Student Handbook
Counseling Degree Programs
Department of Counseling, Leadership and Special Education
College of Education
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COUNSELING PROGRAMS

OVERVIEW OF THE PROGRAMS

The Missouri State University Counseling Programs’ Student Handbook has been developed to assist you in successfully completing your course work and program requirements, and more importantly, achieving the self-development and competence to practice effectively as a counselor. It is not intended to replace or supplant any policies or information in the university’s Graduate Catalog. This handbook does, however, contain expanded descriptions of various departmental policies, procedures and requirements, as well as student rights and responsibilities, and faculty responsibilities. Appendices provide samples of many of the forms needed for various aspects of the program, and professional ethical standards. This Handbook is being created as an electronic document, and will be available at our department home webpage: http://education.missouristate.edu/counseling/

Program Options

At Missouri State University we offer the Master of Science in Counseling degree with three program options for those seeking graduate degrees in the field of counseling: Elementary School Counseling (EL), Secondary School Counseling (SE), and Mental Health Counseling (MH). In addition, a Specialist degree in Counseling and Assessment which prepares students for Missouri Department of Elementary and Secondary Education (DESE) certification as a School Psychological Examiner credential is also offered. Further, many students return for individually tailored programs to seek additional certifications or licenses. Detailed descriptions of each of these program options can be found in the Graduate Catalog, http://graduate.missouristate.edu/OnlineCatalog/97%20to%20130_COED.pdf

For those seeking a degree in Mental Health Counseling, while no specific undergraduate prerequisites are required, degrees in psychology, social work, sociology, criminal justice, or a related field are most appropriate as preparation for our program.

For those seeking a degree and then certification in School Counseling, DESE requires either an undergraduate degree in Education, or completion of a 9-12 credit teaching curriculum in addition to the Masters degree in School Counseling.

Counseling Program Mission and Philosophy

Mission: The mission of the Counseling Programs is to provide high quality curricular and clinical experiences for graduate students in the counseling profession, leading to eligibility for certification and licensure as professional counselors. We develop competent and ethical counseling practitioners who have a deep level of self-understanding, to work effectively with diverse clients in a variety of settings to facilitate the dignity, well-being and potential of all people. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation.

Philosophy: We believe becoming a counselor is a life changing process and is best accomplished through increasing self-awareness, other awareness and a capability to enter into a healing process with others. We believe the work of this process is accomplished through, or developed in a challenging, yet supportive learning environment within which we expect students to take risks and become critical consumers of research and professional knowledge. We believe learners have a responsibility for their own learning process including self-assessment.
Our program emphasizes the total development of the individual, including the academic, but also the personal and interpersonal processes and professional dispositions inherent in becoming an effective, reflective counseling practitioner. We have a strong commitment to the sometimes difficult and uncomfortable process of personal growth, which we also believe to be essential to effectiveness in the program and the profession. We believe that people, whether clients or counselors, function more effectively when they are aware of and clear about all of themselves as human beings. We believe counselors’ effectiveness with clients is very much related to their own self-awareness and understanding, and continued growth. Students should not expect to complete the program successfully without changing who and how they are along the way; otherwise there would be no need for a program!

Inherent in our program, therefore, is our assumption that our students will display an attitude of openness to those different from themselves, and an active willingness to learn about themselves and others, and thereby change and grow. Students are expected to explore their own values, attitudes, and beliefs - and how these enhance or hinder their potential as ethical and effective helping professionals. For example, we ask that students reflect upon their own cultural (e.g., ethnic, religious, economic) heritage, and the experiences, values, beliefs and views of the world that come with that heritage, because often our experiences and views of the world are quite different from those of the clients we serve. We will likely challenge you and the ways you know the world and ask you to look beyond them to unfamiliar and perhaps uncomfortable places, both within themselves and with others. You will be asked to evaluate your thoughts, beliefs, values, feelings, and convictions as non-defensively as possible. Thus, you may find that your most closely held values are actively challenged. Our purpose is not to “convert” anyone to anything, per se. It is to (a) have you be a more conscious, thoughtful, engaged person in your own personal and professional development, and (b) expand your view to allow you to appreciate and respect the diversity that exists in our world and how this respect relates to your professional activities.

We believe that if counselors cannot be open to, respect and appreciate significant differences between themselves and their clients, then they will be less effective helping them. Since the vehicle through which we have impact on each other is through RELATIONSHIP, and since our beliefs, values, and feelings actively impact our ability to relate with others, we believe we are ethically obligated to explore these with you. As with many types of exploration, it may entail “pushing the envelope” in your initial interview and in your classes through both the content and process of education. We hope, therefore, that you will do everything you can to become open to all the ways there are of being human in this world, and not hold anyone’s differing values, beliefs or experiences as being of less value and worth than anyone else’s, especially your own. As an aid in this process, we often suggest that students engage in their own personal counseling while going through the program. Current resources for doing so are listed on the program website.

Accordingly, in addition to your academic background and potential, we will be evaluating your fit to our program on several dispositional dimensions, which will include the following:

- Openness to and acceptance of different others
- Non-judgmental attitudes and values
- Comfort with ambiguity
- Emotional maturity
- Interpersonal connection skills
- Ability to hear and use feedback;
- Openness to change
- Self-awareness; Empathy
- Overall potential to become an effective counselor
**Program Objectives**

As a result of successfully completing the graduate program in Counseling, students can expect to acquire knowledge, expertise, and skills in current theory and practice of the school and community counseling professions, within an overall conceptual framework of the reflective practitioner. Twelve general learning outcomes, aligned with CACREP 2009 standards (in shaded area below), have been developed to assist students in gaining an overview of what they can expect to learn during their program. These broad objectives are meant to capture the essence of content and professional development, the details of which are outlined in program syllabi, with specific outcomes and assessment artifacts.

| 1. Professional Orientation and Identity | Demonstrate an understanding of the history, philosophy, roles and responsibilities of the counseling profession; develop an identity as a professional counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. |
| 2. Social and Cultural Diversity | Develop an awareness of, and an appreciation for, cultural self-awareness, identity development, pluralistic trends, social and cultural influences on human behavior, and the counselor’s role in reducing the impact of |
| 3. Human Growth and Development | Develop an understanding of developmental aspects persons in a multicultural society and the impact of addictions, developmental or environmental crises, and exceptionalities and how to facilitate optimal development across the life span. |
| 4. Career Development | Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle in a multicultural society; including planning and evaluation applications within counseling. |
| 5. Helping Relationships | Demonstrate effective individual and group counseling skills in a multicultural society, with demonstrated abilities to facilitate client growth and to conceptualize and evaluate progress toward treatment goals. |
| 6. Group Work | Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. |
| 7. Assessment | Gain historical knowledge of assessment and develop skills in assessment techniques with the ability to apply basic concepts to individual and group appraisal, with regard to ethical and multicultural considerations of selection, administration and evaluation. |
| 8. Research and Program Evaluation | Develop an understanding of research methods, statistical analysis, needs assessment and program evaluation, with the ability to read, critique, evaluate, and contribute to professional research literature. |
| 9. Counseling Theory | Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual |
| 10. Specialization | Demonstrate sufficient knowledge and skills associated with the student’s chosen specialty (i.e., mental health or school counseling) in the areas of service, prevention, treatment, referral, and program management. |
| 11. Experiential Learning | Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing |
| 12. Personal Growth and Understanding | Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor |
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Criteria for Full Admission into the Counseling Program
Admission to the Counseling program is selective. Minimum admission requirements include the following:
1. Completed Bachelor's degree from an accredited institution
2. Undergraduate GPA of 2.75 or higher, or 3.00 for the last 60 hours of the undergraduate program
3. Application materials must include the following:
   • Completed Missouri State University Graduate Application
   • Completed Counseling Admission Application
   • Official MAT or GRE test score reports
   • Three letters of reference

Applications will be reviewed by a committee of faculty, after which a subgroup of applicants will be invited for an interview on campus (telephone interviews are possible for those who cannot travel to campus), after which applicants will be selected for admission. Applicants will be ranked within their specified option area. There are two admission reviews annually, one in the spring for admission in the summer or fall semesters; one in the fall for admission in the spring semester. Completed applications, including test scores, must be received no later than 5:00 pm on the 1st day of either October (for spring admission) or February (for Summer/Fall admission). Approximately 30-40 new students will be selected for admission each semester, distributed among the three option areas.

Statement of Professionalism
The Counseling Programs at Missouri State University, along with our faculty, support the highest level of professionalism as set forth by best practices in the field as well as the ethical standards of such organizations as the American Counseling Association (ACA) found in Appendix A, the National Board for Certified Counselors (NBCC), and Missouri State University’s Committee for Research Involving Human Subjects (see Appendix C). You will be expected to have a working knowledge of and abide by the American Counseling Association's code of ethics and strive to serve clients as a multi-culturally competent student counselor throughout their program of study. This includes practicum and clinical work, with the understanding that students will not follow any other code of ethics that is in conflict with these standards. Should any specific concerns with regard to appropriate behavior under specific circumstances arise, students are to immediately contact their university supervisor. Any violation of ethical standards may result in termination from the Counseling Program. Beyond written standards set forth by related professional organizations, professionalism requires a high standard for interpersonal interaction which includes respect for others, the valuing of diversity and multiple points of view, and responsibility for one’s words and actions. As a prospective counselor, we expect you to engage in behavior that reflects high levels of professionalism and integrity. We expect you to be stable and psychologically well-adjusted, to possess effective interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. If these attributes are lacking, we expect you to be open to learning more about yourself and working to develop them along with the counseling skills taught in our courses.
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DEGREE REQUIREMENTS

All students are required to complete a 27 hour professional counseling core. Students in each option will complete additional requirements as specified below and may complete additional courses as electives. Students interested in K-12 School Counseling certification should complete the Elementary School Counseling option requirements, and three electives (COU 733, COU 751 and COU 781), which may be completed during or after the masters degree program itself. School Counseling option students who also wish to be eligible for national NBCC counselor certification and Missouri LPC licensure should add COU 785 Internship (3) as an elective to their programs. Total required hours for each option area are:

Elementary School Counseling 48 hrs
Secondary School Counseling 48 hrs
Mental Health Counseling 54 hrs

Counseling Core

- COU 701 Tests & Measures 3 hrs
- COU 705 Orientation to Personal/Professional Development 3 hrs
- COU 707 Human Development & Personality 3 hrs
- COU 710 The Helping Relationship 2 hrs
- COU 711 The Helping Relationship Lab 1 hr
- COU 714 Diversity & Multicultural Issues in Counseling 3 hrs
- COU 752 Career Development 3 hrs
- COU 756 Group Counseling (or COU 757 for Elementary Track) 3 hrs
- COU 794 Introduction to Research in Counseling 3 hrs
- COU 765 Research Seminar in Counseling 3 hrs

Total 27 hrs

Elementary School Counseling Option

Core Credit Hours 27 hrs

- COU 702 School Counseling Foundations/Ethics 3 hrs
- COU 708 Child Counseling Theories & Techniques 3 hrs
- COU 733 Couple and Family Counseling 3 hrs
- COU 753 Analysis of Childhood Learning and Adjustment 3 hrs
- COU 782 Elementary School Counseling Practicum 3 hrs
- COU 783 Elementary School Counseling Internship 6 hrs

Total 48 hrs

Secondary School Counseling Option

Core Credit Hours 27 hrs

- COU 702 School Counseling Foundations/Ethics 3 hrs
- COU 724 Appraisal and Clinical Interviewing 3 hrs
- COU 733 Couple and Family Counseling 3 hrs
- COU 751 Theories & Techniques of Counseling 3 hrs
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COU 780 Secondary School Counseling Practicum 3 hrs
COU 781 Secondary School Counseling Internship 6 hrs
Total 48 hrs

Mental Health Counseling Option
Core Credit Hours 27 hrs
COU 703 Mental Health Counseling Foundations and Ethics 3 hrs
COU 724 Appraisal and Clinical Interviewing 3 hrs
COU 733 Couple and Family Counseling 3 hrs
COU 751 Theories & Techniques of Counseling 3 hrs
COU 784 Mental Health Counseling Practicum 3 hrs
COU 785 Mental Health Counseling Internship 6 hrs
Electives 6 hrs
Total 54 hrs

For students interested in school counselor certification who do not have a teaching degree and certificate, additional course work in teaching will be required in the following areas: Psychology of the Exceptional Child, Teaching Methods/Practices and Classroom Management. These courses are not part of the degree program, but are required for certification in Missouri.

