



BETHUNE COOKMAN UNIVERSITY

Department of Counseling

STUDENT HANDBOOK

Mission Statement: The mission of the Department of Counseling is to train counseling professionals by utilizing the highest standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling programs through a wide range of instructional modalities. The counseling degree programs deliver graduate education and a professional licensure track for those students seeking to obtain license as mental health counselors. The program seeks qualified students from various populations. The department offers a Master of Science with areas in Clinical Mental Health Counseling and Social Services.

Graduate students must maintain an average minimum grade point average (GPA) of a 3.00 on a 4.00 scale in all courses taken a graduate student, and maintain an overall minimum grade point average (GPA) of 3.00 on a 4.00 scale in each of the courses taken as part of their program of study.

Revised: September 2015



Counseling Program Department of Counseling

Physical Address: L. Gale Lemerand School of Nursing Building
Petrock College of Health Sciences
Department of Counseling
739 West International Speedway Blvd. D
Daytona Beach, FL 32114

Email: counseling@cookman.edu

Telephone: 386-481-2831

Fax: 386-481-2139

Website: <http://www.cookman.edu/academics/schools/graduate/Programs/msc/index.html>

Preface

Bethune-Cookman University Counseling Program developed this handbook to assist students with planning their studies and related developmental activities.

This handbook entails statements of procedures and regulations, guidelines for professional behavior and documents related to every course offered through the BCU Counseling Program (CP). Students may use their handbook as supplemental text references for every course offered through the program. It is recommended by the counseling department and faculty that students enrolled in the (CP) have a copy of this handbook to use as a reference.

Students are entitled to a copy of the Bethune-Cookman University Graduate School Catalog and student handbook upon admission into the Counseling Program. All students may obtain a copy of the counseling handbook on line.

In order to receive their degree(s), students should become knowledgeable regarding the information in this handbook and the sections of the B-CU Graduate School Catalog applicable to the program in which they are enrolled.

While advisors, faculty and staff are available to assist, advise and respond to question presented by students it is ultimately the responsibilities of the student to be acquainted with the regulations and to meet all requirements in a timely fashion. Also, if graduation requirements are not met, the degree will not be granted.

Acknowledgements

With many thanks to all Counseling faculty, program staff and students for their thoughtful contributions to the development of the program and this handbook.

Ethical Standards

American Counseling Association:

American Counseling Association (www.counseling.org)

Specifically, <http://www.counseling.org/resources/codeOfEthics/TP/Home/CT2.aspx>

THE AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION:

American Mental Health Counselors Association (www.amhca.org)

Specifically, www.amhca.org/code/

ETHICAL STANDARDS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION:

American School Counselors Association (www.schoolcounselor.org)

Specifically, <http://www.shoolcounselor.org/content.asp?contentid=173>

THE NATIONAL CAREER DEVELOPMENT ASSOCIATION:

National Career Development Association (www.ncda.org)

TABLE OF CONTENTS SECTION A

GENERAL INFORMATION	1
PROGRAM MISSION AND OBJECTIVES.....	1
<i>Mission Statement</i>	<i>1</i>
ORGANIZATIONAL STRUCTURE	1
<i>The Graduate School.....</i>	<i>2</i>
<i>The Petrock College of Health Sciences</i>	<i>2</i>
<i>The Masters of Counseling Program.....</i>	<i>3</i>
<i>Counseling Program Faculty.....</i>	<i>3</i>
<i>Transfer of Credits</i>	<i>4</i>
<i>Credits from Another Institution</i>	<i>4</i>
<i>Faculty Advisors.....</i>	<i>4</i>
STUDENT FILES.....	5
FINANCIAL ASSISTANCE.....	6
OFFICE OF FINANCIAL AID	6
GRADUATE ASSISTANTSHIPS.....	6
MATTERS OF PROTOCOL	7
COMMUNICATING WITH PROFESSORS.....	7
OTHER PROGRAM AND DEPARTMENT PROTOCOL	7
COMMUNICATING CONCERNS	7
STATEMENT OF PROFESSIONALISM.....	8
PROFESSIONAL ORGANIZATIONS.....	8
<i>National Professional Organizations.....</i>	<i>8</i>
<i>State Professional Organizations.....</i>	<i>9</i>
<i>National Divisions.....</i>	<i>9</i>
<i>State Divisions.....</i>	<i>9</i>
PEER RELATIONSHIPS	10

Section A

General Information

1. Program Mission and Objectives

Mission Statement: The mission of the Department of Counseling is to train counseling professionals by utilizing the highest standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling programs through a wide range of instructional modalities. The counseling degree programs deliver graduate education and a professional licensure track for those students seeking to obtain license as a mental health counselors. The program seeks qualified students from various populations. The department offers a Master of Science in Counseling with areas in Clinical Mental Health Counseling and Social Services.

2. Organizational Structure

Bethune-Cookman University is a multi-campus university that serves the higher education needs of Florida's last coast. The primary administrative offices for BCU and the Counseling Program are located in the main campus in Daytona Beach, Florida. The Counseling Program is a graduate program under the administrative guidance of the Graduate Studies School and the Petrock College of Health Sciences.

B-CU is accredited by the Southern Association of College and Schools (SACS), to award degrees of the baccalaureate and masters level.

Note: Facilities of Bethune-Cookman University are available to all without regard to race, color, marital status, sex, religion, national origin, disability, or age in accordance to the University's respect to personal dignity.

The Graduate School

The Graduate School is an administrative unit apart from The Petrock College of Health Sciences. The Dean of the Graduate School coordinates the admissions process, advises on budgetary request, allocates funds for the graduate training, and administers graduates to fellowship, tuition waivers, and scholarships.

Dean of the Graduate School

Dr. Hiram C. Powell, Dean of Graduate Studies/Professor
386-481-2956
powellh@cookman.edu

Graduate Admissions Coordinator

Mylaka Simpson, Admissions Coordinator
386-481-2905
simpson@cookman.edu

Graduate Administrative Assistant

Katrina Taylor, Administrative Assistant
386-481-
taylork@cookman.edu

The Petrock College of Health Sciences

The College of Health Sciences houses two Graduate programs that include The Masters of Counseling Program and The Masters of Public Health Program. Also housed in the Petrock College of Health Sciences you will find The School of Nursing, Psychology, and Aging Studies baccalaureate programs.

Executive Dean

Dr. Deanna Wathington MD, MPH, FAAP, Executive Dean and Professor
386-481-2485
wathingtond@cookman.edu

Administrative Assistant

Mr. Anthony Chapman, Administrative Assistant
386-481-2835
chapmana@cookman.edu

The Masters of Counseling Program

The administrative office for the Counseling Program is located on the second floor room 210 of the Nursing building. The programs administrative assistant and the secretary of the Petrock College of Health Sciences are available to better assist the students. The main lobby is on the first floor and contains brochures in relation to our program for those seeking further information. The general public can also schedule appointments to meet with the faculty or staff in the Department of Counseling as necessary.

All faculty in the department receive mail and/or telephone calls through the department's office. If you need to leave a message or material for a faculty member, please leave with the Counseling Departments' administrative assistant. The complete mailing address for the Counseling Program is:

B-CU Masters of Counseling Department

Petrock College of Health Sciences
739 West International Speedway Blvd
Daytona Beach, FL 32114.
386-481-2831

Office Hours of Operation

8:00am-5:00pm
Monday – Friday

Faculty can be contacted by office phone or e-mail address. There are a number of professionals from the community who serve as qualified adjunct faculty and they may be contacted through the Counseling Departments administrative office.

Counseling Program Faculty

Jeffery Haynes- PhD, MSM, LMHC, Department Chair

Research: Psychological trauma, Child and Adolescent Behavior, Community Mental Health, Psychopathology, and Cognitive Development in Children and Sexual Abuse Issues.

Deborah M. Wilson- EdD, LPC, CAADC, CCDP-D, Professor

Research: Comprehensive Child and Family Assessment, Community Mental Health, Substance Abuse, HIV/AIDS, African American Mental Health issues across the diaspora, and professional, ethical, and social justice issue in the counseling profession.

Nichole Jones- EdD, PMHC

Research: Cyberbullying, Counselor Competency, Mentoring Graduate and Post Graduate Students at HBCU's.

Sheila Davis- EdD, LMCH

Research: Comprehensive Child and Family Assessment, Community Mental Health,

Wayne Wilson- EdD

Research: Drug Rehabilitation, Community Mental Health, Rehab Counseling, Disability & Psychological, Family Dynamics, Managing Inclusions & Development.

Transfer of Credits

Transfer credits from other Institutions and special student credits must be evaluated and approved by the students Counseling advisor and the admissions coordination with the Graduate Studies. Transfer credits that are to be used as substitutions against the College requirements, must have the written support of the chairperson of the department in which the B-CU Course(s) would be offered.

Credits from another Institution

Transfer of graduate credit(s) from another regionally accredited institution is limited to six (6) semester hours or two (2) courses. A written request for transfer should be made to the program advisor at the time of admission at the B-CU Graduate Program and incorporated in the Planned Program of study. Official transcripts are required to initiate the transfer process. Written recommendations supporting the transfer are needed from the program advisor or department chairperson.

Faculty Advisors

A-M: Deborah M. Wilson

N-Z: Nichole C. Jones

Each student will be appointed and meet with their Advisor at “**New Student Orientation**”. Each Adviser is a member of the Counseling Programs Core Faculty. During this time, Instruction will be given upon completing the Master of Counseling Degree. Students will contact their advisors when they have any questions about their program of study, classes, or any matter of concern.

The pursuit of a Master’s Degree will take students through a number of Structures within the University. Faculty Advisors keep students on that path.

Student Files

The Counseling Program develops student data files for department purposes. These files contain information necessary for communication with or about students in the program. Information including the students full names, identification numbers, current addresses and current phone numbers are maintained in these files. Each student’s initial data is confined at the **New Student Orientation**. If any information changes, the student is responsible for updating any changes with form of contact. Students are to provide information to our Administrative Office immediately in writing or by e-mail. Not having accurate information on file may prevent students from receiving important and useful information regarding the program.

