.30
B	Average	3.00
B-		2.70
C+/C	Below Average	2.30/2.00
F	Failure	Less than 2.00
S	Satisfactory	
U	Unsatisfactory	
IP	In Progress (for clinical practice courses that span more than one semester)	

An average of 3.00 is required to remain in the in good standing and for graduation from the program.

Grade Appeal Policy

The Bayh College of Education maintains a grade appeal policy on the College website. The formal grade appeals policy can be found on the BCOE website.

Continuous Enrollment/Readmission

Any student admitted to a department who has not enrolled and earned graduate credit for work at Indiana State University for a period of two consecutive years will have his or her admission automatically cancelled. In order to re-enroll in classes, a student whose admission has been cancelled must apply for readmission to the program of interest. Students who are readmitted in the above manner will be governed by the policies and regulations in effect at the time of readmission.

Graduation

Students who expect to complete a graduate degree during the academic year or subsequent summer must **file an Application** for Graduation in the Graduate School *no later than October 1 for December* (fall semester) graduation, *or February 1 for May* (spring semester) graduation, *or February 1 for August* (summer) graduation. Only students who meet these deadlines can be assured of having their names appear in the commencement program. In order to qualify for a degree, the student must complete all academic program requirements, all Graduate School requirements, and have submitted a completed Program of Study Form signed by the student, the student's advisor, and the dean of the College of their designee. It is the students' responsibility to complete all aspects of the Program of Study (except signatures) and submit it to the Director of their Program early enough to assure meeting the graduation application deadline.

While degrees are conferred in May, August, and December, commencement ceremonies are held only in May and December. Participation in commencement is not required, but it is encouraged as a memorable part of the University experience. Those attending the ceremony will be responsible to purchase or rent the appropriate cap, gown, and hood.

Assistantships and Scholarships

A graduate student holding an appointment as a graduate assistant performs part-time work for the University as determined by the department or unit involved. A student holding admission to a graduate degree or certification program may be eligible for appointment as a graduate assistant. Payment is on a regular basis during the academic year and at specified times during the summer. A student with a full-time graduate assistant position is expected to perform a 15- 20 hours of work per week. In most cases, tuition scholarships are also offered. Summer appointments may also be available depending on funding. Assistantships are offered on a competitive basis. A student receiving a partial assistantship (one-third, one-half, or two-thirds) receives a stipend in proportion to the kind of assistantship awarded and has a service requirement of similar proportion. Assistantships are assigned for one semester. Students may be assigned for both academic semesters. Assistantship are competitive and not guaranteed from one year to the next.

Standards for assistantships are:

1. The student must have been admitted to a graduate degree or certificate program under a regular admission status.
2. The student must have completed requirements for the baccalaureate degree prior to the first semester of the appointment year.
3. International students who may be considered for appointments as assistants or fellows as indicated above must demonstrate proficiency in written and spoken English to the satisfaction of the department.

Assistantship assignments may be changed when warranted, although changes at semester breaks are preferable. Changes may be initiated by the Department Chair, graduate assistants themselves, or faculty members.

Information regarding scholarships and assistantships can be found on the Branch tab on the Financial Aide website

Financial Assistance

Loans and grants are also available through the Office of Student Financial Aid, Indiana State University, Terre Haute, IN 47809, (812) 237-2215. The Office of Student Financial Aid is located in Tirey Hall.

Statement on Non-Discrimination, Harassment, and Sexual Misconduct

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any forms of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to the Equal Opportunity & Title IX Office: 812- 237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to the Equal Opportunity & Title IX Office.

You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

ISU Student Counseling Center: 812-237-3939; Gillum Hall, 2nd Floor Women's Resource

Center/Victim Advocate: 812-237-3829; HMSU 7th Floor

Associate Dean of Students/Respondent Advocate: 812-237-3829; HMSU 8th Floor

For more information about discrimination and the support resources to you through the Equal Opportunity & Title IX Office, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Assistant Vice President for Equal Opportunity and Title IX Director; 812-237-8954; Parsons Hall 223; ISU-equalopportunity-titleix@indstate.edu.

Professional Licensure

School Counseling

Graduates of the School Counseling program are eligible to become Licensed School Counselors upon completion of the Indiana Praxis assessment. Information about the School Counselor license is available at the Indiana Department of Education. Additional requirements may need to be fulfilled to apply for a license in other states. Check with the licensing agency for the state in which you plan to become licensed for further information. Students should be proactive in understanding professional licensure as this can change often.

Clinical Mental Health Counseling

Graduates of the Clinical Mental Health Counseling program are eligible to become Licensed Mental Health Counselor – Associate (LMHC-A) in Indiana leading to the Licensed Mental Health Counselor (LMHC). More information is available at the Indiana Professional Licensing Agency. Additional requirements may need to be fulfilled to apply for a license in other states. Check with the licensing agency for the state in which you plan to become licensed for further information. Applicants should discuss documentation needs with the appropriate program director well in advance of graduation. Students should be proactive in understanding professional licensure as this can change often.

Professional Organizations

There are a number of professional organizations in the counseling and mental health field that work to support professionals through conferences, publications, etc. Students are required to join the professional organizations that best fit their professional goals. A list of primary professional organizations that students may consider joining is provided below.