COUNSELING COURSES

COU 700 Problems in Counseling
Individual investigation into a problem or problems of concern to the student and deemed of significance by the instructor. Written report required. May be repeated to 9 credit hours.

COU 701 Tests and Measurements for Counselors
A comprehensive study of instruments for measuring psychological traits, including group devices suitable for use in elementary and secondary schools, as well as individual instruments for use in both school and community agency settings. Basic statistical concepts and common terminology related to measurement are taught as a functional part of the course.

COU 702 School Counseling Foundations and Ethics
Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

COU 703 Mental Health Counseling Foundations and Ethics
An introduction and overview of the history, philosophy, and function of the counselor in mental health and other community agency settings. Includes an examination of service population characteristics and treatment needs, intervention modalities and approaches, professional identity, and related topics. Includes a significant focus on ethical standards and issues.

COU 705 Orientation to Personal and Professional Development
This course is an experience in personal and group encountering and sensitivity. Its purpose is to assist students in discovering a more complete awareness, understanding, and acceptance of themselves and others as human beings. Primary emphasis will be upon students exploring self, values, needs, and personal characteristics. Graded Pass/Not Pass only.

COU 707 Human Development and Personality
Study of child, adolescent and adult psychological development theories, normal adjustment processes, personality structure, and abnormal behavior.

COU 708 Child Counseling Theories and Techniques
Prerequisite: admission to the Counseling program; and COU 702 or COU 703; and COU 705 and COU 710 and
COU 711. A consideration of major theories of counseling as they are related to counseling with elementary school-aged children. Emphasis is placed upon the counseling process as it affects the educational, personal, and social adjustment of children.

COU 710 The Helping Relationship
Prerequisite: admission to Counseling program; and concurrent enrollment in COU 711. Two training components are integrated to provide an intensive pre-practicum experience. The didactic component introduces basic skills of effective interpersonal communication and counseling. Participation in co-requisite laboratory (COU 711) provides supervised practice in the practical application of those skills in simulated counseling interviews.

COU 711 The Helping Relationship Lab
Prerequisite: admission to Counseling program. First enrollment must be concurrent with COU 710. Designed to accompany COU 710, this lab provides an opportunity for graduate students in counseling to practice basic counseling skills in role-played sessions with live observation, video-taped review and supervisory feedback. Repeatable to 3 credit hours. Graded Pass/Not Pass only.

COU 714 Diversity and Multicultural Issues in Counseling
Prerequisite: admission to Counseling program. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student’s, will be examined as they pertain to the counseling process.

COU 724 Appraisal and Clinical Interviewing
Prerequisite: admission to Counseling program; and COU 710 and COU 711. Study of and practice in conducting clinical interviews, appraising and assessing level of functioning and mental status, and developing diagnoses of psychoemotional disorders. Includes assessment of learning and functioning of children. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student’s, will be examined as they pertain to the counseling process.

COU 733 Couple and Family Counseling
Prerequisite: admission to Counseling program; and COU 710 and COU 711. An introduction to the major theories of couple and family counseling and their associated interventions. An integrated combination of lecture, discussion, demonstration and role-played lab sessions will be used.

COU 751 Theories and Techniques of Counseling
Prerequisite: admission to Counseling program; and COU 705; and either COU 702 or COU 703. Examination of various theoretical approaches to counseling; significance of theories in counseling practice. Overview of interventions and techniques associated with each theory. Students make an intensive investigation of a problem to be selected in counseling theory and methods. Report of the investigation required.

COU 752 Career Development
Prerequisite: admission to Counseling program. A consideration of the various theories of career development and their implications in counseling for vocational career development and their implications in counseling for vocational adjustment. A study of the work ethic, the labor force, and the concept of career education. Designed to give students competence in collecting and using occupational and educational information in counseling related to career development and in developing career education programs. Supplemental course fee.

COU 753 Analysis of Childhood Learning and Adjustment
Prerequisite: admission to Counseling program and COU 701. Acquaints student with various assessment and diagnostic procedures in evaluation of learning and adjustment problems.

COU 756 Group Counseling
Prerequisite: admission to Counseling program. Acquaints counselors with group counseling theories and techniques. Includes an experiential group component.

COU 757 Elementary Group Counseling Through Play
Prerequisite: admission to Counseling program or permission of instructor; and COU 705 and COU 708 and COU 710 and COU 711 and COU 782. Introduction to group therapy methods and techniques appropriate to an elementary school setting. Emphasis is placed upon foundational group therapy skills in general, and on play
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therapy modalities in particular, that are appropriate for elementary-age children. Groups in an elementary setting, utilizing Missouri Comprehensive Guidance and play therapy and applications to diverse populations, will be emphasized.

COU 765 Research Seminar in Counseling
Prerequisite: admission to Counseling program and SFR 780. The study, analysis, and discussion of special topics culminating in a substantial written report. Preparation of a Professional Portfolio. Graded Pass/Not Pass only.

COU 766 Psychopharmacology for Counselors
Prerequisite: admission to the program or permission of instructor. This is a seminar course designed to teach current and future counselors the fundamentals of psychopharmacological agents used in mental health. Students will learn the fundamentals of neuroanatomy and neurophysiology, and relevant aspects of neurochemistry. Once this foundation is formed, students will learn about the types of psychotropic medications commonly used for major mental health conditions, the nature of their actions, indications and contra-indications for use, common dosing guidelines, and side-effects and other related risks. 3(0

COU 780 Secondary School Counseling Practicum
Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with secondary school aged students and their families; observation, discussion, and evaluation of the counseling process. Graded Pass/Not Pass only.

COU 781 Secondary School Counseling Internship
Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experience in secondary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee.

COU 782 Elementary School Counseling Practicum
Prerequisite: admission to Counseling program; and COU 708 and COU 710 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with elementary school-aged children and their parents; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

COU 783 Elementary School Counseling Internship
Prerequisite: admission to Counseling program; and COU 782; and department permission. Supervised experience in elementary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee.

COU 784 Mental Health Counseling Practicum
Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling experience of clients from the community; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

COU 785 Mental Health Counseling Internship
Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experiences (individual, family, group) in counseling at an approved mental health site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small group supervision from the department. May be repeated to 9 credit hours. Graded Pass/Not Pass only. Supplemental course fee.

COU 786 School Psychological Examiner Practicum
Prerequisite: COU 701 and COU 753 and PSY 720. Supervised practicum in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and diagnostic interviewing techniques in an educational or clinical settings. Graded Pass/Not Pass only.

COU 788 Introduction to Supervision, Consultation and Leadership
Prerequisites: COU 710 and COU 711; and COU 780 or COU 782 or COU 784; and admission to Counseling Ed.S. program or departmental permission. This course is designed to address fundamental theoretical and applied aspects of clinical supervision, consultation, and leadership. Supervision addresses the theory and practice of
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clinical supervision in counseling and psychotherapy and provides a supervised, practical experience of doing counseling supervision in an applied setting. Consultation focuses on providing consultation services in schools and other systems. Since counselors and psychotherapists are often called upon within schools and agencies to provide leadership, the leadership component of this course surveys the literature on leadership styles, roles, and emerging trends.

COU 790 Counseling Workshop
Improves skills and knowledge of counselors in specific areas. Each workshop considers a single topic in depth. 30 hours of participation equal one semester hour.

COU 794 Introduction to Research in Counseling
Prerequisite: admission to Counseling program. Introduction to research methods in counseling, including quantitative and qualitative methods, action research, and program evaluation approaches, particularly in service-delivery settings. An emphasis is placed on developing an understanding of foundational research methods that will allow students to be effective critical consumers of research in counseling and prepare them to design and implement sound program evaluations.

COU 795 Topics in Counseling
Individual or group class designated to address specialized topics of interest to graduate students in counseling. May be repeated to 9 credit hours.

COU 799 Thesis
Independent research and study connected with preparation of thesis

GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

Graduate Assistantships are available at Missouri State University for qualified students interested in pursuing graduate course work in all areas in which degrees are offered, including Counseling. Areas of emphasis concerning the assistantships include teaching, research, and administration. The assistantship itself consists of a stipend plus a waiver of certain fees. Graduate Assistants work 20 hours per week and must take a minimum of 6 graduate credit hours.

The Counseling Programs typically have two Graduate Assistantship positions annually. To be eligible for these, students must be admitted to the program. It is required that they also have completed, with a grade of B or better, COU 710/711: Helping Relationship/Lab. Successful applicants should show strong clinical and feedback skills, and have a variety of other skills in research, editing and word processing, and professionalism.

For information concerning other currently available Graduate Assistantships across campus, contact the Graduate College office. Interested students should apply to the Graduate College.

The Counseling Programs have one regular scholarship, the Inmon Scholarship. This scholarship provides funding, generally for two years, for tuition and books for one Counseling major at a time. You may apply for this through the Missouri State University office of Financial Aid.
How do I get an advisor?
Upon admission to the Counseling Programs, you will be assigned an academic advisor. Your advisor will act as your primary source of contact and communication with the department. Therefore, the department encourages the formation of effective professional relationships between students and their advisors. Given the number of students in the department, a major portion of the responsibility for the development of such a relationship falls to you, the individual student. The department urges you to show initiative in getting to know your advisor and suggests that you meet with him or her at least one time per semester. Should you desire to change advisors, please contact the Department Head.

What is the role of my advisor?
A distinction must be made between advisement and counseling. Advisement focuses on student professional goals and growth whereas counseling looks beyond professional development to assist people with personal concerns and psychological adjustment. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from participating in dual relationships. Given the evaluative role of faculty with regard to students enrolled in the Counseling Program, advisors are asked to refrain from providing students with counseling services. Should you feel the need to seek personal counseling, you may obtain services from a variety of resources in the community or from the Counseling and Testing Center on campus.