The program regularly provides information by e-mail via Black Board or Canvas, including involving important deadline dates that are to be met. Due to the online notifications it is imperative for the students to maintain an email address, and ensure that they check their email (that is registered on Black Board).

Financial Assistance

Financial assistance is available through the Graduate School and the Office of Financial Aid.

Office of Financial Aid

The Office of Financial Aid administers several loan programs. There is also a Scholarship Library located on the main campus library that provides information on private sources of funding. The Graduate School will assist with applications.

Graduate Assistant-ships

To be eligible for a graduate assistant-ship, a student must be degree-seeking enrolled full-time (six (6) or more credit hours per semester). Assistant-ships are competitive and awarded to students based on their previous experience and aptitude for meeting positions requirements. To be considered the students must complete an application form from the Counseling Programs administration. This Assistant-ship takes place early, spring semester.

The Graduate Assistant (GA) reports to Dr. Jeffery Haynes, Department Chair and will assist with program related work. The GA will also work with program faculty and assist in projects related to the counseling program. The Assistant-ship will begin in the fall semester and will end in the spring semester. Assistant-ships are committed to 20 hours per week in the Counseling Department.

The GA acts as the librarian between Students and faculty and serves as the Student Advocate at staff meetings, and/or special events. The GA represents fellow counseling students. The GA does not provide advising to any fellow student, knowledge of the Counseling Program, or program plans. The GA will be able to demonstrate basic word processing skills, internet skills, and will possess interpersonal communication skills.

Duties (include but not limited to):

1. Assisting with special events such as projects, socials, new student orientation etc. as needed.
2. Coordination of Semester Meeting with Department Chair.
3. Document preparation as needed.
4. Assisting students with finding resources to answer their questions.
5. Information distribution (important dates and deadlines, change, assistant-ship apprentices, course information, instructor faculty announcements, etc.)

If you are interested in this applying for the position of Graduate Assistant-ship, please contact Ms. Dee Snell in the Counseling Departments administration office at 386-481-2831.

Matters of Protocol

When students have questions that are not answered in this handbook, they are to contact their Faculty Advisor.

Communicating with Professors on the Telephone or via E-mail

When possible, students shall plan ahead to make appointments to meet with their faculty advisors. If an emergency occurs or an immediate response is needed, students may contact the Counseling Programs Administrative Assistant. The most efficient way to contact your professor or faculty advisor is via e-mail. Other options to communicate include coming by the programs reception area, contacting the programs administrative assistant, or leaving a detailed message for the faculty member on the voice mail.

When leaving a message, speak with a clear voice, and include the following information:

1. Name
2. Date and Time of Message
3. Reason for Call
4. Telephone Number(S) area code first.
5. And/or E-mail Address

Counseling students are expected to be courteous, polite and respectful in their messages to faculty, staff, and fellow students, especially with respect to emails. This includes using appropriate language, avoiding spamming, NOT forwarding others e-mails without permission, and observing other proper “netiquette” rules.

Also, it is a good idea not to send messages when you are angry or upset. Be sure to take time to reflect on what you have written before you send it. E-mail is a written form of communication that serves as an indication of professionalism (or lack thereof).

Other Program and Department Protocol

- Department telephones and materials (e.g., letterhead paper, envelopes, and other office supplies) are not available for use by the students.
- Students are not permitted to use materials or the copying facilities except with authorization by a faculty or staff member.
- Students Personal Information will not be given over the phone.
- Students are expected to respond to e-mail or voice mail.

Communicating Concerns

If a student has a concern about a grade or other issue with respect to an instructor, the student should first share that concern with the instructor. If the student still feels that the concern still exists, the student shall then contact the Department Chair person. If the concern still remains after discussion with the Department Chair.

Statement of Professionalism

The academic programs in the department are established to enter “professions.” The term profession in this context means an occupation or career for which there is a known body of knowledge (both theoretical and empirical), an identified set of appropriate skills, and set of behavioral standards adhered to by members of the profession. As part of the CP, students are engaged in a professional preparation curriculum. Therefore, upon admission, the department accepts students as professionals and expects them to act in accord with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards such as those of the American Counseling Association, and its divisions, the National Board of Certified Counselors, the Mental Health Counselors Association, the School of Counselors Association, and the National Career Development Association. Some of these standards are provided in Appendix A of this handbook.

Professionalism encompasses more than just adherence to ethical and/or other written standards. It includes appropriate and effective manners of interacting with people, manners of personal conduct and self-presentation, and respect for people, property and processes. If at any point students have any concerns about appropriate professional behavior for themselves or for others, their faculty advisor should be contacted immediately. If unable to contact their faculty advisor, or the faculty advisor is not the appropriate contact person for the situation, students are to contact the department chair person. Students should not feel forced to evaluate situations by themselves, rely on the opinions of other students, or hesitate to contact a faculty member.

Professional Organizations

One of the ways professionals manifest this comprehensive involvement is through becoming active members of professional organizations and associations.

Counseling students are encouraged to join a professional organization and to become involved in the organization. As a member of the professional organization, student are entitled to benefits including:

- (a) Publications, including journals and newsletters
- (b) Reduced registration rates for attendance at professional meetings (e.g. conventions and workshops)
- (c) Member service that includes legal defense funds and library resources.

By being involved in a professional association, students increase their network and are also involved in shaping their profession.

National Professional Organizations

The diversity of interest and areas of expertise among the professions represented by programs are reflected in faculty and student memberships in several national professional organizations. These professional organizations include:

- American Counseling Association (ACA) www.counseling.org
- American Mental Health Counselors Association (AMCHA) www.amhca.org
- American School Counseling Association (ASCA) www.schoolcounselor.org
- American Psychological Association (APA) www.apa.org
- National Career Development Association (NCDA) www.ncda.org

State Professional Organizations

Each of these national organizations has a state level counterpart such as the:

- Florida Counseling Association (FCA) www.fla-counseling.org
- Florida Career Development Association (FCDA) www.floridacareer.org
- Florida Mental Health Counselors Association (FMHCA) www.fmhca.org
- Suncoast Mental Health Counselors Association (SMHCA) <http://suncoastmhca.org/>

National Divisions

Most national and state level professional organizations have membership subsections, known as “divisions”, for members who have specific professional interest within the general organization. For example, the American Counseling Association has the following membership divisions:

- American College Personnel Association (ACPA)
- Association for Counselor Education and Supervision (ACES)
- National Career Development Association (NCDA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselors Association (ASCA)
- Measurement and Evaluation in Counseling (AMECD)
- National Employment Counselors Association (NECA)
- Public Offenders Counselor Association (POCA)
- Association for Religious and Value Issues in Counseling (ARVIC)
- Association for Multicultural Counseling and Development (AMCD)
- Military Educators and Counselors Association (MECA)
- Association for Adult Development and Aging (AADA)

State Divisions

Similarly, the Florida Association for Counseling and Development has the following membership divisions:

- Florida Association for Counselors Education and Supervision (FACES)
- Florida School Counselors Association (FSCA)
- Measurement and Evaluation in Counseling and Development (FMECD)
- Florida Employment Counselors Association (FECA)
- Florida Association for Specialist in Group Work (FASGW)
- Florida Association for Multicultural Counseling and Development (FAMCD)
- Florida Association for Marriage and Family Counselors (FAMFC)

Peer Relationships

Students come from a variety backgrounds; many of the students in the program have undergraduate degrees in liberal arts or social sciences and work in counselor-related fields. Since the program encourages collaborative efforts, it is suggested that students make an effort to interact with other students through student organizations and extracurricular activities.

In addition to traditional academic assignments, the Counseling Program requires learning experiences that involve student participation in role-play or group activities. Students are also expected to participate in professional associations such as the American Counseling Association (ACA), and the American School Counselor Association (ASCA) and/or the American Mental Health Counselors Association (AMHCA), as well as the Florida Counseling Association (FCA) and its divisions, and FMHCA. All have reduced rates for student membership. These organizations enhance the learning experience and provide the opportunity to network with professionals in the field.

TABLE OF CONTENTS SECTION B

COUNSELING MISSION STATEMENTS.....	2
<i>Mission Statement for Clinical Mental Health Counseling</i>	2
<i>Goals for Mental Health Counseling</i>	2
<i>Objectives for Mental Health Counseling</i>	3
PROFESSIONAL DEVELOPMENT FOR MENTAL HEALTH COUNSELING	3
COUNSELING ACCREDITATION	3
COUNSELING ADMISSION POLICY	5
CLASS CANCELLATION.....	7
<i>Student Retention Procedures</i>	7
<i>Grading System</i>	8
<i>Grade Appeals</i>	10
<i>Faculty Advisors/</i>	11
UNIVERSITY REGULATIONS	11
DISCIPLINARY POLICY	12
PRACTICUM & INTERNSHIPS REQUIREMENTS	13
LICENSURE & CERTIFICATION	13
<i>Requirements for Admission to Candidacy/Faculty Endorsement Policy</i>	14
<i>Professional Development</i>	15
<i>Comprehensive Examination</i>	15
PROGRAM CURRICULUM.....	17
COURSE DESCRIPTIONS	18
COUNSELING RECOMMENDED COURSE SEQUENCE	21
<i>Social Services Counseling Course Completion</i>	22
<i>Clinical Mental Health Counseling Course Completion</i>	23
APPENDIX 1: GRADUATE DEGREE PROGRAMS	24
CLINICAL MENTAL HEALTH GRADUATE DEGREE.....	25
SOCIAL SERVICES GRADUATE DEGREE	28
PRACTICUM APPROVAL FORM	31
APPENDIX 2: PRACTICUM AND INTERNSHIP INFORMATION	30
PRACTICUM AND INTERNSHIP INFORMATION	30
FORMAT FOR GROUP SUPERVISION.....	35
STATEMENT OF CONFIDENTIALITY	37
<i>Memorandum of Agreement Practicum/Internship</i>	38
<i>Activities Journal</i>	44
<i>Direct & Indirect Service Notes</i>	45

Counseling Mission Statements

The mission of the Department of Counseling is to train counseling professionals by utilizing the highest standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling programs through a wide range of instructional modalities. The counseling degree programs deliver graduate education and a professional licensure track for those students seeking to obtain license as mental health counselors. The program seeks qualified students from various populations. The department offers a Master of Science with areas in Clinical Mental Health Counseling and Social Services.