American Counseling Association (ACA)

Students in the Clinical Mental Health Counseling program are required to become a student member of ACA. Benefits of student membership in ACA include: liability insurance, health and life insurance, reduced rates at the ACA annual conference, professional affiliation with the Council for the Accreditation of Counseling and Related Educational Programs and free subscriptions to *Counseling Today*, *Journal of Counseling & Development*, and ACA News.

American Counseling Association (ACA) 5999
Stevenson Avenue
Alexandria, VA 22304-3303

American School Counselor Association (ASCA)

School counseling students are required to join ASCA prior to beginning fieldwork. ASCA is the leading professional organization for school counseling in the United States. Benefits of student membership include access to the online resource library, liability insurance, and a subscription to *Professional School Counselor* and other ASCA publications.

ASCA
1101 King St. Suite 625
Alexandria VA 22314

Other Professional Organizations

Indiana Counseling Association (ICA) 500 S.
18th Street
Terre Haute, IN 47803

Indiana School Counselor Association (ISCA)
www.indianaschoolcounselor.org

American Mental Health Counselors Association (AMHCA) 801 N.
Fairfax Street, Suite 304
Alexandria, VA 22314

International Association of Marriage and Family Therapists (IAMFT) Dr. Robert Smith, Executive Director Texas A & M University - Corpus Christi
College of Education 6300
Ocean Drive Corpus Christi,
TX 78412

American Association for Marriage and Family Therapy (AAMFT) 1133
15th Street, N.W., Suite 300
Washington, DC 20005-2710
<http://www.aamft.org/>

Liability Insurance

It is a departmental requirement that all students acquire liability insurance prior to the fall of their first semester. Students are expected to maintain liability insurance during all subsequent practicum, internship, or fieldwork experiences. Students' liability insurance is a free service of ACA and ASCA student membership. With all professional organizations, one must first become a member to obtain their insurance. Application forms can be found on the ACA and ASCA websites. Proof of liability insurance must be kept on file with the Department of Applied Clinical and Educational Sciences.

Faculty and Staff Information

Faculty

Balch, Tonya, C.

Dr. Balch's educational background includes a B.S. in Physics, M.Ed. in School Counseling, and a Ph.D. in Educational Administration (School Administration focus) all from Indiana State University. Dr. Balch is a licensed school counselor in the state of Indiana.

Dr. Balch's teaching responsibilities and interests include Introduction to School Counseling, Supervised Field Work,

Research and Program Evaluation, Organization and Administration of Guidance Programs, Practicum, Internship, Multi-cultural Education, Career Development, and Professional Seminar. Her professional interests include leadership relative to counseling, school drop-out prevention, and action research in PK-12 schools. Dr. Balch is strongly committed to providing and supporting professional development for practicing school counselors. She has been integral in developing and growing Counselor Day on Campus at ISU. She is currently the Coordinator for the School Counseling program.

Dr. Balch's personal interests include traveling, gardening, and reading.

Roberts-Pittman, Bridget

Dr. Roberts-Pittman earned a B.A. from Indiana University in Psychology, M.S. in Marriage and Family Therapy and PhD in Counseling Psychology from Indiana State University. She completed her pre-doctoral internship at Quinco Behavioral Health Systems in Columbus, IN. She holds license as a Marriage and Family Therapist, a Licensed Addiction Counselor, and a Psychologist as well as endorsement as an HSPP in the state of Indiana.

Her teaching responsibilities have included courses in Treatment of Addictive Behaviors, Introduction to Groupwork, Marriage Counseling and Family Therapy, and Psychological Appraisal in Counseling. Her research interests include bullying among college students and the implementation of effective interventions to address bullying among school-age children.

Dr. Roberts-Pittman's interest include swimming, scrapbooking, gardening, and anything Disney.

White, Amanda

Dr. Amanda White is currently working as an Assistant Professor and Program Coordinator for the clinical mental health counseling program at Indiana State University. She earned her Ph.D. in Counselor Education at Indiana State University. She is a Licensed Mental Health Counselor in Indiana. She is currently teaching for the school counseling, clinical mental health counseling, and counselor education programs at Indiana State University. Her research interests include multicultural competence, social justice initiatives, and school/community partnerships.

Dr. White's teaching responsibilities include Theories of Counseling, Career Development, and Theory, Counseling Children and Adolescents, as well as Supervision, and Advanced Internship.

Her personal interests include spending time with family, decorating, crafts and watching horror movies.

Clinical Mental Health Counseling Program Information

**Amanda White, PhD, LMHC
Program Coordinator**

Program Mission Statement

The program's philosophy is student-centered and developmentally based. Academic and fieldwork experiences are intended to foster a commitment to clinical knowledge and skills, improve problem solving skills and critical thinking, and develop effective intervention techniques. In addition, program faculty are committed to promoting interpersonal values which support and inform our professional relations with others. These values include compassion, self-awareness, genuineness, a commitment to justice, and an authentic appreciation for diversity.