Advisors are responsible for the following on your behalf:
  a. Reviewing and approving “Advisor Approved Program of Study” form.
  b. Reviewing and approving transfer coursework
  c. Releasing advisees to register each semester
  d. Contacting advisees when faculty have questions or concern about progress in the program

Advisor Approved Program of Study
At Missouri State University, graduate students are required to file an Advisor Approved Program of Study with the Graduate College before completion of 18 hours of study. When approved, this contract specifies the exact course requirements to be completed to be eligible to graduate with the degree. Since our program requirements are completely specified for each option area, pre-completed Advisor Approved Program of Study Forms are already available for your use. They may be downloaded at [http://education.missouristate.edu/counseling/CounselingRes.htm](http://education.missouristate.edu/counseling/CounselingRes.htm). The forms are Word documents that you may save to your own computer, complete and then print out for submission to your advisor, after which they will be forwarded to the Graduate College. If you are either transferring in graduate coursework completed elsewhere, or making a substitution on your plan of study (both of which require advisor approval), these will have to be reflected on the Advisor Approved Program of Study Form. See Appendix C for samples of forms with transfer and substitution courses.

Any changes to the initial study plan due to changes in degree program sought, course conflicts, life events, or other occurrences that affect your degree completion should be discussed with the your advisor, who will then
COUNSELING PROGRAMS

approve the changes on a Request for Change of Advisor Approved Program of Study (See Appendix C). Any complications caused as a result of the straying from the course sequence outlined in your initial study plan will be your responsibility.

Additional Fees and Course Requirements

Some courses require special permission procedures. Applications must be completed and submitted to the department prior to the semester of desired enrollment in the following courses:

- COU 780: Secondary Practicum
- COU 782: Elementary Practicum
- COU 784: Mental Health Practicum
- COU 785: Internship
- COU 781: Secondary Internship
- COU 783: Elementary Internship

Given that there is limited enrollment in each of the above courses and that the department must plan ahead to meet student needs, you must submit an Application for Practicum no later than the ninth week of the semester PRIOR to the semester in which you wish to take the practicum course.

Associated Costs with Counseling Programs

Students may expect additional costs during the training sequence. In addition to Liability Insurance, and professional membership fees detailed below, all students are required to obtain personal supplies (e.g. head phones. A full list will be given at that time.) during their practicum semester. Other courses (such as Expressive Arts Therapy, when offered) also have additional costs.

In addition to material costs for certain courses in the counseling curriculum other costs exist as students approach the practicum/internship level of their course curriculum.

<table>
<thead>
<tr>
<th>Other Costs</th>
<th>Fee*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Fee (charged with tuition)</td>
<td>$ 100</td>
</tr>
<tr>
<td>Organizational Memberships</td>
<td>$ 60 - $90</td>
</tr>
<tr>
<td>(ACA, ASCA** required in COU 702/703)</td>
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</tr>
<tr>
<td>Professional Liability Insurance (Student rates)</td>
<td>$ 17 - $35</td>
</tr>
<tr>
<td>Comprehensive Examination fee</td>
<td>$ 40</td>
</tr>
<tr>
<td>Professional Licensure and Certification Exams</td>
<td>$ 295</td>
</tr>
</tbody>
</table>

*Approximate costs. Prices are subject to change without notice.

** ASCA membership may automatically include liability insurance.

Academic Standing

The Counseling Program policy stipulates that students enrolled in the program must have a 3.0 grade point average to graduate from the program, with no more than nine hours of C grades or lower. No course with a grade of C- or below may be counted toward a degree. Students should refer to the Graduate Catalog for further information. http://graduate.missouristate.edu/catalog/ Further, if you are not enrolled in classes for more than one calendar year, you may be required to participate in the admissions interview process again, by faculty decision.
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Research Requirement
Successful completion of a graduate program at Missouri State University requires the student to engage in a significant research project and associated written product, either a Seminar Paper or a Thesis. The Counseling programs only require the Seminar option, completed through COU 765: Research Seminar in Counseling (3 cr.). If you elect the Thesis option, you will substitute COU 799: Thesis (3 cr.) for COU 765.

Research Course: COU 794 Introduction to Research in Counseling is the first course in the research sequence, is required of all Counseling majors, and should be taken as early in the program as possible. This is because the research skills learned in COU 794 are seen as essential to several other courses taken later in the program, in which students are expected to read, understand and critically evaluate published literature in our field.

Seminar: The Seminar paper is accomplished as part of COU 765: Research Seminar in Counseling, which has a prerequisite of COU 794: Introduction to Research in Counseling. In addition to the paper, Seminar requires compilation, submission and approval of your portfolio. The core of the portfolio process is the compilation of repeated Counselor-Trainee Progress Assessments that are done in Helping Relationship, Practicum, and Internship (at a minimum). Further artifacts and brief written cover sheets are also required, along with other artifacts from your academic training. The formal Professional Portfolio will be completed in COU 765 and must be approved by the COU 765 instructor to receive a passing grade. To complete the program, your entire portfolio must be reviewed and passed by your advisor.

Thesis: Some consider a thesis a better choice for students who plan to continue post-Masters study. See the Graduate Catalog for thesis plan steps. Prior to commencing with any research, students must secure the approval of the Institutional Review Board (IRB, see Appendix C (http://srp.missouristate.edu). Initiation of research activity before receipt of IRB approval could result in dismissal from the program. Working closely with your thesis advisor throughout the project will ensure a successful defense of the research project. You will also need to identify two other COU faculty members willing to serve on your Thesis committee. The Thesis committee will review and formally approve your Thesis research proposal, which must be done prior to collecting any data. They will then evaluate the completed Thesis, through an oral defense of the project at a meeting of the committee. You should complete a total of 3 to 6 credits of Thesis, depending on the scope and duration of the project. You may enroll in Thesis in 1, 2 or 3 credit sections. Your committee chair will be the instructor of record for your enrollment. If you elect the Thesis option, you will still be required to complete the portfolio requirement. Since that is a major focus of the COU 765: Research Seminar class, you will also be required to attend COU 765 class sessions that address the portfolio process, and have your portfolio approved by the COU 765 instructor. Be sure to inform the COU 765 instructor that you are enrolling in Thesis, and will be attending the portfolio portions of the COU 765 class.

Master’s Comprehensive Examination
Each student pursuing a Masters degree in Counseling at Missouri State University will take and successfully pass comprehensive examinations, as specified by the Counseling faculty. This examination consists of an objective test of a candidate’s knowledge in eight (8) core areas of counseling. Presently, this examination is offered by the National Board of Certified Counselors. Students are encouraged to take this examination before their final semester of study, but late enough in their program to allow them to complete as much of their course content as possible.
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Passing is determined by an overall score, and not by content area. Thus, if the comprehensive exam is NOT passed, the entire exam must be retaken, not just the areas failed. Students are allowed to take the comprehensive examinations twice without requiring faculty and/or University permission. If a student fails their comprehensive examinations twice, the student will need to meet with their advisor to create a preparation plan that is signed by both the advisor and the student. The advisor will also create a Statement of Support. Both of those documents need to be signed/approved by the department head and e-mailed to the Dean of the Graduate College to request permission for a third attempt. A student requesting to take the examination a third time may request to retake the objective test one more time (at their expense), or can petition for an alternative (essay) format for the examination. If an approved student makes a request for an alternative (essay) format, the Counseling faculty will prepare written comprehensive examination questions covering the eight (8) core areas covered by the objective comprehensive examination. A mutually acceptable time and place for this examination will be agreed upon by the student and Counseling faculty for the semester following approval.

This alternative format comprehensive examination will be written essay in form. Counseling faculty will create three essay questions (along with matching scoring guidelines) for each of the eight (8) core areas. The examination day will be divided into four (4) one hour and 45 minute blocks of time, with the student addressing two core areas per block. Within each block, the student will be presented with three questions per core area and will be allowed to select one question per core area to answer. Each block will be separated by a fifteen-minute (15) rest period, with an additional forty-five (45) minutes added after the second block for lunch. These examinations will begin at 8:30 a.m. on the appointed day and will end at 4:45 p.m. on the same day. Standard testing procedures will be observed throughout, with testing being proctored by Counseling faculty and/or staff.

Once completed, these written comprehensive examination answers will be scored by faculty. A student will be considered to have passed the entire comprehensive examination if they pass on 75% of the core areas (i.e., six (6) of eight (8) of the core areas). If a student fails their third attempt at comprehensive examinations, they will be expelled from the Counseling programs. The CPCE is administered on campus by the department once each semester, including the summer term. The CPCE has a cost of $45.00.

Application for Graduation

Graduate students who are candidates for graduation must complete the Application for Graduation form during the term in which they plan to graduate. Failure to do so will result in a one semester delay of the student’s graduation date. For more information see the Graduate Catalog.

http://graduate.missouristate.edu/onlinecatalog.htm
**Ethical Standards**
Students are expected to have a working knowledge of and abide by the American Counseling Association's code of ethics and strive to serve clients as a multi-culturally competent student counselor, throughout their program of study including practicum and clinical work. Should any specific concerns with regard to appropriate behavior under specific circumstances arise, students are to immediately contact their university supervisor. Any violation of ethical standards may result in termination from the Counseling Program. If differences between the ACA and other codes of ethics a student might encounter in any clinical setting arise, then the student should follow the ACA code.

**Professional Liability Insurance**
Adherences to professional ethical standards, as well as high standards of personal and professional conduct, are not only appropriate and required, but also help avoid litigation. Sometimes, however, despite best efforts, litigation becomes a reality. This fact has prompted wise and prudent practitioners to obtain professional liability insurance. The Counseling Department requires each student enrolled in practicum, internship to purchase a liability policy specific to professional counseling. The policy should be active prior to engaging in all practicums and internships. Insurance can be obtained through ACA or ASCA for a reasonable cost to student members.

**Policy Concerning Extracurricular Counseling**
Students enrolled in programs offered by the department often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called “extracurricular” counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the department nor are they officially supervised by those professional associated with the department. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services.

The department and university only assume responsibility for students’ counseling activities within the limits of program requirements. Therefore, be advised that if you choose to engage in extracurricular counseling activities that you do so without university sanction. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

The department neither encourages nor discourages students from engaging in extracurricular counseling activities. HOWEVER, the department does require the student planning to engage in such activities to inform the department, in writing, prior to the commencement of the activities. Please note that this requirement applies to all students officially enrolled in the program, regardless of whether they are currently enrolled in classes at the university.
Early planning for practicum and internship experiences is extremely important. Students must submit a Practicum Application (see the Counseling website for appropriate forms at http://education.missouristate.edu/counseling/CounselingRes.htm) and have it approved before enrolling in Practicum. This application includes a review of your progress by the faculty as a group, and is also the second Checkpoint in the program. There are 15 hours of specific coursework that must be completed to be eligible for Practicum. We also strongly recommend that you complete as much practitioner coursework as possible prior to taking Practicum. For example, even though COU 733: Couple and Family Counseling is not required to apply for Practicum, it would be a great help to have that course completed, because couples often seek counseling at the Center City Counseling Clinic (CCCC) where you will do Practicum. Space is limited due to the tutorial approach in all practicum classes, and you may be required to wait until the next semester to take Practicum.