Mission Statement for Clinical Mental Health Counseling

The Clinical Mental Health Program is established to train mental health counselors. This 60-semester/term hour program has been designed to meet educational standards for state licensure and national counseling credentials. The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

The Counseling Clinical Mental Health Counseling Program is located on the campus of the university. The majority of students will come from the undergraduate psychology program here at Bethune, and adult working students who are seeking to further their educational needs by utilizing an evening and weekend schedule of classes. The program serves students from diverse backgrounds and communities, including many non-traditional students and students who are currently working in the social services field. The program faculty prioritizes recruitment, training, and support of a diverse student population to meet the growing needs for multicultural counselors to serve an increasingly diverse population. The program faculty expects students to commit, and demonstrate a standard of excellence in academic, counseling skill, and personal development.

Goals for Clinical Mental Health Counseling

1. To recruit and select qualified graduate students with appropriate attention given to the inclusion of students from diverse populations;
2. To train counseling professionals at the graduate level;
3. To prepare graduates to meet the highest external standards set by the state and national licensing boards;
4. To work with other colleges and universities to enhance the skills of counselors entering the counseling field;
5. To provide counseling students with a good foundation in professional ethics, and other issues;
6. To enhance counseling students' knowledge and appreciation of professional associations and membership.

Objectives for Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program strives to prepare graduates who have accomplished the: *(CACREP.SEC.II.a)*

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Professional Development for Clinical Mental Health Counseling

Students are expected to demonstrate active identification with the counseling profession by participating in professional counseling organizations, such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations. Students are expected to demonstrate a professional counseling identity through membership, leadership, presentations, publications, or other activities that contribute to personal and professional growth. (CACREP.SEC.II.b)

Mission Statement for Social Services

The Social Services Counseling Program is designed to train social service providers. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure.

The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing social services.

Note: This is a non-licensure/non-certification degree.

The goals of this program are to prepare graduates for future professional roles in the mental health field and to serve the needs of persons in a diverse environment.

Counseling Accreditation

The Counseling Program in two years will pursue an accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in

mental health counseling and other counseling programs. CACREP provides leadership and promotes excellence in professional preparation through the development of standards and procedures that reflect the needs of a dynamic, diverse and complex society. CACREP is dedicated to (1) encouraging and promoting the continuing development and improvement of preparation programs, and (2) preparing counseling and related professionals to provide service consistent with the ideal of optimal human development. The mission of CACREP is to promote the professional competence of counseling and related practitioners through the:

- development of preparation standards
- encouragement of excellence in program development
- accreditation of professional preparation programs

CACREP advances the counseling profession through quality and excellence in counselor education; ensuring a fair, consistent, and ethical decision-making process; serving as a responsible leader in protecting the public; promoting practices that reflect openness to growth, change and collaboration; and creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

Admission Requirements

University wide regulations with regard to admissions and degree requirements are found in the Graduate Catalog. The catalog is available on-line as well as hard copy. Students are responsible for meeting all general regulations published in the catalog of the year of their admission. Material in this handbook duplicates and on occasion expands on the implementation of these regulations and policies.

All regulations governing the Graduate School are designed to equal or exceed the minimum criteria recommended by the Commission on Colleges of the Southern Association of Colleges and Schools, the Florida Department of Education. All regulations regarding admission, retention, and completion are minimum, and departments, schools, and colleges may prescribe more stringent requirements.

Pre-Admission

Procedures Application

Forms

Application forms for admission to the program may be obtained from the Graduate School at Bethune Cookman University. The application should be completed at least two months before the first day of the term of intended attendance. If fraudulent information is discovered on the application form, a student may be administratively withdrawn. Applications must include

1. a completed application form,
2. official transcripts from all colleges, universities attended, and
3. other documentation supporting the application.

Please see the following explanation of these application requirements. Consult the Bethune Cookman University webpage for additional information.

Transcripts

All official transcripts (raised seal with Registrar's signature, and without "Issued to Student" stamped on them) from all universities attended noting that credit was accepted toward the completion of the bachelor's degree are required for applicants holding a bachelor's degree. All official transcripts showing the completion of the bachelor's, master's, or higher degree are required for applicants holding a master's or higher degree. These transcripts must be on file in the Admissions Office of Bethune Cookman University. Failure to report all institutions previously attended may result in denial and/or dismissal. Applicants are responsible for requesting official transcripts from each institution previously attended. The Admissions Office will assist students in completing transcript requests. Once the Application for Admission is on file, all transcripts submitted become the property of Bethune Cookman University and will not be returned.

Other Document Requirements

The official Bethune Cookman University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills must be completed and submitted electronically.

Students who previously took a nationally standardized aptitude examination, such as the GRE, shall submit official test score(s) with the Application for Admission. No time limit is established on test scores for admission to Graduate School.

Submission of the completed application, application fee, official test scores, letter of recommendation, and official transcripts complete an application for admission. When the application for admission has been processed, the graduate program will inform the students of the action taken.

Counseling Admission Policy

In addition to meeting graduate school admissions requirements, the student is required to have the following:

1. Three specified reference forms/letters to include one from the applicant's undergraduate adviser, department chair or dean, most recent employer, and a person chosen by the applicant. These references must attest to the applicant's potential in forming effective interpersonal relationships, aptitude for graduate study.
2. A résumé that includes personal information regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
3. Individual and/or group interviews conducted by Admission Committee. These committee members are program faculty and they assess the following topics: appropriateness of academic history, work history, potential success in forming effective interpersonal relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
4. Evidence of academic skills deemed essential by the program faculty to include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and

competence in statistics and relevant mathematics. (*CACREP.SEC 1.K*)

For conditionally admitted students, a Plan for moving the student off conditional status shall be developed during the student's first semester/term of enrollment.

5. Bethune Cookman undergraduate majors with a GPA of 2.75 or higher will be admitted into the program, and will be exempt from taking the GRE.

The required level of performance for the Plan shall be communicated to the student in writing with a designated completion deadline. Students who are conditionally admitted may take for graduate credit only courses that are approved in the Plan. **Conditionally admitted students must complete all requirements specified in the Plan and maintain a grade of "B" or better on each course attempted within the first nine hours of graduate work.**

Those students who do not meet the requirements described in item four above (evidence of academic skills) but who meet all other requirements for unconditional or conditional admission shall also develop a Plan. These students may be admitted conditionally subject to the requirements and time period specified in the Plan. Such students must also complete all requirements specified in the Plan and maintain a 3.0 (4.0) scale grade point average on each course attempted within the first nine hours of graduate work.

Students must complete all admission requirements prior to registering for any graduate courses. However, those students who are required to develop a Plan due to deficiencies in academic skills may have additional time as specified in the Plan to remediate those deficiencies. If the student fails to meet all admission requirements within the time specified in the Plan, the student will be withdrawn from classes with no credit.

Counseling Program Guidelines

1. Required hours for the clinical mental health program are 60 semester hours. Students enrolled in programs in Counseling must complete 70% of required hours (excluding internship and/or practicum) at the site where internship and/or practicum are completed. (Required hours to be completed at internship/ practicum location 60 hour program-10 courses; 48 hour programs-8 courses; 36 hour program-7 courses) Students should see their academic adviser for specific requirements. (*CACREP.SEC.1. L.2*)

2. Internships/Practicum

Students are required to complete supervised internship and practicum courses at the university.

3. Comprehensive Examination

Students must pass a written comprehensive examination for completion of counseling programs.

4. Student Handbooks

Students enrolled in Counseling programs are required to follow all policies, procedures, guidelines and regulations stated in the student handbooks. This handbook is given to each student during new student orientation. (*CACREP.SEC. 1.2.L*)

Registration

Students should register during designated registration times. Once students have registered for a course or courses, they have incurred a financial commitment which must be met.

Students who fail to attend a class without following drop/ withdrawal policies will receive a grade of F, and those students will still be charged full tuition and fees. Students with an outstanding balance will not be permitted to register for future terms.

Class Cancellation

The institution reserves the right to cancel any course for which there is insufficient enrollment.

Tuition

Tuition for the program is 2,250 per 3 credit hour course.

Commencement

Bethune Cookman University graduation ceremonies are held twice a year to accommodate all graduating students. Commencement information is found on the Bethune Cookman University website.

Student Retention Procedures

The Bethune Cookman University Counseling faculty, in accord with the standard of care (i.e., Ethical Standards, Standards of Preparation, and Professional Conduct Codes) of professional organizations and associations (i.e., the American Counseling Association, the National Board for Certified Counselors, the Council for the Accreditation of Counseling and Related Educational Programs, and the American Association for Marriage and Family Therapy). has adopted the following retention plan for students in the Master of Science in Counseling and program.
(CACREP.SEC.1.Ld)

When a Counseling Faculty member determines a student is not meeting the knowledge, skill, or personal development requirements of the program, the faculty will begin retention procedures with the student to ensure due process is followed.

The faculty member who has identified the knowledge, skill, or personal development deficits will inform the faculty and discuss with the student and the student's faculty advisor a continuous improvement plan to remedy the deficits. The faculty member and student will document the specific goals, objectives, and evaluation procedures of the plan with timelines for completion.