Program Description

The program is 60 semester credit hours and includes 700 clock hours of supervised clinical experience. In general, the program allows the student to be eligible for Indiana's Licensed Mental Health Counselor - Associate (LMHC-A) credential and may meet the requirements of other states' mental health/professional licenses requiring 60 semester hours of training.

Students take courses and must demonstrate proficiency in eight core areas of counseling: professional counseling orientation & ethical practices, social and cultural foundations, human growth and development, career development, counseling & helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

Advisement

New students will be advised at an orientation meeting held in June. At this time, students will meet each other and the counseling faculty, be given an overview of the program, and be informed as to the classes in which they are to enroll for the first fall term. Actual registration occurs via the web.

Students will be advised about the registration procedure regarding this process prior to and at orientation. The program coordinator serves as the advisor for all students enrolled in the program. Advisement will be ongoing throughout the program of study.

All students are required to obtain a Criminal Background Check from Indiana State University and the Bayh College of Education by the end of their first summer term. Please work closely with the program coordinator to complete this step prior to July 1st.

Planning a Program of Study

During the orientation meeting, the Program Coordinator will advise incoming students regarding registration for the fall and spring terms and discuss the students' program of study for the remainder of the program. Programs of study must be signed by the student and the program coordinator during the summer session.

Student Course Load

During a regular semester, the normal student course load is 9 credit hours per semester. Students with a Graduate Assistantship must take at least 5 credit hours per semester and are not to exceed the 12 credit hour limit. However, it is usual and customary for graduate assistants in the Counseling Programs to take 9 hours. Within the Clinical Mental Health Counseling Program, the maximum total course load for the two summer terms within a single year is 12 semester credit hours.

Program Requirements - The Curriculum

COUN 533	Techniques of Counseling	3
COUN 534	Foundations of Mental Health Counseling	3
COUN536	Marriage Counseling & Family Therapy	3
COUN 615	Introduction to Group Work	3
COUN 620	Foundations of Research	3
or EPSY 620	Foundations of Research	
COUN626	Diagnosis & Psychopathology for CMHC: Across the Lifespan	3
COUN 628	Psychological Appraisal in Counseling I	3
COUN 631	Supervision	3
COUN 633	Theories of Counseling	3
COUN 634	Counseling Practicum	3
COUN 635	Career Development	3
COUN 642	Treatment of Addictive Behaviors	3
COUN 645	Family Violence, Trauma, & Crisis Interventions	3
COUN 655	Advanced Techniques	3
COUN 666	Multicultural Counseling	3
COUN 710	Community Counseling	3
COUN 738D	Ethics & Professional Practice: CMHC	3
COUN 739D	Internship: CMHC	3
COUN740D	Advanced Internship: CMHC	3
EPSY 621	Development Through the Lifespan	3
Total		60

Schedule of Study

Year One

Summer I:

COUN 534	Foundations of Mental Health Counseling (3 hrs.)
COUN 635	Career Development (3 hrs.)*

Summer II:

COUN 633	Theories of Counseling (3 hrs.)
COUN 738D	Ethics & Professional Practice

Fall Semester

COUN 533	Techniques of Counseling (3 hrs.)
COUN 666	Multicultural Counseling (3 hrs.)
COUN 626	Diagnosis & Psychopathology for CMHC: Across the Lifespan

Spring Semester

COUN 634	Counseling Practicum (3 hrs.)
COUN 615	Introduction to Group Work (3 hrs.)
EPSY 621	Development through the Lifespan (3 hrs.)

Summer I Semester

COUN 710	Community Counseling (3 hrs.)
COUN 631	Counseling Workshop in Topic/Content Area (3 hrs.)

Summer II Semester

COUN 645	Family Violence, Trauma, & Crisis Interventions (3 hrs.)
COUN 628	Psychological Appraisal I (3 hrs.)

Year Two**Fall Semester**

COUN 739D	Internship: CMHC (3 hrs.)*
COUN 642	Treatment of Addictive Behaviors (3 hrs.)
COUN 536	Marriage Counseling and Family Therapy (3 hrs.)

Spring Semester

COUN 740D	Advanced Internship (3 hrs.)
COUN 620	Foundations of Research (3 hrs.)
COUN 631	Supervision (3 hrs.)

Clinical Experience

A minimum of 700 clock hours of supervised practicum and internship experience are required during the program, with a minimum of 280 hours of direct services. 100 hours of the 700 clock hours are earned during practicum. The additional 600 hours are gained during the 2nd year internship and advanced internship. Clinical experiences vary from site to site, but typically include assessment; individual, group, relationship, and career counseling; crisis intervention; consultation and advocacy; substance abuse treatment; case management; mental health education; and community intervention. Training settings include community mental health centers, alcohol and substance abuse treatment facilities, college and university counseling centers, integrated health care, state correctional facilities, and specialized juvenile treatment centers. Students receive a minimum of one hour of individual supervision per week, and one and one-half hour of group supervision per week. During the second year of full-time study, most classes and group supervision are scheduled into one full day and evening per week to allow students flexibility in scheduling clinical and assistantship assignments. Students graduate with a minimum of 100 hours of individual and group supervision.