With regard to internship, it is strongly recommended that students complete all other required course work prior to enrollment. Participation in concurrent elective course work is also discouraged. If you are working full-time upon your acceptance into the Counseling Program, please consult with your advisor. Failure to make provisions for the future may create difficulty in completing the program successfully.

Internships are currently offered in selected community agencies, schools and student counseling centers. Site selection is determined by each student's professional goals, past experience, and level of expertise. Once suitable sites have been located, students are responsible for setting up interviews with potential site supervisors and providing them with current resumes.

More information about internship training, supervisor training, the agreement form and taping requirements are at http://education.missouristate.edu/counseling/Internships.htm, also included in Appendix C.
The Center City Counseling Clinic

A Brief History of the City Center Clinic

The Counselor training program started in 1969. By 1970 and until the mid 1970’s, a practicum clinic had been established with in the University’s Counseling Center, where both students and faculty in the campus community received counseling services. Many of the counseling faculty were also clinicians at the clinic. It was moved to the Holland Building on St. Louis Street in 2001 as part of the University’s efforts to support the center city area. In 2003, the clinic underwent a concerted effort to build a relationship with referral sources and establish a reputation in the community as a practicing mental health clinic with low-pay or no-pay services available. Part of this effort was the new name, “Center City”, defining our location with the logo intimating downtown buildings with the “beacon of light” imagery meant to suggest our mission to shine for the clientele who truly needed our services, and had been reluctant to seek counseling when the clinic was located on campus. Along with this renaming, we have offered a series of “open houses” to introduce ourselves to our potential referral sources, and establish our unique services in the community. Recently, we have begun publishing and distributing a newsletter with pertinent information about the clinic and related counseling topics.

Our institutional history has been carried by professors and emeriti whose tenure spanned the time of the programs, and we feel a certain sense of connection to those in the broader community who help us to understand that our regularly increasing client referral numbers are partly related to the uniqueness of the training model and the services we provide, in addition to being “off-campus”, making us seem more accessible to the community at large. Current research projects underway at the clinic should add empirical support to the anecdotal evidence of the importance of our mission, our supervision, and the unique aspects of our training clinic. As it happens, our location is fortuitous with regard to the long-range mission of the University, since it “shares the community’s vision of downtown Springfield as an arts, entertainment and education center, and Missouri State intends to be an active partner in developing and revitalizing Springfield’s center city.” Certainly this exemplification of public affairs, bring our students into active dialogue and action within the collective life of the community. This has developed as part of the “best practice” model we sought to provide, but now seems even more important as it relates to the University, its mission and long range vision.

All Counseling Practicum courses are taught at our in-house community counseling clinic, the Center City Counseling Clinic, which is located in downtown Springfield at the Park Central Office Building, room 117, 202 E McDaniel St., Springfield MO 65806. Practicum students provide low or no cost counseling services to adults, children, families and couples from Springfield and the surrounding area, under direct, live supervision of Counseling faculty. In addition, a limited number of students may complete their Internship at CCCC. Interested students should contact the Practicum/Internship Coordinator for more information. More information about the CCCC is available at: http://education.missouristate.edu/CCCC/.
The attainment of professional status through licensure and certification is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such following graduation. In Missouri, “Counseling” is a protected title. Practicing counseling in Missouri without appropriate licenses and/or certification is unethical and illegal. Following is a description of several options available to students. See the Table of Contents and Appendixes for web links and additional information.

**Licensure**

The state of Missouri grants licensure of counselors under the title, “Licensed Professional Counselor.” Licensure is NOT automatic upon graduation from the program. Students must complete the following three steps before receiving licensure: 1.) Apply to the State of Missouri Division of Professional Registration, P.O. Box 1335, Jefferson City, MO 65102, 2) Successfully complete an examination (NBCC: National Board of Certified Counselors), and 3) Acquire 3,000 hours of post master’s counseling experience.

**NBCC-GSA Early NCE Program**

Most professional certifying agencies are national (or international) in origin and scope, distinguishing themselves from state-level certifying agencies such as state departments of education. Graduates of the Community Counseling program are eligible to take the examination for the National Certified Counseling Board.

**Missouri DESE School Counselor Certification**

Graduates of the School Counseling program are able to qualify for various certificates through the Missouri Department of Elementary and Secondary Education. Students are asked to work closely with their advisor to ensure that they meet requirements.

REMEMBER: Save all course syllabi and documentation from Internship for the duration of your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

**Counseling Outreach and Peer Engagement (COPE)**

Counseling Outreach and Peer Engagement (COPE) is a Counseling student organization created by the students, for the students. Our mission is to provide fellowship, cooperation, and a supportive setting for students in the Counseling Program that encourages professional and personal growth. We want to help facilitate the exploration of theories, research, and practice of counseling and provide resources to Counseling students on career/experience opportunities in Southwest Missouri. We participate in community/volunteer work in order to gain exposure, become acquainted with the professional community, and better integrate counseling and the university with the surrounding community. For more information please see the following web site: [http://organizations.missouristate.edu/cope/default.htm](http://organizations.missouristate.edu/cope/default.htm).
Graduate students in either the Counseling or Mental Health Counseling programs at Missouri State University have a number of opportunities for personal and professional development. The following are examples of organizations that students are encouraged to participate in.

**American Counseling Association**
The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. As a student member special discounts can be obtained on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as video and audio tapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly newspaper entitled, “Counseling Today.”

**American School Counseling Association**
For those graduate students interested in school counseling, the American School Counseling Association (ASCA) provides insight into the forefront of advances in the field. As a member of the ACA, branch membership in ASCA can afford students benefits in addition to those gained through the ACA. Some of these benefits include: Various journal publications (The School Counselor, 5 issues annually; Elementary School Counseling, 4 issues annually), newsletters such as The ASCA Counselor, other publications that include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences which allow networking opportunities.

**American Counseling Association of Missouri**
The American Counseling Association of Missouri (ACAM) is a counseling association formed to address counseling issues at the state level. The ACAM serves as an umbrella organization which meets the specialized interests of counselors in diverse work settings. ACAM offers student membership opportunities. Benefits of membership include: a membership directory, newsletter, annual conference, legislative lobbying, and professional networking opportunities.

**Missouri School Counselor Association**
The Missouri School Counselor Association (MSCA) addresses the issues involving school counselors at the state level. Student membership is available. The MSCA also addresses itself to regional issues through regional chapters such as the Southwest Missouri School Counselor Association. The MSCA includes benefits gained through the MCA along with providing the additional benefits related directly to the school counseling field.

**American Psychological Association**
Based in Washington, DC, the American Psychological Association (APA) is a scientific and professional organization that represents psychology in the United States. With 134,000 members, APA is the largest association of psychologists worldwide.
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American Mental Health Counselors Association
The American Mental Health Counselors Association (AMHCA) represents more than 70,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations (MCO’s) and health maintenance organizations (HMO’s).

Association for Play Therapy
The Association for Play Therapy (APT) is a national professional society based in the United States. Its mission is to promote the value of play, play therapy, and credentialed play therapists.

Missouri Association for Play Therapy
The Missouri Association for Play Therapy (MAPT) has been organized as a state chapter of the national Association for Play Therapy (APT), a professional society formed in 1982 to foster contact among psychologists, psychiatrists, social workers, counselors, marriage and family therapists, and other mental health professionals interested in exploring and, when developmentally appropriate, applying the therapeutic power of play to communicate with and treat clients, particularly children.

Association for the Development of the Person Centered Approach
The Association for the Development of the Person-Centered Approach (ADPCA) is an international network of individuals who support the development and application of the person-centered approach. ADPCA welcomes the participation of educators, therapists, psychologists, psychiatrists, nurses, social workers, health service providers, pastoral counselors, organization development specialists, and all people who are interested in the field of human relations and personal and interpersonal development. In an endeavor to practice the person-centered approach within the Association, members share the responsibilities and privileges of leadership.

World Association for Person-Centered and Experiential Psychotherapy and Counseling
The World Association for Person-Centered and Experiential Psychotherapy and Counseling (WAPCEPC) provides a world wide forum for practitioners and scholars working within the person-centered and the experiential paradigms, fosters the exchange of research, theory and practice across language groups and cultures, supports and encourages scientific study as well as improvement of practice in the field of psychotherapy and counseling, promotes person centered and experiential perspectives, and stimulates cooperation and dialogue with other psychotherapeutic orientations.

American Association for Marriage and Family Therapy
The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy.
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FACULTY RESPONSIBILITIES

In addition to general legal and ethical parameters that guide the behavior of practitioners, counselor trainers and supervisors are further bound by the ethical guidelines of the Association for Counselor Education and Supervision (ACES). Five areas of responsibility are outlined below. This information is provided to assist students in understanding that which has shaped the policies and procedures adhered to by the Counseling Department with regard to student remediation, retention, and due process.

1. Faculty have an ethical responsibility to accept only those students who meet entry level requirements for admission into the training program or applied counseling setting.
2. Faculty are responsible for assessing each student's skills and experience and should choose for the student only those activities which are commensurate with the student's assessed level of competence.
3. When it has been determined that deficits exist which impede the student's professional functioning, faculty members have the responsibility to recommend remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty may recommend participation in activities designed to facilitate personal growth.
4. Should faculty concerns not be adequately addressed, faculty have the responsibility of screening from the program, applied counseling setting or state licensure those students unable to provide competent and ethical professional services.
5. Faculty have the responsibility of providing the student with information concerning due process appeal.

Student Retention Policy

Students must recognize that academic performance represents only one criteria for continuation in the program. The successful graduate is one who has: 1.) Successfully completed all academic tasks, 2.) Displayed stable and psychologically well-adjusted characteristics/behaviors and 3.) Consistently demonstrated high standards with regard to ethical and professional conduct as reflected in relationships with faculty, staff, peers, and clients. Faculty are charged with the responsibility of evaluating students on all dimensions of the above three criteria throughout their participation in the program. Evaluation is therefore viewed as a process rather than a singular event.

The faculty are committed to regularly review the ongoing progress and potential of all students. If a student is notified of a failure to meet expectations, the student will not be allowed to progress in the program or to be eligible for graduation without remediation.

Student Retention Procedures

Missouri State University’s Counseling Programs, in compliance with respective ethical standards, standards of preparation, and professional conduct codes as set forth by organizations and associations such as the American Counseling Association, American Psychological Association, Association of Counselor Educators and Supervisors, the National Board of Certified Counselors, the Council for the Accreditation of Counseling and Related Educational Programs, abides by the following retention plan for students in the Counseling Program.

The evaluation process for retention can be found in Appendix D
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Academic Appeal Policy
The academic appeal policy for graduate students is set up to handle two specific occurrences during the education process at Missouri State University. See graduate catalog for procedures. (http://graduate.missouristate.edu/catalog/) The first occurrence relates to academic appeals concerning course grade appeals while the second occurrence relates to student dismissal from the Counseling Program for reasons other than academic performance.