1. The student's continuous improvement plan, including the faculty member and student's comments, will be reviewed with the faculty.
2. If the department Chairperson deems the student's knowledge, skill, or personal development deficits to be serious enough in nature and/or the continuous improvement plan unacceptable, the department Chairperson can appoint a retention committee composed of current department faculty members (excluding the faculty member initiating the procedure) to investigate all aspects of the situation and to make recommendations concerning the student to the entire department faculty. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
3. The retention committee will be formed, and that committee will submit a written report, including a continuous improvement plan, is presented to the department faculty in a "closed" meeting (i.e., a meeting of department faculty members only; students are not permitted to

attend this meeting).

4. When the department faculty members have acted upon the retention committee's report, the department Chairperson and the student's faculty advisor meet with the student to discuss the continuous improvement plan. The department Chairperson and the student's faculty advisor subsequently monitor the student's progress in carrying out the plan.
5. If the student fails to comply with the continuous improvement plan, the faculty will facilitate the student's transition out of the program.

Grading System

Grade	Description	Credit	Grade points per credit hour
A	Excellent	Yes	4
B	Above Average	Yes	3
C	Average	Yes	2
D	Below Average	Yes	
F	Failure	No	0
AU	Audit	No	0
DF	Dropped course with academic penalty (Calculates as an F in the GPA)	No	0
DP	Dropped course passing	No	0
DR	Dropped course prior to midterm	No	0
FA	Failure due to excessive absences (Calculates as an F in the GPA)	No	0
I	Incomplete	No	0
IP	Thesis or Clinical Research in Progress	No	0
NG	No grade reported by faculty at end of term (awarded by registrar)	No	0
P	Pass	Yes	0
W	Withdrawal prior to midterm	No	0
WF	Withdrawal with academic penalty (Calculates as an F in the GPA)	No	0
WP	Withdrawal passing	No	0

Note 1: If the student makes a "C" or "D" in a core course, the course must be retaken.

Note 2: If the student makes a "D" in an elective course, the course must be retaken or another elective taken in its place.

Note 3: All students must maintain an overall GPA of 3.0 (B) while enrolled in the program. If the students GPA falls below a 3.0 the student will be placed on a continuous improvement plan.

Repeating Courses

Students may repeat a course in which they received a grade of "D," "C," or "W." Students who received a grade of "C" or D in the required core courses must repeat the course and attain a "B" or higher grade to satisfy the core requirements in their program of study. Both grades will be counted as hours attempted in determining the overall grade point average.

Incomplete Grades

The instructor may report an "Incomplete (I)" for a student whose progress in a course has been satisfactory (e.g. the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control.

Time limit for removal of incomplete grade

No incomplete may exceed nine weeks from the date it is assigned. It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the designated nine week period. This deadline applies whether or not the student re-enrolls for the semester or term following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period (not to exceed nine weeks) will result in the assignment of a grade of "F" for the course. (For the purposes of implementation of this policy, the day the grade is assigned is determined by the University master calendar. A student who wishes to be assigned an incomplete grade must request this from the instructor prior to the assignment of final grades for the course.)

IP (In-Progress) Grades

Students who show satisfactory progress in one of the following courses, but are unable to complete requirements in one semester, may be issued IP grades. No other courses are eligible to award the grade of IP. IP grades must be removed within one calendar year from the beginning date of the semester in which the grade was earned. An IP grade that is not removed during the stated time limit will automatically become a grade of "F."

IP grades may be issued only for the following courses:

- Practicums
- Internships
- Personal Supervisor and/or Field Problem
-

Grade Appeals

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments, made by faculty, are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these stated procedures.

Step 1. Within the first four weeks of the start of the following term or semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Bethune Cookman University during the term following issuance of the grade, the student will make contact with the instructor through the department chair to informally appeal the grade.

Step 2. If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective department chair. This request shall be addressed to the department chair and shall be received no later than the end of the fifth week of instruction for the term or semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor.

Step 3. Within two weeks of receipt of the request, the department chair shall discuss the appeal with the student and with the instructor, separately or at the same time. If the department chair upholds the decision, the matter is closed. The decision is final.

Step 4. If the department chair does not support the decision of the instructor, the matter shall be appealed within two weeks of the department chair's decision to the designated dean of the college. The department chair will forward the appeal package to the designated dean. The designated associate dean or dean will empanel three full-time faculty colleagues from the department and/or discipline to review the matter. The decision of this panel shall be final and binding on all parties.

Note: Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the University's official student handbook for these appeals.

Mid-point Evaluation

A Midpoint Evaluation of those students enrolled in a Master of Science Counseling and program allows department faculty to review a student's progress in the program and provide input and feedback as needed. All faculties will review the student on the Student Review Form and the department faculty members will include these in the review of the students' academic, counseling skill, professional and personal development progress using the Student Review and Evaluation Form. Students' progress in all areas will determine whether they are encouraged and recommended to continue in the counseling program; provisionally recommended to continue in the counseling program; recommended for remediation to correct academic, counseling skill, or personal or professional development deficits; or not recommended to continue in the counseling program. If the student receives anything other than a recommendation to continue in the program, his/her will meet with the faculty advisor and program faculty to review his/her progress and recommendations.

The completed Student Review and Evaluation Forms are placed in the student's official file. If the student wishes to review the evaluations, arrange to do so with the Faculty Advisor.
CACREP.SEC.1.P

Faculty Advisors

Each graduate student is assigned a faculty advisor. Those assignments are made by alphabet; however, students are welcome to come to any faculty member with questions. All students meet with their assigned faculty member, and a planned program of study is developed at the first meeting within the first two months of admission. (See degree plans.) CACREP.SEC.1.L.o

University-Regulations

Only a portion of the University-wide regulations are represented below. Please consult the University's official Student Handbook, online for the most current and complete version.

Standards of Conduct

By publication of these "Standards of Conduct," the university calls to the special attention of students and organizations the standards by which they are expected to abide. Students and organizations should be aware of the STANDARDS and should know they will be held accountable for their provisions.

General

All students enrolling in Bethune Cookman University assume an obligation to conduct themselves at all times as responsible members of the campus community and in accordance with standards of common decency and decorum, with recognition and respect for the personal and property rights of others and the educational mission of the University.

Authority for Rules and Regulations

The Board of Trustees of Bethune Cookman University is vested with the authority to promulgate rules and regulations regarding the conduct of students while enrolled at Bethune Cookman University. The University Trustees have delegated full authority to the University administration to prepare and administer rules and regulations for the welfare and discipline of its students.

Administrative Responsibility and Authority

The Student Affairs Sector of the University has primary authority for the supervision of student conduct and administration of discipline. The Vice-President for Student Affairs and staff are responsible for working with students and student organizations to encourage support and compliance with University standards. They delegate specific responsibilities to members of their respective staffs, and in some instances, to student government agencies.

Disciplinary Policy

By enrollment at the University, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The "STANDARDS OF CONDUCT" are applicable to behavior of students and organizations on and off the University campus if that behavior is deemed to be incompatible with the educational environment and mission of the University. A student or organization may be disciplined, up to and including suspension and expulsion, and is deemed in violation of the "STANDARDS OF CONDUCT", for the commission of or the attempt to commit any of the following offenses:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the University, faculty, or other officers or employees of the University.
2. Forgery, or the alteration or misuse of University documents, records or identification.
3. Issuance of worthless checks made payable to Bethune Cookman University.
4. Actual or threatened physical abuse, threat of violence, intimidation, hazing, or any other act which endangers the health or safety of any person.
5. Destruction, damage, or misuse of University property, public, or private.
6. Theft, attempted theft, burglary, attempted burglary, accessory to these acts, and/or possession of stolen property.
7. Unauthorized manufacture, sale, delivery, use, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
8. The unlawful possession, use, or distribution of alcoholic beverages, public drunkenness, driving under the influence, or the public display of alcoholic beverages and the use or display of such in public areas of the residence halls and all other public areas of the campus.
9. Participation in any form of gambling.
10. Use, possession, or distribution of firearms, bows, illegal knives, fireworks, any incendiary, or any type of explosive device or material. Only duly-constituted law enforcement officers may possess firearms on campus.
11. Disorderly conduct, including rioting, inciting to riot, assembling to riot, raiding, inciting to raid, and assembling to raid University properties.
12. Lewd, indecent, obscene behavior or expression.
13. Trespassing or unauthorized entry to or use of University facilities. Unauthorized use or attempted use of any services belonging to or provided by the university, including but not limited to, computer, telephone, cable television, copying facilities, or any other such service.
14. Unauthorized possession of a key to any University facility.
15. Interference with the use of or access to University facilities, obstruction or disruption of teaching, research, administration, service, disciplinary procedures, or other activities on university property by either University or non-University persons or groups.
16. Failure to promptly comply with directions of University officials or law enforcement officers acting in the performance of their duties as such officials and officers.
17. Entering false fire alarms, or bomb threats, tampering with fire extinguishers, alarms, or other safety or fire-fighting equipment.
18. Any activity which creates a mentally abusive, oppressive, or harmful situation for another is a violation. Use of the mail, telephone, computer and electronic messages, or any other means of communication to insult, threaten, or demean another is prohibited.
19. Conviction of any misdemeanor or felony which adversely affects the educational environment of the University.
20. Violation of any University policies or regulations as published or referred to in the Student

Handbook, including, but not limited to, those governing the time, place and manner of public expression; the registration of student organizations; the use of university facilities; occupation and visitation of residence halls and other housing owned or controlled by the University.

21. Conduct in violation of public law, federal and state statutes, local ordinances, or University regulations or policies whether or not specified in detail, which adversely affects the student's suitability as a member of the academic community and regardless of whether such conduct has resulted in a conviction under a statute of ordinance.
22. Any other activity or conduct not specifically stated herein which impairs or endangers any person, property, or the educational environment of the University.