Practicum Training

The practicum consists of 100 clock hours in placement and includes a minimum of 40 hours of direct service (30 Individual & 10 Group) with a minimum of one hour per week of individual supervision and one and one half hours of group supervision. The majority of hours are completed in the Grosjean Clinic. Some additional group or special population service hours may be delivered at sites identified by the program faculty members. During the practicum experience, individual and group supervision is generally provided by faculty and licensed clinical supervisors. Program faculty facilitates that group experience through the Grosjean Clinic or one of our community collaborations.

The practicum experience provides an opportunity for students to develop the counseling skills, while under

supervision, they learned in earlier courses. Program faculty members provide didactic and experiential training which serve as the foundation for the development of skills necessary for counseling in real world settings. These skills are also the foundation for future clinical experiences during the internship experiences.

Practicum placement is not guaranteed, and is dependent upon students' performance both dispositionally and academically. Students will be notified during the fall semester if they will progress to Practicum. If students are not recommended to enroll in Practicum, they will meet with program faculty to determine a plan to work toward program completion.

Internship Training

During the spring semester of the first year, students will apply for internship placements for the following fall semester. ISU has developed long standing relationships with community partners to ensure students receive excellent training. Students are expected to select a site from the list provided by the Internship Coordinator. Program faculty provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. *Internships are not guaranteed, and approval to enroll in internship is dependent upon students' performance both dispositionally and academically. Students will be notified during Practicum if they will progress to Internship. If students are not recommended to enroll in Internship, they will meet with program faculty to determine a plan to work toward program completion.*

Specific Internship Requirements

Students are eligible for internship placement after a minimum of two semesters of graduate study at Indiana State University, pending the approval of the faculty. Students must have successfully completed one semester of Practicum. They must have completed courses and experiential training in techniques of counseling and psychopathology including the use of the current DSM and clinical interventions. Specifically, students must have successfully passed COUN 533, 634, 626, 615, & 738.

The internship and advanced internship consists of a combined 600 clock hours in placement and follows completion of practicum. Within the 600 hour requirement, the intern shall provide a minimum of 240 hours of direct service (Individual and Group). Students will complete two academic semesters at their placement site and be expected to maintain their internship position regardless of hours completed. During COUN739D Internship, interns will complete a minimum of one hour per week of individual supervision with a faculty supervisor, a minimum of one hour per week individual supervision with their site supervisor, and a minimum of one and one half hours of group supervision. During COUN740D Advanced Internship, students will complete a minimum of one hour individual supervision with their site supervisor and one and one half hours of group supervision on campus. Individual site supervision is generally provided by a designated agency-based clinical supervisor and group supervision is typically provided by program faculty.

Agency supervisors have a minimum of a master's degree in counseling or related field, appropriate certification and/or licensure, two years of professional experience, and knowledge of the program's goals, expectations, requirements, and evaluation procedures for students. Site supervisors will be provided a Supervisor Manual that includes specific resources for providing supervision.

Interns have the opportunity to become familiar with a variety of professional activities in their placement. These opportunities include a combination of assessment, individual and group counseling, crisis intervention, consultation, community outreach, prevention education, case management, and community development. This list is intended to be illustrative rather than all-inclusive. This is an opportunity to become familiar with community agencies and hone their clinical skills.

Interns are required to audio and/or video record interactions with clients for use in supervision and gain

experience with professional resources such as assessment instruments or computer programs appropriate to their level of training.

Interns function within the personnel policies and practices of the agency to which they have been assigned. The intern will be oriented by agency staff at the beginning of placement as to the policies and expectations of the placement.

Formal evaluations of the intern's performance and disposition will be conducted at the end of each semester during the internship by a program faculty supervisor in consultation with the agency supervisor. Interns formally evaluate their supervisors at the conclusion of their internship.

Program faculty members remain readily available throughout intern placement to assist and consult with agency supervisors. The Internship Director or program faculty will arrange a visit (face to face, phone, or virtual) once per year.

Agency supervisors certify and sign off each month on the intern's report to the Counseling Area regarding his/her accumulation of hours in placement and clinical service through Time2Track.

Interns are required to maintain appropriate professional liability insurance and provide proof of coverage to the Program Coordinator and the agency administration of their internship site at the beginning of the placement.

Interns function as professionals-in-training operating in compliance with the ethical standards of the American Counseling Association and ethical standards of their sites.

Agency Policy

Students are expected to conform to the agency's policies and procedures while placed in practicum (as appropriate), internship, or advanced internship. Appropriate attire is one important part of agency policy. When working with clients, dress as a professional would who represents the counseling field. Each agency may have different guidelines for what is considered appropriate attire when conducting work. Students are to follow the guidelines according to the agency's policy.

Agency Supervisors

Agency supervisors are responsible for orienting interns to the policies and procedures of the agency. They are also responsible for on-site supervision, certifying intern reports of clinical activity, and insuring that interns are getting the kinds of experiences consistent with the program's goals. Agency supervisors will complete an evaluation of student progress each semester and will contact the program coordinator if they have concerns about student's progress.

Agency Benefits

Continuing education and accredited CEUs will be granted for participating in ongoing training related to clinical supervision and will be offered free of charge by ISU.

Interns will be in continuous placement for approximately 15-20 hours per week for a minimum of two semesters. Students are expected to complete the required hours during the academic semester.