Course Grade Appeals
The academic appeals policy concerning course grades has been designed to assist graduate students who believe that the grade received in a graduate course does not accurately reflect their level of achievement. In such instances the Office of Graduate Studies and Extended Learning has established a procedural hierarchy to review student concerns. Students are directed to begin at the first level of the hierarchy and progress to the next level only in the event that they feel their concerns have not been adequately met. This hierarchy is as follows:

1. Initiate contact with the course instructor to discuss concerns about the grade in question. If the issue is not satisfactorily resolved, then the student will proceed to the next step.
2. Initiate contact with the chairperson of the department in which the course was offered to discuss concerns about the final assigned grade in question. If the student is still not satisfied, the individual may proceed to step three.
3. Initiate contact with the Dean of the College of Education to discuss concerns about the final assigned grade in question.

If the incident fails to be resolved at the first three steps, the student has the option of appealing directly to the Graduate Council.

Student Dismissal Appeals
The second academic appeal process concerns student denial of acceptance into the Counseling Program or dismissal from the Counseling Program after acceptance for reasons other than academic performance.

Denial of Admission to the Counseling Program
Students who apply to the Counseling Programs and complete all prerequisites for consideration will receive a letter from the program's chairperson notifying them of the Admission Committee's decision. Should a student be denied admission, faculty will assist in facilitating the student’s transition into a more appropriate area of study or make recommendations about any reapplication process.

Dismissal from the Counseling Program
Grounds for dismissal from the Counseling Program typically revolve around unprofessional conduct, unethical conduct, and/or poor psychological adjustment as evidenced by displays of inappropriate behavior. Dismissal will typically follow inadequate resolution of the student retention process. Should the student wish to challenge their dismissal they will be required to follow the hierarchy outlined above. The only change in the process from that described above is the composition of the Committee. The Dismissal Committee membership is composed of all program faculty.

Policy on Plagiarism
Plagiarism is defined as the presentation of an idea or product as new and original when, in fact, it has been derived from an existing source. Common examples of plagiarism include the following: a.) Submitting someone else’s work, in whole or in part, whether written or oral, without giving appropriate credit to the original source, or b.) Submitting a paper developed for a previous course as an original response to the
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present assignment. The faculty believe that plagiarism is a serious violation of professional ethics. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has identified an act of plagiarism will request that the student meet with him or her to discuss the matter.
2. Should the issue fail to be resolved, the department chairperson, faculty member, and the student will meet to discuss the matter.
3. If the issue is still not resolved, the department chairperson, faculty member, the student, and the Dean of the College will meet to discuss the issue. The Dean will be advised by several members of the Student Judicial Board and the Faculty Senate.

Policy on Scientific Misconduct
As defined in the Faculty Handbook, scientific misconduct refers to the: “Fabrication, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.” Pg 229. Should a student be suspected of scientific misconduct the following steps will be taken:

1. The Dean of Graduate Studies & Extended Learning will initiate an inquiry to determine if a full investigation is warranted.
2. Should it be determined through information gathering and fact-finding that the allegation warrants it, a full investigation will proceed. The student will be informed, in writing, of the charges which will be investigated and the process that will be used.
3. In the event that charges are substantiated, the Dean of Graduate Studies & Extended Learning, together with the Dean of the College of Education, shall recommend appropriate disciplinary action to the University’s Provost.

Policy on Accommodation for Students with Disabilities
The Counseling Programs at Missouri State University make every attempt to comply with the American with Disabilities Act. If a student has a diagnosed disability or believes that he or she has a disability that might require “reasonable accommodation” on the part of the instructor or the program, the student needs to contact the Campus Assistance Center, University Center, room 302, phone 573-651-2273, TDD 651-5927. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting “reasonable accommodation.” For further information, please see http://www.missouristate.edu/disability/.

Endorsement Policy
Students or graduates seeking endorsements or recommendations, we refer specifically to ACA and ASCA Codes of Ethics dealing with professionalism and boundaries of competence with the expectation that professional counselors at all levels of training only provide services within their own individual scope of practice. While our training program is designed to prepare graduates to appropriately and effectively enter a number of settings as a professional counselor, additional training is necessary to become fully functioning, effective, ethical practitioners. Students and graduates should be familiar with the codes of ethics and expect faculty endorsement for only those positions for which they have been adequately trained.
COUNSELING PROGRAMS

RESOURCES FOR STUDENTS

Important Numbers, E-mails, and Websites

| Counseling Office | 417-836-5449 | http://education.missouristate.edu/counseling/ |
| Center City Counseling Clinic | 417-836-4975 | http://education.missouristate.edu/CCCC/ |

Department Head, Counseling, Leadership and Special Education

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Ms. Ann Loethen – MS | 836-5133 | ALoethen@missouristate.edu |
Dr. Nancy McBride – Ph.D. | 836-5134 | NancyMcbride@missouristate.edu |
Ms. Rebecca Smotherman – MS | 836-5135 | RSmotherman@missouristate.edu |

Bear Line Shuttle Service | | http://www.missouristate.edu/safetran/7255.htm |
Bursar’s Office | 417-836-5128 | http://www.missouristate.edu/bursar/ |
Career Resource Center | 417-836-5636 | http://careercenter.missouristate.edu/ |
Counseling and Testing Center | 417-836-5116 | http://counselingandtesting.missouristate.edu/ |
Computer Services | 417-836-5891 | http://computerservices.missouristate.edu/ |
Disability Services | 417-836-4192 | http://www.missouristate.edu/disability/8856.htm |
Graduate College | 417-836-5335 | http://graduate.missouristate.edu/contact.htm |
Safety and Transportation | 417-836-8870 | http://www.missouristate.edu/safetran/13314.htm |
Student Organizations | | http://studentorganizations.missouristate.edu/guide/ |
Taylor Health and Wellness Ctr | 417-836-4000 | http://health.missouristate.edu/5411.htm |
Writing Center | 417-836-6398 | http://www.missouristate.edu/writingcenter/ |
Appendix A

Counselor Heal Thyself

National surveys of psychologists, counselors and social workers show that over 85% of them have sought therapy at least one time, and over 90% of those report having positive outcomes (Bike, Norcross, & Schatz, 2009). The Missouri State Counseling Program recommends therapy for students, counselors-in-training and counselors alike as a means to deal with stress and increase self-awareness and personal well-being. At times, faculty may make special requests of students to seek therapy when they become aware of a stressor, self-awareness, or well-being issue.

Appendix B

KNOWLEDGE BASE

INTRODUCTION

The Department of Counseling faculty recognizes its responsibilities to the University and Professional Educational Unit mission by providing a program for counselor education which involves qualified students in a lifelong learning process that can be transmitted to their clients. The fundamental importance of these lifelong learning goals is articulated in the Professional Education Unit’s conceptual framework as ten general learning outcomes. Missouri State University professional education graduates will demonstrate competence in:

1. **Foundations**: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.
COUNSELING PROGRAMS

Consistent with these ten general learning outcomes, the counselor educator program is designed to develop the belief systems, cultural world views, personal and ethical awareness, and helping skills repertoires necessary to help students grow and enable them to work effectively with a wide diversity of clients and problems, whether in schools or in the community at large.

Counseling faculty have developed a guiding conceptual framework based on existing and current research. This framework is in keeping with the University’s mission, the Professional Education Unit conceptual framework, and further acknowledges the efforts of the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, the American Counseling Association, and the American Psychological Association.

Counseling faculty members are primarily responsible for the development, implementation, and evaluation of the Missouri State University counselor education program. The organizing principle or theme guiding departmental activities centers on the personal and interpersonal processes inherent in becoming a reflective counseling practitioner. This theme was chosen because it most accurately reflects the complexity of the counselors' professional responsibilities, regardless of context. The philosophy of the counselor education program is built upon the premise that all counselors must be reflective practitioners who possess appropriate personal attributes, can translate knowledge of theory and skills into practice, and create a counseling or learning environment that facilitates the total development of the individual and/or the system with which they work.

**Philosophical Base**

The overarching philosophical and research foundation upon which the Counseling Programs’ activities are based is embodied in what has come to be called the “Common Factors Theory” of therapeutic effectiveness (Lambert, 1992; Hubble, Duncan, & Miller, 1999). This meta-theoretical orientation highlights the results of over 35 years of psychotherapy outcome research. While some evaluation traditions focus on proving one set of techniques more effective than another, the Common Factors approach has sought to identify common factors that empirically account for counseling and therapy outcomes. Results obtained to date generally support the following distribution of effect:

![Common Factors Pie Chart]

This model acknowledges that one of the most powerful domains of influence with which we have input in the counseling process pertains to the nature of the therapeutic/counseling relationship. Particularly within this domain, the counseling program attends to and emphasizes other research-based counselor attributes, as are highlighted in what follows.
COUNSELING PROGRAMS

Beliefs about reflective counseling practitioners:
Extensive research (Carkhuff and Berenson, 1967; Rogers, 1951; Truax and Carkhuff, 1967; Gelso and Carter, 1985; Petson and Nisenholz, 1995) has investigated the "core conditions" of effective counseling. This research found that effective counselors demonstrate high levels of the core conditions of empathy, genuineness, positive regard, and concreteness.

In addition to the core conditions, a variety of other pertinent characteristics of effective counselors have been identified and are relevant to our mission.