Practicum and Internship Requirements

Students must apply for Practicum two terms prior to completing all course work. Students must contact the Clinical Supervisor at their proposed site. Students complete the Practicum Approval Form and plan to secure a practicum site and supervisor at orientation. Students must obtain counseling liability insurance prior to practicum and maintain the insurance throughout their internship experience. The American Counseling Association (www.acait.com/students/index.cfm) and the American Mental Health Counseling Association (www.ambca.org) currently offer eligible student members free counseling liability insurance. All of the practicum and internship requirements and forms are in Appendix 2 Practicum and Internship Information. The faculty to student ratio will be six students to one faculty member. Group supervision for practicum and internships will not exceed 12 students CACREP.SEC.1. Q, R, S). **Students are required to secure professional liability insurance throughout their supervised counseling experiences.**

Licensure and Certification

Graduate assistants will be assigned by the department chair. The assignment will be made based on the need and availability of department funding. The program will have one graduate assignment assigned per year. CACREP SEC.1.Tp.87)

Counseling Clinical Mental Health Counseling graduates meet the education and pre-masters supervised clinical practicum and internship experience requirements of the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling for Florida State Licensed Mental Health Counselors. The requirements are:

- the equivalent, as determined by the board, of at least 1,000 hours of university-sponsored supervised clinical practicum, internship, or field experience as required in the Florida licensure board for mental health counseling programs.
- the minimum of an earned master's degree from an accredited mental health counseling program that consists of at least 60 semester hours or 80 quarter hours of clinical and didactic instruction, including a course in human sexuality and a course in substance abuse.
- two (2) years of post-master's supervised experience under the supervision of a licensed mental health counselor or the equivalent (64B4-31.007(1)a,b,c,d,e F.A.C.) who is qualified as determined by the Board.
- the applicant must pass the national clinical mental health counseling examination (NCMHCE) developed by the National Board for Certified Counselors (NBCC)
- complete an eight-hour laws and rules course and a two-hour prevention of medical errors course

from an approved provider.

For more information and to apply for licensure go to http://www.doh.state.fl.us/mga/49I/soc_tic_req.html.

Students are encouraged to become National Certified Counselors (NCC) by taking the National Counselor Exam (NCE). The NCC credential was first offered by National Board for Certified Counselors (NBCC) in 1983. The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

Being an NCC is not only a source of great pride for professional counselors, it also carries with it many benefits including:

- Promotes professional accountability and visibility.
- Ensures a national standard developed by counselors, not legislators.
- Provides a marketing tool through NBCC's referral service for the public.
- Allows reduced rates on liability insurance sponsored by NBCC.
- Keeps NCCs in touch with current events in their profession.
 - Helps support counselor advocacy initiatives, such as the National Fair Access Coalition on testing (FACT), which defends counselors' use of assessment instruments.

National Certified Counselors (NCCs) are certified for a period of five years and receive a professional certificate. NCCs must adhere to the NBCC Code of Ethics and must pay, on a yearly basis, a maintenance fee of \$60 (\$5 per month). At the conclusion of each five-year cycle, NCCs are required to be able to provide documentation of completing 100 clock hours of continuing education, or they may opt to retake and pass the NCE. For more information on becoming a NCC or obtaining other NBCC certifications go to www.nbcc.org.

Faculty Endorsement Policy

Students' requests for endorsements are to be directed to individual Counseling faculty. Faculty endorses students for certification, licensure, employment, or completion of an academic or training program only when they believe students are qualified for the endorsement. Regardless of qualifications, faculty does 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. Students request for endorsements via letter of recommendations are to be submitted to appropriate faculty members. Decisions about the apprenticeships of a student for professional credentialing will be based on the students area of specialization, training and/or work experience. These requests will be addressed on an individual basis relevant to the specific endorsements sought and the qualifications of the student requesting the endorsement. (CACREP SEC.1.L.c)

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 grade point average on all work attempted and attach a copy of their current transcript to the back of the completed Admission to Candidacy form. To be admitted to candidacy, students must be unconditionally admitted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed. The formal application

may be obtained from and returned to the office of the dean of the Graduate School. For specific candidacy requirements, see the degree plan for your discipline in Appendix 1.

Professional Development

Students are required to demonstrate professional development by joining professional counseling organizations, leading professional counseling organizations, presenting at professional counseling conferences, attending professional counseling conferences, or publishing in professional counseling publications. Students may join and become involved in state and national professional counseling organizations such as the American Counseling Association (ACA), American Mental Health Counseling Association, the Florida Counseling Association (FCA), and the divisions of ACA or FCA closely aligned with their specialty area. Faculty provide students with information on joining and participating in professional counseling organizations during PSY 6600 Professional Orientation and Ethics, as well as all counseling courses. Faculty also provides opportunities and information for students to present and participate in counseling conferences, and publish in counseling publications. Information on professional counseling organizations, conferences, and publications is available at your site and on-line at www.counseling.org, www.flacounseling.org, or www.amhca.org. (CACREP.SEC.1.L.b)

Comprehensive Examination

Master's degree candidates are required to take a comprehensive examination that tests students' knowledge gained in the area of study. Students must successfully complete the comprehensive exam to be eligible for graduation. Students must submit Intent to graduate and register to take the comprehensive examination. Students contact their advisor for testing information. Failure to take this examination, results in not being permitted to graduate. Students who fail the comprehensive examination will not graduate and will be asked to re-file the Intent to Graduate paperwork.

To graduate, all students must take and pass the Counselor Preparation Comprehensive Examination (CPCE). This 100-item, multiple choice objective examinations covers all materials and information acquired during the student's academic career in the Department. Clinical Mental Health Counseling students must also successfully complete an essay examination (Case Vignettes) component. The Counseling Department's policies about the comprehensive examination are as follows:

- 1) A student must score a minimum of 70% to pass.
- 2) Students typically apply to take the examination when they file their intent to graduate, after all coursework has been completed. If students have completed all of their course work when they register for practicum, they may wish to take the comprehensive examination at that time.
- 3) The CPCE examination is administered each term. Students who do not pass the examination on their first attempt may take the examination a second time on the retake date the next term. If a student fails a second time, the student must meet with the academic advisor prior to taking the CPCE a third time. If a student fails a third time, the student must do the following:
 - a) meet with the student's academic advisor
 - b) be referred to the Comprehensive Examination Review Committee at Bethune Cookman University for further review and recommendations
- 4) A student must pass the CPCE within one year of the date originally taken.

The Department has several study aids available for students preparing for the comprehensive exam

consult your advisor.

Students will take the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is utilized by over 250 universities and colleges; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength / weakness feedback.

There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE.

The purpose of the NCE (200 multiple choice questions) is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Content Areas & Work Behaviors

Human Growth and Development
Social and Cultural Foundations
Helping Relationships
Group Work
Career and Lifestyle Development
Appraisal
Research and Program Evaluation
Professional Orientation & Ethics

In addition, the NCE is based on the following five work behaviors:

Fundamentals of Counseling
Assessment and Career Counseling
Group Counseling
Programmatic and Clinical Intervention
Professional Practice Issues

MSC Program Curriculums

All students must complete the required core curriculum in addition to the specialty area requirements for their concentration.

Clinical Mental Health Counseling 60 Semester Hours Required Courses		
CON 600	3	Professional Orientation & Ethics
CON 620	3	Group Dynamics and Counseling
CON 613	3	Theories of Counseling
CON 630	3	Research Methodology
CON 632	3	Evaluation and Assessment of the Individual
PSY 647	3	Vocational Psychology and Career Development
CON 649	3	Legal, Ethical, and Professional Standards
CON 627	3	Facilitation Skills and Counseling Techniques
CON 615	3	Practicum (100 hours)
CON 622	3	Counseling Diverse Populations
PSY 638	3	Marriage, Family and Sex Therapy Counseling
CON 622	3	Counseling in Community Setting
CON 640	3	Internship: Mental Health (300 hours)
CON 650	3	Internship: Mental Health (300 hours)
CON 660	3	Internship: Mental Health (300 hours)
PSY 642	3	Theories of Personality
PSY 617	3	Human Lifespan and Development
PSY 626	3	Psychopharmacology
PSY 653	3	Diagnosis and Treatment Planning
CON 657	3	Drug Education, Prevention, and Intervention

Social Services Counseling 36 Semester Hours Required Courses		
CON 600	3	Professional Orientation and Ethics
CON 620	3	Group Dynamics and Counseling
CON 632	3	Evaluation and Assessment of the Individual
CON 613	3	Theories of Counseling
CON 622	3	Counseling Diverse Populations
CON 615	3	Practicum (100 hours)
CON 630	3	Research Methodology
PSY 647	3	Vocational Psychology and Career Development
CON 627	3	Facilitation Skills and Counseling Techniques
PSY 617	3	Human Lifespan and Development
Approved Electives	3	

Course Descriptions

CON 600 Professional Orientation and Ethics (3)

An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ Ethical issues, and professional standards of care are covered. Prerequisites: Recommended first course.

CON 649 Legal, Ethical, and Professional Standards (3)

This course assists counseling personnel in acquiring information and understanding necessary to effectively deal with legal, ethical and professional standards of the counseling profession.

CON 627 Facilitation Skills and Counseling Techniques (3)

A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships. Prerequisites: CP 7601 or adviser's approval.

CON 657 Drug Education, Prevention, and Intervention (3)

A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted.

CON 620 Group Dynamics and Counseling (3)

The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work.

CON 613 Theories of Counseling (3)

A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations and role-playing. Prerequisites: CP7601 or adviser's approval.

CON 615 Practicum (3)

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. Prerequisites: Permission of instructor and department chair required. CP 7601, CP 7607, CP 7618, CP 7603, CP7611, CP7617.

CON 622 Counseling Diverse Populations (3)

A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.

PSY 638 Marriage, Family, and Sex Therapy Counseling (3)

The course is designed to provide the student with a conceptual framework for dealing with marriage and family problems. Students will be equipped with the skills necessary for working with all members of the family.

CON 640 Internship: Mental Health (3)

This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients.

Prerequisite: Completion of all courses.

CON 650 Internship: Mental Health (3)

This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients.

Prerequisite: Completion of all courses.

CON 660 Internship: Mental Health (3)

This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients.

Prerequisite: Completion of all courses.

CON 630 Research Methodology (3)

The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. A grade of "B" or better is required.