Culminating Clinical Case Defense

For a typically progressing student, during the spring semester of their last year in the program, students complete a comprehensive examination in the form of a written and oral case study. The intent of the

comprehensive examination is to provide a structured review in which didactic and clinical learning are integrated. Additionally, the student demonstrates the ability to interact in a professional evaluative forum. Demonstration of the ability to engage in successful counseling and psychotherapy is only one facet of clinical skill development. Trained counselors must also be able to communicate with colleagues, both orally and in writing, their understanding and conceptualization of individuals and systems placed under their care. This examination serve as the student's culminating experience and a passing score is required for degree completion

Specifics: The written case conceptualization and oral examination over their clinical work are administered by the program faculty. Students develop a clinical case study drawn from their advanced internship placement. The case study includes all supporting documentation, a recording of a session, and a formal paper describing their conceptualization of the case and relevant clinical issues. Students will be graded by their faculty supervisor and the site supervisor. If the site supervisor is unable to attend, additional course faculty members will grade the oral presentation. The oral exam follows the same format as the written case study, but adds a discussion component where students should be able to adequately answer questions about the case from faculty and supervisors. The Defense is held in mid-semester during the students final year. Dates are provided during the Spring semester.

Philosophy: Students will demonstrate the ability to perform a comprehensive assessment from their chosen theoretical orientation, make an accurate diagnosis, compose a detailed treatment plan, implement a counseling intervention based on that plan, and document the treatment in a manner which is mutually consistent and appropriate to the case. Attention will be paid to ensure that the treatment plan and intervention is theory-driven.

Procedures: Case presentations are to represent the independent work of the student and are to be drawn from their on-going clinical caseload at their site. The required components such as the diagnosis and treatment should represent the work of the student and not the work of another member of the agency. The on-site supervisor will provide verification to the program coordinator that the case and work sample presented are actually drawn from the intern's case load. Students should take care to preserve the client's confidentiality by altering the name and identifying information presented in case material. A copy of all materials will also be provided to the site supervisor(s) attending the clinical examination. The student will secure a parking pass in advance for the site supervisor.

Case Submission: Students will present each member of the examining committee with the following material: (1) a complete intake including presenting concern, history, mental status, and diagnostic impression; (2) a comprehensive treatment plan including both long-term and short-term goals, methods of intervention, and evaluation criteria; (3) all case notes related to the client's treatment keyed to the treatment plan; (4) a formal, referenced, theoretically driven case conceptualization written in APA style; and (5) a recorded session with the client who is the subject of the above documentation. The Advanced Internship instructor will set the date for students to submit documentation to faculty.

Committee Composition and Formation: The examining committees will be comprised of faculty and the student's on-site supervisor. Due caution will be exercised to prevent conflicts of interest or other ethical compromises which might adversely affect the objectivity of the committee. Committee members will familiarize themselves with the materials presented by the student prior to the oral examination. Case study documents and the oral presentation are evaluated using a rubric created by program faculty members and available to students and supervisors prior to the exam. In order to pass the exams, students must attain a minimum score of 80% on each part (written and oral) of the exam. If the material supplied by the student is not sufficient to continue, the student will be required to develop a new case presentation, using a different client. If the material supplied is adequate, the student will continue with the oral portion of the examination. Questions asked during the oral examination will focus on, but not necessarily be limited to, the case material, formulation, and recorded session presented by the student.

Evaluation Criteria: Students must demonstrate the knowledge-base and competency in performing each of the

component tasks assessed in the clinical comprehensive examination. Student performance will be evaluated in light of the following:

Case Documentation: Committee assessment of the case documentation presented will be keyed to adequacy and comprehensiveness of the intake and assessment given the presenting problem. Due considerations will be given to the specific requirements of the internship site. However, documentation must allow for a thorough understanding of the case. Is there sufficient documentation in the history and assessment to support the diagnostic impression? Is documentation consistent across intake, diagnosis, treatment plan, and case notes? Is material organized and presented in a clear and concise manner using objective professional language? Is the treatment plan individualized to the client and are objectives stated in a verifiable manner? Are proposed interventions appropriate to the stated problem and within the scope of the intern's professional capacity? Are case notes concise and reflective of the treatment plan? Is there evidence of continued case monitoring and appropriate adjustments made to the diagnosis and treatment plan?

Case Conceptualization: The formal case conceptualization is a companion piece to the case documentation. While the case documentation states what happened, the case conceptualization reveals how the student arrived at that position. It reveals the student's thinking or conceptual process. The case conceptualization should be broad enough and reflect sufficient depth to accommodate most all of the information available about the client. It should evidence some degree of complexity in that it reflects the application of human development and cultural understandings as well as psychopathology and counseling theory. All domains of client functioning must be addressed, e.g., mood state, behavior, cognition, contextual, educational and career (see rubric), in the formal conceptualization. The choice of intervention(s) should be clearly stated and justified in terms of research and/or currently accepted practice. Organization and presentation of the case conceptualization, consistency with case documentation, and citation of appropriate supportive references will also be taken into consideration in the overall evaluation.