Characteristics of Effective Counselors

1. Effective counselors are open to and accepting of their feelings and experiences. Openness as used in this context primarily means being open to oneself as opposed to being in denial or psychologically closed (Egan, 1994; Rogers, 1951; Boy and Pine, 1982; George and Cristiani, 1995). (MoSTEP: 1.4.4.3; PEUCF: 8, 1).
2. Effective counselors perceive others as able rather than unable to solve their own problems and manage their own lives (Peterson and Nisenholz, 1995; Combs, 1986). (MoSTEP: 1.4.1.1; PEUCF: 3, 1).
3. Effective counselors are self-aware and open to knowing their needs, strengths, and weaknesses (Patterson, 1985; Peterson and Nisenholz, 1995). (MoSTEP: 1.4.4.3; PEUCF: 8, 1).
4. Effective counselors are aware of his own beliefs and values (George and Cristiani, 1995; Combs, 1986). (MoSTEP: 1.4.4.3; PEUCF: 7, 1, 9).
5. Effective counselors is open minded and nonjudgmental (Boy and Pine, 1982; Rogers, 1951; Egan, 1994; George and Cristiani, 1995). (MoSTEP: 1.4.2.3; PEUCF: 7, 9).
6. Effective counselors is a risk-taker in the sense that he is willing to be honest and direct with others and is free to challenge clients when appropriate (Rogers, 1951; Gelso and Carter, 1985; George and Cristiani, 1995). (MoSTEP: 1.4.2.3; PEUCF: 7, 10).
7. Effective counselors is able to develop honest, real, and "non-possessive caring" relationships with others (Rogers, 1951; Boy and Pine, 1982; George and Cristiani, 1995). (MoSTEP: 1.4.4.3, 1.4.1.2, 1.4.4.1; PEUCF: 6,9).
8. Effective counselors allows the self to be real or genuine in interpersonal relationships (Rogers, 1951; George and Cristiani, 1995; Gelso and Carter, 1985; Egan, 1994; Combs, 1986). (MoSTEP: 1.4.4.3; PEUCF: 6).
9. Effective counselors accepts personal responsibility for his own behaviors (George and Cristiani, 1995). (MoSTEP: 1.4.4.3, 1.4.1.2, 1.4.4.1; PEUCF: 6, 4).
10. Effective counselors develops realistic levels of aspirations (Peterson and Nisenholz, 1995; George and Cristiani, 1995). (MoSTEP: 1.4.2.2, 1.4.2.3; PEUCF: 8, 4, 3).
11. Effective counselors is curious about personality and human behavior (George and Cristiani, 1995). (MoSTEP: 1.4.1.1; PEUCF: 1, 2).
12. Effective counselors has a working knowledge of applied developmental psychology (Fassinger and Schlossberg, 1992; Gibson and Bown, 1992). (MoSTEP: 1.4.1.1, 1.4.1.4; PEUCF: 1, 3, 5).
13. Effective counselors grasps the principles of human motivation as manifest in the helping professions (Watson and Tharp, 1993). (MoSTEP: 1.4.1.1, 1.4.2.5; PEUCF: 3, 5).
14. Effective counselors can apply the principles of cognitive psychology in the context of the helping relationship (Freeman and Dattilio, 1992; McMullin, 1986; Persons, 1989; Zark, 1992). (MoSTEP: 1.4.1.1, 1.4.2.3; PEUCF: 6).
15. Effective counselors understands the principles of applied personality theory (DiCaprio, 1983; Egan, 1994). (MoSTEP: 1.4.1.1; PEUCF: 3).
16. Effective counselors understands the principles of assessment within an educational setting (Schmidt, 1993; Hansen, Rossberg and Cramer, 1994). (MoSTEP: 1.4.1.3, 1.4.2.5; PEUCF: 7, 5).
17. Effective counselors can facilitate the development of clients as "persons-in-systems" (Egan and Cowan, 1979; Gilbert, 1992; Egan, 1994). MoSTEP: 1.4.1.1, 1.4.1.4, 1.4.2.1, 1.4.2.2, 1.4.2.4, 1.4.3.1; PEUCF: 3,9,10).
18. Effective counselors has an understanding of the diversity of clients and the skills necessary to respond to the needs and problems of special populations (Gilbert, 1992; Perdersen, 1991; Ivey, Ivey, and Simek-Morgan, 1993; Sue, Arrendondo and Mc Davis, 1992). (MoSTEP: 1.4.1.2, 1.4.1.4, 1.4.2.3, 1.4.3.1; PEUCF: 9, 8, 7, 5, 10).
19. Effective counselors has an understanding of the dynamics, principles, and ethics of the helping professions themselves (Fritz and Simon, 1992; Corey, Corey, and Callanon, 1993; Egan, 1994). (MoSTEP: 1.4.4.1, 1.4.4.2, 1.4.4.3; PEUCF: 7)

Further, an associated set of beliefs about the learning environment, both in general and specifically related to educating counselors, are relevant to our mission as well.

**Beliefs about learning and counselor education:**

1. Learning is the discovery of the personal meaning and relevance of ideas (Rogers, 1977; Rogers, 1970; Pine and Boy, 1977; Boy and Pine, 1982; George and Cristiani, 1995).
2. Learning is an experience that occurs inside the learner, activated by the learner and also within a relational context (Rogers, 1969; Rogers, 1970; Rogers, 1980; Boy and Pine, 1982; George and Cristiani, 1995).
3. Learning is the process of shaping behaviors in positive directions (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
4. Learning is a consequence of experience (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
5. Learning is a subversive process (hooks, 1994).
6. Learning is a cooperative and collaborative process (Rogers, 1970; Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
7. Learning is an evolutionary process (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
8. Learning is sometimes a frightening and painful process (Boy and Pine, 1982; George and Cristiani, 1995).
9. The process of learning is affective as well as cognitive (Boy and Pine, 1982; Zark, 1992; Cormier and Hackney, 1993; Egan, 1994; Hansen, Rossberg and Cramer, 1994).
10. Learning is an experience that expresses values (Boy and Pine, 1982; Peterson and Nisenholz, 1995; Egan, 1994).
11. The processes of problem solving and learning are highly unique and individual (Boy and Pine, 1982; Teyber, 1992).
12. Teaching is learning (Boy and Pine, 1982; George and Cristiani 1995).
13. Learning is heightened when opportunities to practice and experiment are provided (Zark, 1992; Boy and Pine, 1982; Corey and Corey, 1993).

As supported by the current literature sited above, the Counseling faculty believes that personal growth and learning are facilitated in an atmosphere:

1. Which encourages students to risk being active in the learning process.
2. That encourages the student's discovery of the personal meaning of ideas and experiences.
3. That recognizes the uniquely personal and subjective nature of learning.
4. In which individual differences are valued.
5. That consistently recognizes the right, indeed the value of making mistakes
6. That emphasizes the process (how we learn) as much as the content (what we learn) of learning experiences.
7. That encourages and recognizes ambiguity (maybe, maybe not).
8. In which assessment is a cooperative process with emphasis on self evaluation.
10. In which students are encouraged to trust in their own experiences as well as external sources of information and knowledge.
11. In which students feel they are respected and accepted as individuals.
12. In which confrontation is used as a source of learning
13. Which permits the student to become a professional person -- a researcher, a practitioner, a facilitator of learning during the process of his or her graduate work.
14. In which all students have basic human rights and equal access to educational opportunities.
15. In which differences are celebrated, and an openness to differences in ethnicity, race, SES, physical abilities, religious orientation, sexual orientation, is considered essential to learning.

Implications for Counselor Thought and Action
The primary mission of the Counseling program is to prepare elementary and secondary school counselors and mental health counselors who address effectively the educational, developmental, psychological, and vocational needs of P-12 school children, as well as the psychological and psychosocial needs of the community at large. Through the Counseling educational process, students develop knowledge, skills, and dispositions conducive to becoming an effective counseling practitioner. Throughout the training all learning domains (cognitive, affective, behavioral, experiential, and environmental) are engaged and emphasized. Suffice it to say that this program is not for the faint of heart.

The conceptual framework of the Counseling program knowledge base reflects guidelines presented in position papers issued by several professional organizations including the Missouri Guidance Association (1982), now called the Missouri School Counselors Association, the American School Counselors Association (1988), the Missouri Department of Elementary and Secondary Education (1982), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2001). These position papers are based, in turn, on the work of leading researchers in Counseling. Specifically, the Counseling program model reflects the work of Gysbers (1988), as well as of other contemporary researchers such as Schmidt (1993), Egan (1994), Corey and Corey (1993), Hansen, Rossberg and Cramer (1994), Sharf (1992), and Bachelor and Horvath (1999). Growing from this literature, and reflecting the changing nature of a counselor’s role, becoming a reflective counseling practitioner has been defined as developing the personal attributes, skills, knowledge, and attitudes necessary for implementing a Counseling program which will assist students to individualize the educational experience, and help members of the community achieve their highest level of emotional, psychological, and psychosocial functioning.

Competencies Required of the Reflective Counseling Practitioner
The Counseling curriculum generally reflects the humanistic, eclectic, and systemic traditions of helping. In keeping with the Common Factors meta-theoretical framework (Hubble, Duncan, & Miller, 1999), a broad range of perspectives are addressed while the interpersonal process aspects of each are emphasized. Its purpose is to provide students with a broad and practical framework of helping which draws upon a wide range of theories and traditions in an effort to engage students in activities that will help them help their clients manage their lives more effectively. Our Counseling curriculum enables graduates to understand and work with their clients in the service of opportunity development and program management. The curriculum includes the opportunity to develop deep and abiding self-awareness, a broad knowledge of theory, and a working comprehension of practical applications and pertinent counseling skills. Being a reflective counseling practitioner means that the graduate has the "working knowledge" to translate theory and research into the kinds of applied understandings that enables the counselor to work with clients, parents, teachers, and other members of the community.
Reflective counseling practitioners have the skills necessary to deliver all needed counseling services, while simultaneously being aware of their own limitations, and of available resources. In addition to the traditional one-to-one and small group counseling approaches, the reflective counseling practitioner must develop culturally and developmentally sensitive interventions and prevention efforts.

To ensure that master's degree students are prepared to develop a comprehensive guidance program within school settings and/or develop and provide appropriate mental health programming within mental health settings, competencies have been used to describe the specialized learning required:

I. Competencies in the Counseling Process

The Reflective Counseling Practitioner:

A. Creates a climate conducive to counseling.
   1. Displays nonjudgmental and accepting attitude.
   2. Shows respect for others through active listening.
   3. Maintains the confidentiality of client sessions.
   4. Provides opportunities for clients to explore problems and weigh alternatives in decision making.
   5. Encourages clients to set goals and assume responsibility for meeting them.

B. Employs a variety of effective Counseling procedures.
   1. Individual counseling.
   2. Small group counseling
   3. Counseling with families
   4. Systemic consultation
   5. In-service workshops for interested staff and community members

C. Provides for individual differences effectively
   1. Responds positively to requests for help.
   2. Provides developmental activities emphasizing positive mental health.
   3. Communicates in a manner appropriate to client’s age and level of understanding.
   4. Assists in appropriate educational planning and placement with individual students.
   5. Responds expediently and effectively to referrals

D. Displays competent knowledge of Counseling.
   1. Demonstrates knowledge of lifespan human growth and development.
   2. Selects and administers appropriate test instruments and uses results appropriately.
   3. Displays knowledge of environmental factors and situations which affect client’s behavior and development.
   4. Selects and uses information and materials appropriate for the abilities and interests of clients.

E. Uses Counseling time effectively.
   1. Allots a realistic amount of time for specified counselor activities.
   2. Is available to clients at appointed times.
   3. Uses time effectively for each designated activity.

F. Demonstrates the ability to communicate effectively with clients.
   1. Uses correct oral and written communication.
   2. Uses appropriate vocabulary
   3. Presents ideas logically.
   4. Gives directions that are clear concise and reasonable.
   5. Uses a variety of verbal and nonverbal techniques.
   6. Elicits and responds to questions.
   7. Summarizes effectively.
COUNSELING PROGRAMS

II. Specialized Competencies For School Counseling Majors

The Reflective School Counseling Practitioner:

A. Organizes a systematic, developmental guidance program.
   1. Uses formal and informal methods to assess student needs.
   2. Sets priorities for the Counseling program based on student needs.
   3. Develops goals and objectives for a comprehensive guidance program.
   4. Determines desired student outcomes based on program goals and objectives.
   5. Develops a sequence of guidance program activities to meet stated goals and objectives.
   6. Communicates information concerning the objectives of the guidance program to students, staff and others.
   7. Designs and implements a system for the evaluation of the guidance program.

III. Competencies in Interpersonal Relationships

The Reflective Counseling Practitioner:

A. Demonstrates positive interpersonal relations with students.
   1. Promotes positive self-esteem in students.
   2. Promotes students' self-control.
   3. Makes an effort to know each student as an individual.
   4. Interacts with students in a mutually respectful and friendly manner.
   5. Gives constructive criticism and praise when appropriate.
   6. Is reasonably available to all students.
   7. Acknowledges the rights of others to hold differing views or values.
   8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, religious, gender and sexual orientation groups.
   9. Uses discretion in handling confidential information and difficult situations.