PSY 647 Vocational Psychology and Career Development (3)

This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the

appraisal of interest, aptitude and personality measurements.

CON 632 Evaluations and Assessment of the Individual (3)

The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, and other procedures. Including individual and group methods of assessment.

Prerequisites: CP7618, CP7607.

PSY 642 Theories of Personality (3)

This course will conduct a critical analysis of major theories and systems of personality. This course will review the individual's personality development over the individual life span. The courses will exam the current research relating to personality disorders and mental health diagnosis and treatment.

PSY 617 Human Lifespan and Development (3)

A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental crises in human behavior is also a goal of this course.

PSY 653 Diagnosis and Treatment Planning (3)

A course designed to assist mental health professionals in the understanding and application of a multi axial system (current edition of the Diagnostic and Statistical Manual). Also included is a comprehensive treatment planning strategy for development statements of behavioral symptoms, short-term objective, long term goals and therapeutic interventions. Psychopharmacology treatment interventions are covered. Prerequisite: CON 632

Counseling and Psychology Recommended Course Sequence

CON 600	Orientation
CON 613	Theories
CON 627	Facilitation
PSY 617	Lifespan
CON 620	Group
CON 632	Evaluation/Assessment
PSY 647	Vocational Psychology
CON 622	Diversity
CON 630	Research
Electives for social service- 2	
CON 615	Practicum for social service
<hr/>	
CON 649	Legal/Ethical
PSY 638	Marriage family & sex therapy
CON 657	Drug Education
PSY 642	Theory of Personality
PSY 653	Diagnosis/Treatment
CON 640, 650,660	Internship for mental health

Bethune Cookman University
Master of Science
Social Services Counseling
Course Completion Year I and II

Term I

Professional Orientation and Ethics
Research Methodology

Term II

Facilitation Skills and counseling Techniques
Evaluation and Assessment of the Individual

Term III

Group Dynamics and Counseling
Theories of Counseling

Term IV

Human Lifespan and Development
Elective

Term V

Elective
Vocational Psychology and Career Development

Course Completion Year II

Term I
Counseling Diverse Population
Practicum (100 hours)

Bethune Cookman University
Master of Science
Clinical Mental Health Counseling
Course Completion Year I and II

Term I

Professional Orientation and Ethics
Research Methodology

Term II

Facilitation Skills and counseling Techniques
Evaluation and Assessment of the Individual

Term III

Group Dynamics and Counseling
Theories of Counseling

Term IV

Human Lifespan and Development
Legal, ethical and Professional Standards

Term V

Drug education, prevention and Intervention
Vocational Psychology and Career Development

Course Completion Year II

Term I

Counseling Diverse Population
Counseling and Community Settings

Term II

Marriage, Family, and Sex Therapy Counseling
Diagnosis and Treatment Planning

Term III

Psychopharmacology
Theories of Personality

Term IV

Practicum (100 hours)
Internship Mental Health (300 hours)

Term V

Internship Mental health (300 hours)
Internship Mental health (300 hours)

Appendix 1

Graduate Degree Plans

Bethune Cookman University
Master of Science
Clinical Mental Health Counseling

Graduate Degree Plan and Progress Record
Application for Admission to Candidacy
60 hour program

Name: _____ Student ID # _____
Address _____ Email _____

Copy of Transcript must be attached may not use "Student Academic Credits" or Academic Evaluation report.

Degree requirements:

- 1 GRE or equivalent exam, test scores submitted
2. Official transcript of all academic work
- 3 .Unconditional Admission
4. 60 Semester hours of credit
- 5 .Meet Residency requirements
6. No more than 4 grades below "B"
- 7.Overall GPA of 3.0
8. Completion of research requirement with a "B-A
- 9.All credit earned within 8 year of graduation
10. Admission to candidacy
- 11.Comprehensive exam
12. Intent to graduate

REQUIRED CORE COURSES 48 SEMESTER HOURS

Course No	Title	Hours	Grade	Term/yr.	Transfer Credit
CON 600	Professional Orientation and Ethics	3			
CON 620	Group Dynamics and Counseling	3			
CON 613	Theories of Counseling	3			
CON 630	Research Methodology	3			
CON 632	Evaluation and Assessment of the Individual	3			
PSY 647	Vocational Psychology and Career Development	3			
PSY 649	Legal, Ethical, and Professional Standards	3			
CON 627	Facilitation Skills and Counseling Techniques	3			
CON 615	Practicum (100 hours)	3			
CON 622	Counseling Diverse Populations	3			
PSY 638	Marriage, Family and sex Therapy Counseling	3			
CON 640	Internship, Mental Health (300 hours)	3			
CON 650	Internship Mental Health (300 hours)	3			
CON 660	Internship Mental Health (300hours)	3			
PSY 642	Theories of Personality	3			
PSY 617	Human lifespan and Development	3			
CON 625	Counseling in Community Setting	3			
PSY 653	Diagnosis and Treatment Planning	3			
PSY 626	Psychopharmacology	3			
CON 657	Drug Education, Prevention, and Intervention	3			
		3			

ITEMS TO BE DISCUSSED:

- _____ 1. One term limit to have transcript(s) and test scores on file
- _____ 2. Temporary Conditional and Unconditional admission
- _____ 3. Availability of faculty for academic advising
- _____ 4. Petition for transfer credit once unconditionally admitted
- _____ 5. Class attendance
- _____ 6. Drop and withdrawal procedures, deadline and consequences
- _____ 7. Petition for an incomplete grade
- _____ 8. Student participation in course and program evaluation
- _____ 9. Complete interview and other counseling requirements
- _____ 10. Other _____

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
comps		

STUDENT ACKNOWLEDGMENT: I have read the current year's graduate catalog and acknowledge the contents and requirements of the above program. I have received academic advising from my Faculty advisor, and I hereby apply for Admission to candidacy.

		Approved _____	
Student's Signature	Date	Chair/ Dean	Date
		Candidacy Approved _____	
Faculty Advisor		Dean. Graduate School	Date

BETHUNE COOKMAN UNIVERSITY

Master of Science

Social Services Counseling

Non licensure/non certification degree

Graduate degree plan and progress record.

Application for Admission to candidacy

Name _____ Student ID _____ Campus _____

Address _____ Email _____

Copy of Transcript must be attached. May not use “Student’s academic credits” or “Academic evaluation” report.

Degree requirements

1. GRE or equivalent exam, test scores submitted
2. Official transcript of all academic work
3. Unconditional admission
4. 36 semester hours of credit
5. Meet Residency requirement
6. No more than two grades below “B”
7. Overall GPA 3.0
8. Completion of research requirements with a “B”
9. All credit earned within 8 years of graduation
10. Admission to candidacy
11. Comprehensive Exam
12. Intent to graduate filed
13. Complete all counseling program requirements

Practicum core courses 36 Semester Hours

Course No	Title	Hours	Grade	Term/Year	Transfer
CON 600	Professional orientation and ethics	3			
CON 620	Group dynamics and counseling	3			
CON 613	Theories of Counseling	3			
CON 622	Counseling diverse Population	3			
CON 615	Practicum (100) hours	3			
CON 630	Research Methodology	3			
PSY 647	Vocational Psychology & career Development	3			
CON 627	Facilitation skills and counseling techniques	3			
PSY 617	Human Life Span and development	3			
CON 632	Evaluation and Assessment of the individual	3			
2 courses	Advisor approved electives	6			

ITEMS TO BE DISCUSSED:

- _____ 1. One term limit to have transcript(s) and test scores on file
- _____ 2. Temporary Conditional and Unconditional admission
- _____ 3. Availability of faculty for academic advising
- _____ 4. Petition for transfer credit once unconditionally admitted
- _____ 5. Class attendance
- _____ 6. Drop and withdrawal procedures, deadline and consequences
- _____ 7. Petition for an incomplete grade
- _____ 8. Student participation in course and program evaluation
- _____ 9. Complete interview and other counseling requirements
- _____ 10. Other _____

Admission Status

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
comps		

STUDENT ACKNOWLEDGMENT: I have read the current year's graduate catalog and acknowledge the contents and requirements of the above program. I have received academic advising from my Faculty advisor, and I hereby apply for Admission to candidacy.

Student's Signature Date

Approved _____
Chair/ Dean Date

Faculty Advisor

Candidacy
Approved _____
Dean, Graduate School Date

Appendix 2 Practicum and Internship Information

PRACTICUM / INTERNSHIP INSTRUCTIONS

Signing up for practicum/ Internship class

- Must be arranged two terms in advance
 - Complete Practicum Approval Form and submit to site professor
 - Secure site and supervisor
 - Review Site Supervisor Manual with site supervisor

- Bring packet to class
- Proof of Insurance
 - A copy is given to the professor
 - A copy will be included in your packet

- Supervisors License/Certificate
 - A copy is given to the professor
 - A copy will be included in your packet
- Completed Memorandum of Agreement

Due last night of class

- Completed packet (Spiral bound)
 - Packet must have all forms completed and signed
- Request an In Progress (IP) form from the professor, if hours have not been completed

PRACTICUM PSY 615

Prerequisite

In order to register for this course, each student must be in sequence according to their academic plan to complete all coursework either prior to or during practicum. Exceptions will be made with advisors approval. Instructor's approval two terms prior to enrollment is required to register for this course.

Course Description

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on-campus individual and group supervision designed to provide opportunity for analysis and evaluation of supervised activity.

Course Requirements

- The practicum requires a total of 100 hours including 1 hour per week on-site supervision of direct and indirect client service as well as 1 hour per week of individual or triadic supervision with the practicum faculty and 1.5 hours per week of university group supervision.
- 40 hours of the practicum must be in providing direct client services in individual counseling and group work.
- A Memorandum of Agreement must be completed before the course can begin.
- Students must have professional liability insurance prior to beginning practicum and throughout the practicum experience.
- Practicum contracts and other forms are found in the Counseling Graduate Student Handbook.
- Students will turn in five (5) written case histories.
- In addition to the case histories, each student will present at least one (1) case for clinical group supervision. The format for the case histories will be provided in class.
- Each student will maintain the Activities Journal. The form is found in the Counseling Graduate Student Handbook appendices as well as this packet and will be discussed in class.