Recorded Interview: The recorded interview represents a work sample and is illustrative of how the treatment plan was operationalized. It should demonstrate basic facilitative interpersonal skills and the development of a working therapeutic alliance with the client. The recording must also demonstrate the intern's understanding and application of their theoretical orientation. Counselor sensitivity and responsiveness to client needs and functional capacity should be evidenced. The session provides an opportunity for the student to demonstrate the implementation of specific counseling interventions called for in the treatment plan and case conceptualization paper.

Feedback and Disposition of Materials: Committees will provide feedback to the student at the conclusion of the written and oral examination. Scores will be recorded and filed in the students' clinical file in the program office. If the committee cannot come to a consensus, a third individual will be recruited by the Program Director to review the material and conduct a second oral examination of the student. In the case where there are three members of the examination committee, final disposition decisions occur by a vote of the majority of the exam committee. In all cases (regardless of the number of committee members) outcome decisions may include any of the following: 1) The student passes both the written and oral components of the exam, 2) The student passes one component of the exam, but is required to complete a remedial assignment to pass the other portion, 3) Remedial assignment, experiences, or coursework, are required prior to conducting an additional case presentation or 4) The student fails the exam. The student will be provided an opportunity to resubmit their written work and schedule another oral presentation on a different client. Only the summative results of the committee's deliberations will be communicated to the student. Supporting written documentation from the committee chair will follow. All case materials and supporting recordings will be returned to the student who will be responsible for returning said materials to the internship site for final disposition.

Licensure Examination

All students are required to take the National Counselor Examination (NCE) in their final semester (during Advanced Internship). It serves as a licensure examination for many state licensing agencies including Indiana and Illinois. Because our program is CACREP accredited, our students are able to sit for this exam while still in their program of study which significantly decreases the time necessary to navigate the licensure process.

**School Counseling
Program Information**

**Tonya Balch, Ph.D.
Coordinator**

Mission Statement

The mission of the Indiana State University School Counseling Program is to educate prospective school counselors as advocates and leaders who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

Program Description

The School Counseling program is a 48 semester credit hours that includes 760 hours of field-based experiences. Completion of the program and passing the Indiana Praxis Assessment for School Counselors will lead to licensure in Indiana. The program coordinator verifies program completion with Education Student Services.

The School Counseling Program admits students once a year in during the spring semester. Students go through the program together in a cohort. During the summer sessions, classes meet daily during the week. During the Fall and Spring semesters the School Counseling Cohort meets one Saturday a month on campus at Indiana State. Classes are from 9-5 on Saturdays. Between the monthly class meetings, students to work on-line and meet with their supervisors virtually and at agreed sites in their area. Students establish a two-year field experience relationship with school and site supervisor.

Advisement

New students are advised at an orientation meeting held during the first course. At this time, students will meet each other and the counseling faculty, and be given an overview of the program. The program coordinator will serve as the assigned advisor for each student.

Planning a Program of Study

During the orientation meeting, the Program Coordinator will advise incoming students regarding registration for the summer, fall, and spring terms and discuss the students' program schedule for the remainder of the program. Students will sign their Program of Study during Orientation and paperwork completed for any courses being transferred from another college or university.

General Information

General requirements of all students in the School Counseling Program include:

- Student membership in the American School Counselor Association;
- Student membership in the Indiana School Counselor Association (ISCA);
- All students are required to obtain a Criminal Background Check as required by Indiana State University and the Bayh College of Education upon admission to the program.
- Students must verify they can complete all activities listed on the Eligibility form and sign it.

Program of Study

Required Coursework

COUN 533

Techniques of Counseling

Credit hours

3

COUN 535	Introduction to School Counseling	3
COUN 615	Introduction to Group Work	3
COUN 620	Foundations of Research	3
or EPSY 620	Foundations of Research	
or CIMT 610	Research in Education	
COUN 623	Counseling Children and Adolescents	3
COUN 628	Psychological Appraisal I	3
COUN 634	Counseling Practicum	3
COUN 635	Career Development	3
COUN 666	Multicultural Counseling	3
COUN 731	Organization and Administration of Guidance Programs	3
COUN 738B	Professional Seminar	3
COUN 739B	Internship	6
COUN 793B	Supervised Field Work: School Guidance and Counseling	3
EPSY 621	Lifespan Development	3
ELAF 608	School and Society	3
	<hr/> Total	<hr/> 48

Schedule of Study

Year One:

Summer I:

- EPSY 621 Development Through Lifespan (3 hrs.) 8 weeks
- COUN 535 Introduction to School Counseling (3 hrs.) 4 weeks (2 weeks on campus, 2 weeks on-line)

Summer II:

Complete EPSY 621

Fall: 5 Saturdays in August, September, October, November and December

- COUN 793B Fieldwork (3 hrs.)
- COUN 623 Counseling Children & Adolescents (3 hrs.)
- COUN 533 Techniques of Counseling (3 hrs.)

Spring: 5 Saturdays, January, February, March, and April (2 meetings either in March or April) COUN

- 634 Practicum (3 hrs.)
- COUN 628 Psychological Appraisal in Counseling (3 hrs.)
- COUN 620 Foundations of Research (3 hrs.)