B. Demonstrates positive interpersonal relations with other school personnel.
   1. Works cooperatively with colleagues in planning counseling activities.
   2. Shares ideas, materials and methods with other staff members.
   3. Makes appropriate use of support staff.
   4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
   5. Informs administrators and/or appropriate personnel of school-related matters.

C. Demonstrates positive interpersonal relations with parents/patrons.
   1. Cooperates with parents in the best interest of the students.
   2. Provides a climate which opens up communication between counselor and parent.
   3. Supports and participates in parent-teacher activities.
   4. Promotes patron involvement with school.
   5. Initiates communication with parents when appropriate.

Curriculum Required to Develop Counselor Competencies

The previous discussion explored the specific competencies Counseling Department candidates must achieve. To reach those competencies a sequence of courses and experiences are required of all students in the school counseling program. The competencies are grouped in ten curricular strands threaded throughout Counseling courses and internships.

1. Orientation: The outcomes of the orientation strand consist of the personal characteristics needed by professional counselors as well as a knowledge of the counseling profession.
   a. Candidates will demonstrate open communication and sensitivity to others.
   b. Candidates will engage in self-assessment using appropriate measurements of interests, values, personality characteristics and abilities.
COUNSELING PROGRAMS

c. Candidates will engage in an exploration of the personal characteristics and professional skills needed to be an effective school counselor.
d. Candidates will integrate knowledge of self-assessment and exploration of personal characteristics with professional skills needed for effective counseling.
e. Candidates will have knowledge of professional organizations for school counselors and the activities, publications and services that they provide to update skills and enhance effectiveness.
f. Candidates will have knowledge of the professional ethical standards of school counseling.
g. Candidates will have knowledge of legal rights of clients and federal and state laws as they pertain to counselor performance.

2. Foundations: The outcomes of the foundations strand consist of the knowledge of psychological-educational foundations. They provide for a basic understanding of behavior, learning, personality, counseling, and growth and development of various life stages. They are also concerned with the application of this knowledge to the educational process of candidates.
   a. Candidates will have an understanding of basic theories of learning, including the behavioristic, cognitive, humanistic, and social theories. Such an understanding will include an awareness of the basic assumptions stated and implied by those theories.
   b. Candidates will have an understanding of basic theories and models of human development and be aware of the relationship of these theories to current findings in the anthropological, social, and physiological sciences.
   c. Candidates will have an understanding of basic theories of personality including the behavioristic, cognitive, humanistic, and social theories. The candidate will have awareness of the assumptions about human nature which underlie these theories.
   d. Candidates will have an understanding of the basic theories of counseling such as the behaviorist, social, cognitive, and humanistic theories. The candidate will integrate these learning’s to develop a personal theory of counseling.
   e. Candidates will have an understanding of the basic career development theories such as trait and factor, developmental, cognitive and social learning. The candidate will integrate these learning’s to develop an understanding of the manner in which individuals explore, prepare for and make decisions related to life roles and settings.
   f. Candidates will apply basic theories of learning, human development, personality, counseling and career development to the problems presented by real-life situations of children, adolescents, and adults, including specific areas related to the development of exceptional children.
   g. Candidates will understand basic research methods and statistics appropriate to the counseling field, conduct action research and evaluate procedures, results, and conclusions of research reports.

3. Assessment: The outcomes of the assessment strand consist of the administration and interpretation of various measurement devices and the analysis of learning problems. They are also concerned with the application of information from these measurements to curriculum-instruction and counseling-consulting activities.

   a. Candidates will have the knowledge needed for measurement of characteristics, abilities, aptitudes, interests, and achievement on an individual or group basis.
   b. Candidates will have the skill to administer and interpret appropriate instruments for the measurement of characteristics, abilities, aptitudes, interests and achievement.
   c. Candidates will have the knowledge and skills associated with the application of information from various measurement devices for curriculum development, instructional procedures, and development of case studies used for counseling with candidate’s and consulting with parents and staff.
   d. Candidates will have the knowledge and skills for the measurement and analysis of learning problems learning styles, and learning environment.
   e. Candidates will have the knowledge and skills to conceptualize intervention strategies based upon the information obtained in assessment processes.
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4. Information: The outcomes of the information strand consist of the knowledge and skill for using information about personal-social and educational-career topics and referral sources.
   a. Candidates will have knowledge of the purposes and broad scope of information needed for the total well-being of candidates.
   b. Candidates will have knowledge of the sources of information including technological systems of delivery for educational-career and personal-social concerns.
   c. Candidates will have the knowledge and skill to organize and provide information. d. Candidates will have the skill to evaluate the appropriateness and reliability of information.
   e. Candidates will have knowledge of and be able to evaluate referral sources and services.

5. Diversity: The outcomes of the diversity strand consist of the knowledge, skills and dispositions necessary to address issues arising within the full range of diversity within our culture, including needed knowledge, skills and dispositions to address clients regardless of their gender, ethnicity, race, or religious backgrounds, as well as those with disabilities, and those of different ideological background and sexual orientation.
   a. Candidates will have knowledge of the impact of diversity on the counseling process.
   b. Candidates will have knowledge about models of cultural identity formation.
   c. Candidates will have knowledge about their own level of cultural identity development.
   d. Candidates will have awareness of themselves as cultural beings, including their own biases and the potential impact of these on the counseling process.
   e. Candidates will demonstrate flexible counseling skills appropriate to working with clients of diverse identities.

6. Ethics: The outcomes of the ethics strand consist of knowledge of professional ethical standards and principles of professional conduct, related dispositions, and the skills necessary to conduct themselves as ethical professional counselors.
   a. Candidates will have knowledge of professional ethical standards used by the American Counseling Association, the American Psychological Association, and other professional ethical codes as they pertain more specifically to the individual candidates and their career path.
   b. Candidates will have developed skills necessary to analyze situations for their ethical content and make appropriate ethical determinations.
   c. Candidates will have refined a process of ethical decision making, even in crisis situations.
   d. Candidates will have incorporated internal monitors for ethical dilemmas.

7. Technology: The outcomes of the technology strand consists of knowledge and skills necessary to utilize, and continue to stay abreast with, modern technologies for education and service delivery.
   a. Candidates will have the knowledge and skills necessary to utilizing modern technology, including computers, related software, the internet, and audio/visual media, as appropriate, to aid in counseling, research and education.
   b. Candidates will have the knowledge and skills necessary to know how and when to update their technology skills.
   c. Candidates will have knowledge of where new skills may be acquired, and will continue to be a lifelong learner in this domain.

8. Facilitation: The outcomes of the facilitation strand consist of the knowledge and the skills of communicating, counseling, and consulting in order to promote positive behavior change in candidates, to enhance parent and staff understanding of candidates, and to encourage positive interaction among clients, families, and colleagues.
   a. Candidates will have the knowledge of and generate the core conditions of positive regard, empathy, respect, genuineness and concreteness.
   b. Candidates will have knowledge of and utilize counseling responses in an appropriate manner.
   c. Candidates will have knowledge of techniques, methods, and skills and use them for promoting positive behavior change in candidates through individual and group processes.
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d. Candidates will have knowledge and skills associated with the communication processes to assist parents and staff to gain greater understanding of candidates and enhance planning for candidates’ growth.
e. Candidates will have knowledge and skills associated with the communication process to encourage positive interaction among candidates, parents, staff and significant others and promote positive mental health in the school environment.
f. Candidates will have skills to aid candidates in developing full potential by promoting self understanding, positive self-concept, and self responsibility.
g. Candidates will be able to utilize communication skills and have the knowledge and understanding of the basic theories of human behavior, assessment, and information to contribute to the staffing process with other professionals and assist teachers in the development of instructional strategies.

9. Intervention: The outcomes of the intervention strand consist of the knowledge of social issues, environmental conditions, and developmental needs that affect candidates’ present and future lives. They are also concerned with specialized delivery skills for individuals or groups.
   a. Candidates will have knowledge of social issues and environmental conditions that affect the educational advancement, physical growth, emotional-social and career development of candidates.
   b. Candidates will have the skills to plan and implement activities and programs for the prevention of problematic and crisis situations.
   c. Candidate will utilize specialized counseling techniques and methods appropriate to alleviate problematic or crisis situations.
   d. Candidates will have the skills to plan and implement activities and programs for the individual's normal growth and development in social-emotional areas such as communications, decision making, problem solving and life planning.
   e. Candidates will show knowledge of specialized topics that are currently of concern to clients, colleagues, families, and community, and demonstrate appropriate intervention skills.

10. Management: The outcomes of the management strand consist of the knowledge and skills of needs assessment, program planning, implementing, and evaluating. They are further concerned with the organization and administration of guidance programs including time management, public relations, professional association activities, and legal/ethical considerations.
   a. Candidates will demonstrate leadership skills needed for effective communication with administration, staff, families, and community.
   b. Candidates will be able to assess candidates’ needs.
   c. Candidates will be able to analyze the organizational system of the school district and how the system impacts the implementation of guidance programs.
   d. Candidates will be able to develop a program based on the candidate’s needs assessment and analysis of the system.
   e. Candidates will be able to implement, manage, and evaluate a guidance program.
   f. Candidates will be able to develop a comprehensive time management plan and daily schedule that will allow adequate attention to be given to priority goals and objectives of the guidance program.
   g. Candidates will have knowledge of the needed facilities and equipment to provide a guidance program.
   h. Candidates will have knowledge of resources for funding and budgeting.
   i. Candidates will be able to carry out public relations activities that communicate the purposes and activities of the school guidance program to the community.
   j. Candidates will have knowledge of professional organizations for school counselors and the activities and services that they provide to update skills and enhance effectiveness.
   k. Candidates will have knowledge of the professional ethical standards of school counseling.

11. Candidates will have knowledge of legal rights of clients and federal and state laws as they pertain to counselor performance.

The ten curricular strands and related competencies form the core of the Department of Counseling curriculum model. These curricular strands and competencies are reflected in the course syllabi, course bibliographies,
COUNSELING PROGRAMS

course assessment instruments, practicum supervision, field study supervision, internship and comprehensive exit examinations.

Reviews and revisions of the Counseling program curriculum are a continuous process growing from feedback received during class assessments, follow-up studies of graduates and their employers, and surveys of internship supervisors. Also, the school counseling curriculum is systematically reviewed in the context of the Fall and Spring counselor educators meetings sponsored by the Missouri State Department of Elementary and Secondary Education. The DESE meetings are especially helpful since faculty for each of the Counseling programs across the state share and review course offerings, course content, objectives, and assessment materials developed for specific strands of the curriculum. These semi-annual meetings are an important source of new perspectives on current and future needs. Thus, the

Counseling program curriculum is a "living document" in the sense that there is continual review, evaluation, and revision.

Summary
The figure below represents our graphic vision of our program strands, process, and outcomes. The philosophical base is humanistic eclecticism, broadly. This eclecticism includes not only an integration of ideas but also a diversity of sources (Palmer, 1980; Scissons, 1993). The need for eclecticism also arises from the fact that human behavior, in itself, is most complex and is constantly being challenged with growth in technology and with changes in our social relationships and forms (Palmer, 1980; Scissons, 1993). The reflective counseling practitioner is open, imaginative, and creative in the selection and application of theory, knowledge, and skills.