On-site:

- This component entails a minimum of nine (10) hours per term or one (1) hour per week on average of on-site individual supervision over a minimum of one academic term by a site supervisor.
- Site supervisors must have a master's degree in counseling or a related profession with

equivalent qualifications, including appropriate certifications and/or licenses. The site supervisor must have a minimum of three years of pertinent professional experience in the program area in which the student is completing clinical instructions.

- Site should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
- Site must be conducive to modeling, demonstration, and training, including the opportunity for students to develop program-appropriate audio and/or videotapes of the counseling sessions for use in supervision, and settings with observational and/or other interactive supervision capabilities.
- Student will maintain a weekly activities journal for documentation of the 100 required hours with 40 direct service hours.
- Student journal must be submitted to the university supervisor for review upon completion of the practicum.

Note

- Due to the nature of this course, students should make sure that a client's name and all identifying information are deleted from all notes, reports, critiques, and forms turned in during the semester.
- Students are required to obtain parental consent forms for counseling and taping purposes for underage clients, if taping is required.
- Forms supplied for documentation purposes may be reproduced as needed.

Internship CON 640/650/660

Prerequisite

In order to register for this course, each student must be in sequence according to their academic plan to complete all coursework either prior to or during internship and to have completed practicum. Exceptions will be made with advisors approval. Instructor's approval is required to register for this course.

Course Description

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Internship provides for the development of counseling skills under supervision. The student must complete 300 clock hours including a minimum of 120 hours of direct service with clients per term. Experiences are accompanied by regularly scheduled, weekly on-campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity.

Course Requirements

- The internship requires a total of 300 hours per/ Term including 1 hour per week of on-site

supervision of direct and indirect client service as well as 1.5 hours per week of university group supervision.

- 120 hours of the internship must be in providing direct client services.
- A Memorandum of Agreement must be completed before the course can begin.
- Students must have professional liability insurance prior to beginning internship and throughout the internship experience.
- Internship contracts and other forms are found in the Counseling Graduate Student Handbook appendices accessed on-line at the Counseling website as well as in this packet.
- Students will turn in five (5) written case histories.
- In addition to the case histories, each student will present at least one (1) case for clinical group supervision. The format for the case histories will be provided in class.
- Each student will maintain an Activities Journal. The form is found in the Counseling Graduate Student Handbook appendices as well as in this packet and will be discussed in class.

On-site:

- This component entails a minimum of nine (10) hours per term or one (1) hour per week on average of on-site individual supervision over a minimum of one academic term by a site supervisor.
- Site supervisors must have a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses. The site supervisor must have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instructions.
- The site must provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service, including record keeping, supervision, information and referral, in services, and staff meetings.
- The site must provide the opportunity for the student to gain supervised experience the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.
- The site must provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
- The site must be conducive to modeling, demonstration, and training, including the opportunity for students to develop program-appropriate audio and/or videotapes of the counseling sessions for use in supervision, and settings with observational and/or other interactive supervision capabilities.
- The student will maintain a weekly activities journal for documentation of the 300 required hours and 120 direct service hours.
- The journal must be submitted to the university supervisor for review upon completion of the internship.

Special Note

- Due to the nature of this course, students should make certain that a client's name and all identifying information are deleted from all notes, reports, critiques, and forms turned in during the semester.
- Students are required to obtain parental consent forms for counseling and taping purposes for underage clients, if taping is required.
- Forms supplied for documentation purposes may be reproduced as needed.

Practicum/ Internship
Format for group supervision

Case presentation

This class will use a structural format for group supervision of case presentations

During the course:

Each student will present at least:

- One case for supervision
- One formal case presentation prior to completing the course

Each Student will participate in:

- Group supervision
- Listening to presentations
- Offering constructive feedback to other cases presented

(Punctuality and attendance are required)

The Presentations will be broken into the following phases

During the "Presentation Phase"

- One member begins with a briefcase presentation which will include Demographics
 - History of the issues
 - History with this client
 - A specific supervision question- the question for which you are asking feedback

During the "Question Phase"

- Conducted in a round table format
- Each group member asks a specific question_ concerning the case-remembering to stay somewhere around the supervision question.
- Members may ask as many questions as they need, but only one at a time.
- During the "Response Phase"
- The presenter will restate the supervision question
- Continuing in the round robin format
- Each member will give feedback preceded by, "If this was my client, I would..."

- The presenter will write down the response as each group member presents feedback
- There will be “going around the group as many times as necessary.
- Once the group has finished providing feedback, there will be a five to ten minutes break

During the “contemplation phase”

- The presenter will sit quietly and review each of the statements made and consider how the feedback maybe incorporated into the case.
- After the break, the group will resume with a restatement of the supervision question
 - Followed by the presenter’s ideas about how the suggestions maybe helpful
 - What seems appropriate to try with the client and any new insight or awareness gained from the process.
- Finally the group continues in an open discussion format, allowing members to discuss and process reactions, insights or to gather relevant concerns

Example:

- Tim is a 40 year African American male who is being seen for depression and difficulty coping with a marital separation.
- He has been married for nine years and has three children
- I have seen him three times in individual therapy and he continues to intellectualize problems around his separation.
- He says that he is hurt and angry but seems pretty detached from these feelings.
- I gave him journal assignment when we first met and he seemed eager to engage in “the solution”
- During the second Session, he was more talkative.
- My question to the group is “should I use a cognitive behavioral approach, i.e. assignments, journaling, etc.

STATEMENT OF CONFIDENTIALITY

I __, agree not to divulge any information regarding material, cases, Names, concerns, etc., to any party outside of group supervision. Failure to abide by this agreement will constitute a violation of confidentiality and will be representative of unprofessional and unethical conduct.

Signature _____ Date _____

I _____, absolve Bethune Cookman University of any liability in the performance of my Counseling Practicum and/or Internship activities.

Signature _____ Date _____

MEMORANDUM OF AGREEMENT

PRACTICUM/INTERNSHIP

STUDENT INFORMATION:

Name _____ Date _____

Home Address _____

Home Phone _____ Office Phone _____

Term of Practicum/Internship Placement _____

Practicum/Internship Site _____

Address _____

SITE SUPERVISOR INFORMATION:

Name _____

Phone Number _____

Email Address _____

Years of Supervisory Experience _____

License _____

Degree _____

SITE SUPERVISOR CRITERIA

I. A minimum of a master's degree in counseling or a closely related profession with equivalent qualifications, including appropriate certifications and/or licenses;

2. A minimum of two (3) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

4. This agreement is made on _____ (Date) by and between _____ (Supervisor's Name) and Bethune Cookman University. The agreement will be effective for a period

from _____ to _____ for _____ (Student's Name).

Purpose:

The purpose of this agreement is to provide a qualified graduate student with a particular internship experience in the field of counseling.

Memorandum of agreement

Practicum Internship

BETHUNE COOKMAN UNIVERSITY AGREES:

1. To assign a university faculty liaison to facilitate communication between the university and the placement site;
2. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. To be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site, or university occur; and,
4. To be responsible for the assignment of a fieldwork grade.
5. To provide orientation, assistance, consultation, and professional development opportunities by the counseling program faculty to the site supervisors.
6. To provide site supervisors with information on the program's expectations, requirements, and evaluation procedures for students.

THE PRACTICUM / INTERNSHIP SITE AGREES:

1. To assign a practicum/internship supervisor who has appropriate counseling credentials, including a minimum of a master's degree in counseling or a related profession, two years post master's professional experience in the clinical instruction program area, and appropriate license or certification, a commitment to preparing professional counselors and promoting the development of the student's professional counselor identity.;
2. To provide a clinical setting conducive to modeling, demonstration, and training, including settings for individual counseling and small-group work. The site will have necessary and appropriate technologies that assist learning, such as audio, video, and telecommunication equipment. The site will provide the opportunity for students to develop program-appropriate

audio or videotapes of client counseling for use in supervision.

3. To provide the opportunity for students to engage in a variety of counseling activities under supervision and for evaluating the student's performance
(see Suggested Practicing/Internship activities);
4. To provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service, including record keeping, supervision, information and referral, in services and staff meetings.
5. To provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.
6. To provide a copy of the site supervisor's appropriate license or certification;
7. To provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities;
8. To provide 1 hour weekly of supervisory contact which involves some examination of the student's work using observation and/or live supervision; and
9. To provide written evaluation of student based on criteria established by the university.

Within the above specified time frame

(Site Supervisor) will be the primary practicum/internship site supervisor. The training activities will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

_____ (University Supervisor) will be the faculty liaison with whom the student and practicum/internship site supervisor will communicate regarding progress, problems, and performance evaluations. In witness whereof, the parties hereto have caused this memorandum of agreement to be signed the day and year first written above.

(Continued on next page)

MEMORANDUM OF AGREEMENT

PRACTICUM/INTERNSHIP (CONTINUED)

STUDENT PRACTICUM / INTERNSHIP AGREEMENT

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum/internship supervisor.

1. I hereby attest that I have read and understood the American Counseling Association and the American Mental Health Counseling Association ethical standards and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum, a failing grade, and documentation of such behavior will become part of my permanent record.
2. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
3. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
4. I understand that in order to earn a passing grade in practicum/internship, I must demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.
5. I agree not to divulge any information regarding material, cases, names, concerns, etc., to any party outside this class meeting. Failure to do so will constitute violation of confidentiality and be representative of unprofessional conduct.
6. I absolve Bethune Cookman University of any liability in the performance of my counseling practicum/internship activities for the term/year.
7. I agree to obtain and provide verification of my professional liability insurance to the university supervisor prior to the first night of class and to the Site/Agency supervisor.