Year 2:

Summer I:

- COUN 615 Introduction to Group Work (3 hrs.) 4 weeks on campus
- COUN 666 Multicultural Counseling (3 hrs.) 4 weeks on campus

Summer II:

- COUN 635 Career Development (3 hrs.) 4 weeks on-line

Fall: 5 Saturdays in August, September, October, November and December
COUN 739B Internship (3 hrs.)
COUN 731 Organization and Administration of Guidance Programs (3 hrs.) EDLR
EDLR 608 School and Society (3 hrs.) on-line

Spring: 5 Saturdays, January, February, March, and April (2 meetings either in March or April) COUN
739B Internship (3 hrs.)
COUN 738B Professional Seminar (3 hrs.)

Total: 48 credit hours

Year 1: Summer

Students gain important foundational knowledge and skills during their first summer in the program. They take Life Span Development and Introduction to School Counseling. The Introduction to School Counseling class exposes students to many of the core issues facing school counselors today, which include issues of advocacy, the achievement gap between poor, rural, and minority youth and their more advantaged peers, educational reform, and personal/social issues.

Year 1: Fall

Students begin to put their foundational knowledge to work in the fall of their first year. During this semester, they explore the role and function of the school counselor and how this differs from elementary to middle to high school. While they are learning about curriculum development, learning styles, and the latest educational research in their Field Work course, they are in the classrooms helping deliver developmental guidance lessons. In Counseling Children and Adolescents, students explore a variety of counseling theories. Students also enroll in Techniques of Counseling where they learn and practice basic counseling skills.

Year 1: Spring

In the Spring semester, counseling students work on individual counseling skills with students during the practicum experience. They also take Psychological Appraisal which focuses upon data and test interpretation and appraisal instruments appropriate for school counselor use. Foundations of Research explores beginning constructs of research.

Year 2: Summer

During their second summer, students take Introduction to Group Work which teaches the students psychoeducational and task group facilitation skills. They also take Career Development which focuses upon the career development needs of students and their families. In Multi-Cultural Counseling, they explore multi-cultural issues impacting education, communities, and our society.

Year 2: Fall

This begins the internship year: Students continue to counsel individual students and conduct classroom guidance lessons. Additionally, they conduct small group counseling sessions, work with special education students, and collaborate with teachers and parents. They also get more involved in the "inner workings" of the school by attending faculty meetings, joining school improvement teams, etc. Students begin to develop their leadership skills in the Organization and Administration of Guidance program. There is a strong focus on the

ASCA National Model for program development. Additionally, students enroll in EDLR 608, an on-line course that looks at education through a social lens.

Year 2: Spring

Students continue with their internship responsibilities while enrolling in Professional Seminar for School Counselors where they focus on legal and ethical concerns. Issues. There is a strong focus on the ethical decision making models and ASCA Mindsets and Behaviors for Student Success.

Field Experience

Year 1: Fall Semester: Fieldwork: Classroom Developmental

Guidance School Counseling students are required to:

1. shadow the school counselor and perform duties as assigned (no individual social/personal counseling until the Spring semester);
2. Students must observe/teach in classrooms at each of the four developmental levels K-12 (16 total hours).
3. Complete a minimum of one classroom developmental guidance unit (a minimum of 4 lessons).
4. video-record each lesson; and
5. keep a time/task log of all activities which will be turned into their ISU supervisor monthly.

Students should accumulate a combined minimum total of four classroom developmental guidance lessons. They will also spend time observing in classrooms. They need to complete 60 hours total in the schools, at least 15 of which must be "face to face." Face-to-face hours include classroom observations and classroom teaching/guidance lesson delivery. Students may start accumulating hours once the school counselor has connected with the Internship Director, program director, or faculty member teaching the course, and has reviewed the contents of the Field Experience Manual.

Students will also receive supervision from ISU faculty monthly during this semester. The on-site supervisor will be asked to provide feedback on curriculum development and classroom guidance delivery skills. On-site supervisors are encouraged to periodically monitor student progress through direct observation and/or recorded review of the student's activities.

Year 1: Spring Semester: Practicum: Individual Counseling

School Counseling students are required to:

1. complete a minimum of 30 hours of individual counseling sessions and 10 hours of groups
2. obtain parental permission for each student client;
3. video record each session;
4. provide case and consultation notes, research and prepare for the counseling sessions for a minimum of 60 hours; and
5. maintain a time/task log of all activities which will be turned into their ISU supervisor monthly.
6. Complete a minimum of 100 hours

Students will also receive supervision from ISU faculty weekly via email and group supervision twice a month during the semester. The on-site supervisor are asked to provide feedback on clinical skill development and to

provide supervision each week. On-site supervisors are encouraged to periodically monitor student progress through direct observation and/or recorded review of the student’s activities. K-12 Students having serious emotional problems are not appropriate referrals for this practicum experience.