Signature _____

MEMORANDUM OF AGREEMENT
PRACTICUM/ INTERNSHIP

I understand that if accepted to perform clinical experiences associated with my graduate degree program through the Department of Psychology at Bethune Cookman University, I agree to perform all clinical experiences indicated below with the:

STUDENT: _____

AGENCY _____

(Address)

SITE ADMINISTRATOR: _____

(Address)

SITE SUPERVISOR: _____

(Address)

(License Number)

(Years in the field)

(Degree area)

(Student signature)

(Date)

(University Supervisor Signature)

(Date)

(Site Supervisor signature)

(Date)

Person Providing Approval for Field Placement

Name : _____
Title: _____
Address: _____
Phone Number: _____
Certificate number: _____
Discipline: _____
License Number: _____
Years' experience as a supervisor: _____

Other Supervisors (as necessary)

Name: _____
Title: _____
Address: _____
Phone Number: _____
Certificate number: _____
Discipline: _____
License Number: (if applicable) Discipline: _____
Years' experience as a supervisor _____

Other Supervisors (as necessary)

Name: _____
Title: _____
Address: _____
Phone Number: _____
Certificate number: _____
Discipline: _____
Years' experience as a supervisor _____
License Number: (if applicable): _____

ACTIVITIES JOURNAL

Due Weekly

Student Name:					
TOTAL DIRECT AND INDIRECT CONTACT HOURS					
WEEK OF:	INDIVIDUAL	GROUP	INDIRECT	SUPERVISION	TOTAL
Total Hours Completed=					

Supervisor's Name (please print)

Student Signature

Supervisor Signature

Date

Date

SITE SUPERVISOR'S EVALUATION OF
PRACTICUM/INTERNSHIP STUDENTS PERFORMANCE

Student Name: _____

Bethune Cookman University: _____

Period covered by the Evaluation: _____

SUGGESTED USE:

This form is to be used upon completion of the counseling practicum/internship and should also be used as a midterm progress evaluation.

NOTE — Please read carefully before completing the evaluation.

Guide to Evaluation System: These ratings are used to capture a trainee's development of independence in counseling practice across time. This system differs from traditional focus on rating quality of a trainee's work. All counseling work must be completed acceptably. What varies in each situation is the relative amount of work contributed by the trainee and the supervisor to produce an acceptable outcome.

Expectations: Will vary due to individual differences in trainee background and due to the wide range of counseling activities. In general, a practicum trainee would probably enter at Level 1 and exit practicum at Level 2. An Intern 1 might enter each new placement, or each new activity at Level 1 or 2, then exit that internship performing at Level 3. Similarly as with Intern 2 and Intern 3. These will vary depending on the specific activities and skills.

Rating Level of supervisory input required to complete clinical activity to supervisor's satisfaction.

4	Minimal to None: Trainee performs activities independently, using supervisor as a Focus of supervision: review and acknowledgement of acceptable work.
3	Moderate to Minimal: Supervision takes place primarily after clinical activity. Trainee out activities independently. Focus of supervision: trainee clarifies and justifies decisions made and actions taken. Most of information flow is from trainee to supervisor.
2	Basic/Close to Moderate: Supervision takes place before and after clinical activity. Trainee clinical activities independently.

Focus of supervision: guiding, planning, & advising trainee's course of action, then scrutinizing it afterward. Approximately equal exchange of information.
I Basic or Close: Supervision takes place before, during and after clinical activities.
Focus of supervision: direct instruction, teaching, prompting, structuring tasks. Most information flow is from supervisor to trainee.
U Unsatisfactory: Activities not completed, or supervisor must complete. Consider need for
O No opportunity to observe, or not applicable

GENERAL SUPERVISION COMMENTS

1	Demonstrates a personal commitment in developing professional competencies	O U 1 2 3 4
2	Invests time and energy in becoming a counselor	O U 1 2 3 4
3	Accepts and uses constructive criticism to enhance self-development and counseling skills	O U 1 2 3 4
4	Engages in open, comfortable, and clear communication with peers and supervisors	O U 1 2 3 4
5	Recognizes own competencies and skills and shares these with peers and supervisors	O U 1 2 3 4
6	Recognizes own deficiencies and actively works to overcome them with peers and supervisors	O U 1 2 3 4
7	Completes case reports and records punctually and conscientiously	O U 1 2 3 4
8	Researches the referral prior to the first interview	O U 1 2 3 4
9	Keeps appointments on time	O U 1 2 3 4
10	Begins the interview smoothly	O U 1 2 3 4
11	Explains the nature and objectives of counseling when appropriate	O U 1 2 3 4
12	Is relaxed and comfortable in the interview	O U 1 2 3 4
13	Communicates interest in and acceptance of the client	O U 1 2 3 4
14	Facilitates client expression of concerns and feelings	O U 1 2 3 4
15	Focuses on the content of the client's	O U 1 2 3 4
16	Recognizes and rests manipulation by the client	O U 1 2 3 4
17	Recognizes and deals with positive affect of the client	O U 1 2 3 4
18	Recognizes and deals with negative affect of the client	O U 1 2 3 4
19	Is spontaneous in the interview	O U 1 2 3 4
20	Uses silence effectively in the interview	O U 1 2 3 4
21	Is aware of own feelings in the counseling session	O U 1 2 3 4
22	Communicates own feelings to the client when appropriate	O U 1 2 3 4
23	Recognizes and skillfully interprets the client's covert messages	O U 1 2 3 4
24	Facilitates realistic goal-setting with the client	O U 1 2 3 4
25	Encourages appropriate action-step planning with the client	O U 1 2 3 4
26	Evidences judgment in the timing and use of different techniques	O U 1 2 3 4
27	Initiates periodic evaluation of goals, action steps, and process during counseling	O U 1 2 3 4
28	Explains, administers, and interprets tests correctly	O U 1 2 3 4

29	Terminates the interview smoothly	O U 1 2 3 4
30	Focuses on specific behaviors and their consequences, implications, and contingencies	O U 1 2 3 4
31	Recognizes and pursues discrepancies and meaning of inconsistent information	O U 1 2 3 4
32	Uses relevant case data in planning both immediate and long-range	O U 1 2 3 4
33	Uses relevant case data in considering various strategies and their implications	O U 1 2 3 4
34	Bases decisions on theoretically sound and consistent rationale of human behavior	O U 1 2 3 4
35	Is perceptive in evaluating the effect of own counseling techniques	O U 1 2 3 4
36	Demonstrates ethical behavior in the counseling sessions and case management	O U 1 2 3 4
OVERALL EVALUATION OF STUDENT'S PERFORMANCE		O 1 2 3 4

Supervisor's Name (Please Print)

Supervisor's Signature

Student's signature

Date

Date

STUDENTS EVALUATION OF SITE SUPERVISION

SUGGESTED USE: This form is to be used upon completion of the counseling practicum/internship.

Supervisors Name:

Agency:

Location:

Bethune Cookman University: Term:

DIRECTIONS: Please circle a number which best evaluates the supervisor for the above specified time period. (1= Poor; 2= Below Average; 3= Average; 4= Mastery; 5= Exceptional; N/A= not able to observe)

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Helps student identify strengths and challenges in knowledge in the eight core counseling areas. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Models and helps student identify, evaluate, and gain mastery of basic counseling skills. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Models and requires student to adhere to ethical and legal standards. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Assists student in understanding the public mental health policy, financing, and regulation at the site to improve service delivery. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Assists student in identifying multicultural competencies and applying to case conceptualization, diagnosis, treatment, referral, and prevention in counseling. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Helps student identify, apply, and master the principles and practices of assessment and diagnosis. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Helps student conceptualize an accurate multi-axial diagnosis through discussion of differential diagnosis. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Helps student differentiate between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma events. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Helps student identify, apply, and master the principles and practices of treatment planning. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. Helps student identify, apply, and master the principles and practices of evidence-based treatment interventions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Helps student identify and apply prevention, education, and | | | | | | |

advocacy to promote optimal human development, wellness, and mental health.	1	2	3	4	5	N/A
12. Works with student to understand community resources and provide clients with knowledge, access, and referrals to resources.	1	2	3	4	5	N/A
13. Models and helps student to apply culturally responsive couple, family, group and other systems modalities.	1	2	3	4	5	N/A
14. Provides clear procedures and supervision for assessment and intervention for suicide, homicide, aggression, and crisis intervention.	1	2	3	4	5	N/A
15. Provides procedures and supervision for record keeping in compliance with federal, state and ethical standards.	1	2	3	4	5	N/A
16. Helps student identify, provide, and master appropriate counseling assessment and interventions for clients with addiction and co-occurring disorders.	1	2	3	4	5	N/A
17. Helps student identify limitations as a counselor and when to refer clients.	1	2	3	4	5	N/A
18. Encourages student to use relevant research to inform counseling practice.	1	2	3	4	5	N/A
19. Provides or assists student to develop data analysis and measurable outcomes to increase the effectiveness of the counseling program and interventions.	1	2	3	4	5	N/A

Overall Student's Evaluation of Site Supervision

1	2	3	4	5	N/A
---	---	---	---	---	-----

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

Supervisor Name (Please Print)

Student Signature

Supervisor Signature

Date

Date

____ Group Counseling

____ Psycho-educational activities

____ Consultation

____ Career Counseling

10. ____ Overall rating of the site: _____

COMMENTS :

Signature: _____

Date: _____

INDIVIDUAL SUPERVISION SUMMARIES

Evaluation Period Beginning and End Dates: _____

Check Course #: ___PSY 640 _____PSY650 _____ PSY 660

.....
.....

For each week give a brief overview (summary) of your session with your site supervisor.

Week of: _____

Summary: _____

Week Of: _____

Summary: _____

Week Of: _____

Summary:

Week Of: _____

Summary:

Week Of: _____

Summary:

Student Handbook Receipt

I am a graduate student in the Bethune Cookman University Counseling Program and I have read the Counseling Graduate Program Student Handbook.

Student Name: _____ Signature: _____

Date: _____

Bethune Cookman University.