Year 2: Fall and Spring Semester: Internship

Hours	Total
Face-to-Face	240
Other	360
Total	600

1. School Counseling students are required to complete at least 600 hours of experience during Year 2.
2. Students will work with their on-site supervisor prior to the start of their school year to develop an Individualized Internship Education Plan (IIEP). This plan delineates the student’s responsibilities during the internship year. While interns will have some minimum requirements, it is important that the on-site supervisor work to develop activities and projects that will be helpful for the supervisor and the school/community.
3. There is a minimum of 240 face-to-face hours. Face-to-face activities include:
 - individual and small group counseling and guidance
 - classroom developmental guidance presentations
 - consultation with parents, administrators, teachers, etc.
 - presentations to parents, teachers, school boards, etc.
4. Activities which may be counted within the additional 360 hours may include:
 - on-site supervision
 - preparation for and reflection upon face-to-face activities:
 - lesson planning
 - reading and researching related activities
 - treatment planning and documentation
 - attending education related meetings such as:
 - school improvement committees
 - student assistance teams
 - case conferences
 - faculty and team meetings
 - school board meetings
 - town council, Chamber of Commerce, etc., meetings where education issues are discussed
 - all activities related to the research/program evaluation project:
 - meetings
 - data collection, input, and analysis
 - report/presentation preparation and delivery, etc.
 - all school counselor job-related activities that do not involve face-to-face contact, such as:
 - clerical duties

- test preparation and administration (Caution: May not total more than 10% of the hours in a building.)
 - schedule data entry
 - scholarship organization
 - career interest inventory preparation
 - preparation of time/task log
5. Students will lead small group counseling sessions at each level. Some taping will be required during small group counseling sessions.
 6. Taping is required throughout internship and will be specifically noted in the syllabus for the course. This will include group and individual counseling.
 7. Students will conduct career guidance and counseling activities at each level.
 8. Students are required to keep a time/task log and turn it in monthly to ISU supervisors.

Supervision during Year 2 will focus upon the specific activities delineated in the IIEP. As in Year 1, supervision between is approximately one hour per week.

Students will also receive supervision from ISU faculty twice a month during this semester. Additionally, ISU supervisors will contact the on-site supervisor several times during the semester to monitor student progress.

On-Site Supervisor Basics

Students should spend at least 60 minutes each week in supervision with their on-site supervisor. While supervision does not have to happen all at once, i.e. in one segment of time during the week, it is helpful if school counseling students are able to sit down with their supervisor and talk about specific issues. The content of supervision sessions will be determined by the type of field experience in which the student is engaged.

Supervisors also serve as the liaison contact for students, providing case assignments, referrals, and opportunities to provide individual and group counseling services for a wide range of presenting problems. Thus, they need to be available to serve as the on-site backup for consultation and crises as well as provide contact and referral information concerning agencies outside the school system.

Additionally, supervisors are to provide feedback to students and their instructor concerning both the student progress and the supervisor's reactions and ideas concerning the program's curriculum and field experience. Supervisors will be provided a Supervisor's Manual with resources for providing supervision.

Licensure

During the spring semester of internship, students will be encouraged to create an account through LVIS on the Indiana Department of Education's website. They will post all required elements for licensure. When their coursework is done or nearly done, they will register and take the Praxis Assessment to obtain their license as a School Counselor in Indiana. The Program Director will notify Education Student Services of students completing their Master's Degree in School Counseling who are eligible for licensure.

Appendix A

Student Evaluation Form

Personal Dispositions

Domain	Does Not Meet (0 points)	Progressing (1 point)	Meets Expectation (2 points)	Above Expectation (3 points)	Exceeds Expectation (4 points)
Respect for Other					
Presents opinions and comments in non-threatening and non-antagonistic manner.					
Demonstrates tactfulness in conversation.					
Demonstrates positive regard towards peers.					
Personal Responsibility					
Takes ownership of successes and failures.					
Demonstrates an internal focus-of-control.					
Demonstrates a proactive approach to professional development.					
Accepts feedback from others in a non-defensive manner.					
Perceives and Honors Diversity					
Demonstrates an appreciation for diversity.					
Understands and respects diverse backgrounds.					
Seeks feedback about multicultural knowledge and skills.					
Commitment to the Profession					
Demonstrates interest in coursework.					
Desires to learn material beyond classroom expectations.					
Work reflects quality effort.					
Seeks and values professional development.					
Self-Reflection					
Able to identify personal strengths and weaknesses.					
Demonstrates a desire to improve and grow as a counselor.					
Demonstrates the ability to think about and change					

behavior based upon feedback from faculty, supervisors, or peers.					
Personal Integrity					
Demonstrates honesty in responses to others.					
Understands own personal values and beliefs and how these affect interpersonal relationships.					
Interpersonal Competence					
Demonstrates ability to work as an effective team member.					
Interacts with others in a positive, professional manner.					
Demonstrates active involvement in teamwork.					
Demonstrates the ability to see behavior from multiple viewpoints.					
Personal Maturity					
Demonstrates positive work attitude and enthusiasm for task at hand.					
Internalizes importance of professional work behaviors and demonstrates this.					
Attends class promptly, regularly, and stays the duration of the class.					
Attire is appropriate for setting.					
Self-Care					
Addresses personal issues that may affect professional life.					
Engages in mindfulness or other practices of wellness.					
Willingness to view supervision as self-care.					

(* adapted from Minnesota State U. & The University of Tennessee, Knoxville, ACES 10/07)