References


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Appendix C

ETHICAL STANDARDS OF THE AMERICAN COUNSELING ASSOCIATION

ACA Code of Ethics Preamble
The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose
The ACA Code of Ethics serves five main purposes:

1. The Code enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The Code helps support the mission of the association.
3. The Code establishes principles that define ethical behavior and best practices of association members.
4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The Code serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The ACA Code of Ethics contains eight main sections that address the following areas:
Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, and Privacy
Section C: Professional Responsibility
Section D: Relationships With Other Professionals Section
Section E: Evaluation, Assessment, and Interpretation
Section F: Supervision, Training, and Teaching
Section G: Research and Publication
Section H: Resolving Ethical Issues

Each section of the ACA Code of Ethics begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the ACA Code of Ethics.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective,
counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application.

Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop.

A brief glossary is given to provide readers with a concise description of some of the terms used in the ACA Code of Ethics. (http://www.counseling.org/Resources/aca-code-of-ethics.pdf)

SECTION A: THE COUNSELING RELATIONSHIP

INTRODUCTION

Counselors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process.

Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono publico).

A.1. Welfare of Those Served by Counselors
   A.1.a. Primary Responsibility
   The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.
   A.1.b. Records
   Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errors are made in client records, counselors take steps to properly note the correction of such errors according to agency or institutional policies. (See A.12.g.7., B.6., B.6.g., G.2.j.)
   A.1.c. Counseling Plans
   Counselors and their clients work jointly in devising integrated counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients. (See A.2.a., A.2.d., A.12.g.)
   A.1.d. Support Network Involvement
   Counselors recognize that support and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.
   A.1.e. Employment Needs
   Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interest, culture, and the welfare of clients, employers, and/or the public.
   A.2. Informed Consent in the Counseling Relationship (See A.12.g., B.5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)
   A.2.a. Informed Consent
   Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need
adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed
Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor’s qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity
Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent
When counseling minors or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others
When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values
A.4.a. Avoiding Harm
Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values
Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients (See F.3., F.10., G.3.)
A.5.a. Current Clients
Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as
exploitive in some way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships). Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. (See A.5.d.)

A.5.d. Potentially Beneficial Interactions
When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. (See A.5.c.)

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include
1. changing from individual to relationship or family counseling, or vice versa;
2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa;
3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and
4. changing from a counselor to a mediator role, or vice versa.
Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy
Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients
When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately. (See A.8.a., B.4.)

A.8. GROUP WORK (See B.4.a.)

A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group
process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. End-of-Life Care for Terminally Ill Clients

A.9.a. Quality of Care
Counselors strive to take measures that enable clients
1. to obtain high quality end-of-life care for their physical, emotional, social, and spiritual needs;
2. to exercise the highest degree of self-determination possible;
3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and
4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to end-of-life decisions, counselors may choose to work or not work with terminally ill clients who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality
Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. (See B.5.c., B.7.c.)

A.10. Fees and Bartering

A.10.a. Accepting Fees From Agency Clients
Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor’s employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees
In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. Nonpayment of Fees
If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering
Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts
Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client’s motivation for giving the gift, and the counselor’s motivation for wanting or declining the gift.
A.11. Termination and Referral

A.11.a. Abandonment Prohibited
Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.11.b. Inability to Assist Clients
If counselors determine an inability to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors should discontinue the relationship.

A.11.c. Appropriate Termination
Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services
When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Technology Applications

A.12.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments and other communication devices.

A.12.b. Technology-Assisted Services
When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services
When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.

A.12.d. Access
Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes
Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance
Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent
As part of the process of establishing informed consent, counselors do the following:
1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process.
4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.
5. Use encrypted Websites and e-mail communications to help ensure confidentiality when possible.
6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.
7. Inform clients if and for how long archival storage of transaction records are maintained.
8. Discuss the possibility of technology failure and alternate methods of service delivery.
9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.
10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
11. Inform clients when technology-assisted distance counseling services are not covered by insurance. (See A.2.)

A.12.h. Sites on the World Wide Web
Counselors maintaining sites on the World Wide Web (the Internet) do the following:
1. Regularly check that electronic links are working and professionally appropriate.
2. Establish ways clients can contact the counselor in case of technology failure.
3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.
5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.
6. Strive to provide a site that is accessible to persons with disabilities.
7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations.
8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

SECTION B: CONFIDENTIALITY, PRIVILEGED COMMUNICATION, AND PRIVACY

INTRODUCTION
Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights
B.1.a. Multicultural/Diversity Considerations
Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.
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B.1.b. Respect for Privacy
Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality
Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations
At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. (See A.2.b.)

B.2. Exceptions

B.2.a. Danger and Legal Requirements
The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (See A.9.c.)

B.2.b. Contagious, Life-Threatening Diseases
When clients disclose that they have a disease commonly known to be both communicable and life-threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure
When subpoenaed to release confidential or privileged information without a client’s permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure
To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates
Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. (See F.1.c.)

B.3.b. Treatment Teams
When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team’s existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings
Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers
Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information
Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. (See A.12.g.)
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B.3.f. Deceased Clients
Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families

B.4.a. Group Work
In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Couples and Family Counseling
In couples and family counseling, counselors clearly define who is considered “the client” and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients
When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information
When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

B.6. Records

B.6.a. Confidentiality of Records
Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.

B.6.b. Permission to Record
Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.c. Permission to Observe
Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.d. Client Access
Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance with Records
When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.
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B.6.f. Disclosure or Transfer
Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. (See A.3., E.4.)

B.6.g. Storage and Disposal After Termination
Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regards to handling of such records or documents. (See A.1.b.)

B.6.h. Reasonable Precautions
Counselors take reasonable precautions to protect client confidentiality in the event of the counselor’s termination of practice, incapacity, or death. (See C.2.h.)

B.7. Research and Training

B.7.a. Institutional Approval
When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guidelines
Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research
Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. (See G.2.e.)

B.7.d. Disclosure of Research Information
Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See G.2.a., G.2.d.)

B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. (See G.4.d.)

B.8. Consultation

B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual’s rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information
When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential
relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (See D.2.d.)

SECTION C: PROFESSIONAL RESPONSIBILITY

INTRODUCTION

Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a non-discriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the ACA Code of Ethics. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards
Counselors have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations.

C.2. Professional Competence

C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

C.2.b. New Specialty Areas of Practice
Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. (See F.6.f.)

C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education
Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse
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populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. (See A.11.b., F.8.b.)

C.2.h. Counselor Incapacitation or Termination of Practice
When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients
C.3.a. Accurate Advertising
When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials
Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others
Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment
Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices.

C.3.e. Products and Training Advertisements
Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. (See C.6.d.)

C.3.f. Promoting to Those Served
Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications
C.4.a. Accurate Representation
Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. (See C.2.a.)

C.4.b. Credentials
Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees
Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence
Counselors clearly state their highest earned degree in counseling or closely related field. Counselors do not imply doctoral-level competence when only possessing a master’s degree in counseling or a related field by
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referring to themselves as “Dr.” in a counseling context when their doctorate is not in counseling or related field.

C.4.e. Program Accreditation Status
Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership
Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association must clearly differentiate between professional membership, which implies the possession of at least a master’s degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination
Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility

C.6.a. Sexual Harassment
Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either
1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or
2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred.

Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties
Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.3., E.4.)

C.6.c. Media Presentations
When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that
1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the ACA Code of Ethics, and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others
Counselors do not exploit others in their professional relationships. (See C.3.e.)

C.6.e. Scientific Bases for Treatment Modalities
Counselors use techniques/procedures/modalities that are grounded in ACA Code of Ethics theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as “unproven” or “developing” and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (See A.4.a., E.5.c., E.5.d.)

C.7. Responsibility to Other Professionals

C.7.a. Personal Public Statements
When making personal statements in a public context, counselors clarify that they are speaking from their
SECTION D: RELATIONSHIPS WITH OTHER PROFESSIONALS

INTRODUCTION

Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches
Counselors are respectful of approaches to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients, keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. (See A.1.a.)

D.1.d. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. (See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.)

D.1.e. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.f. Personnel Selection and Assignment
Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action
Counselors take care not to harass or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.
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D.2. Consultation

D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. (See C.2.a.)

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (See A.2.a., A.2.b.)

SECTION E: EVALUATION, ASSESSMENT, AND INTERPRETATION

INTRODUCTION
Counselors use assessment instruments as one component of the counseling process, taking into account the client personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, psychological, and career assessment instruments.

E.1. General

E.1.a. Assessment
The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client’s right to know the results, the interpretations made, and the bases for counselors’ conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence
Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. (See A.12.)

E.2.b. Appropriate Use
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.
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E.2.c. Decisions Based on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

E.3. Informed Consent in Assessment
E.3.a. Explanation to Clients
Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client’s personal or cultural context, the level of the client’s understanding of the results, and the impact of the results on the client. (See A.2., A.12.g., F.1.c.)

E.3.b. Recipients of Results
Counselors consider the examinee’s welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. (See B.2.c., B.5.)

E.4. Release of Data to Qualified Professionals
Counselors release assessment data in which the client is identified only with the consent of the client or the client’s legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data. (See B.1., B.3., B.6.b.)

E.5. Diagnosis of Mental Disorders
E.5.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients’ problems are defined. Clients’ socioeconomic and cultural experiences are considered when diagnosing mental disorders. (See A.2.c.)

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology
Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis
Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection
E.6.a. Appropriateness of Instruments
Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information
If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. (See A.9.b., B.3.)

E.6.c. Culturally Diverse Populations
Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. (See A.2.c., E.5.b.)

E.7. Conditions of Assessment Administration (See A.12.b., A.12.d.)
E.7.a. Administration Conditions
Counselors administer assessments under the same conditions that were established in their standardization.
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When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration
Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments
Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions
Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/ Diversity in Assessment
Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. (See A.2.c., E.5.b.)

E.9. Scoring and Interpretation of Assessments
E.9.a. Reporting
In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments
Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

E.9.c. Assessment Services
Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. (See D.2.)

E.10. Assessment Security
Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results
Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction
Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13.a. Primary Obligations
When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors are entitled to form professional
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opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

SECTION F: SUPERVISION, TRAINING AND TEACHING

INTRODUCTION

Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients.

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. (See A.2.b., B.1.d.)

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. (See C.2.a., C.2.f.)

F.2.b. Multicultural Issues/Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.
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F.3. Supervisory Relationships

F.3.a. Relationship Boundaries With Supervisees
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment. (See C.6.a.)

F.3.d. Close Relatives and Friends
Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships
Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of post-degree counselors encourage these counselors to adhere to professional standards of practice. (See C.1.)

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

F.5.a. Evaluation
Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feed-back and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They
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recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)

F.5.c. Counseling for Supervisees

If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. (See F.3.a.)

F.5.d. Endorsement

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

F.6. Responsibilities of Counselor Educators

F.6.a. Counselor Educators

Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (See C.1., C.2.a., C.2.c.)

F.6.b. Infusing Multicultural Issues/Diversity

Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.6.c. Integration of Study and Practice

Counselor educators establish education and training programs that integrate academic study and supervised practice.

F.6.d. Teaching Ethics

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. (See C.1.)

F.6.e. Peer Relationships

Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.

F.6.f. Innovative Theories and Techniques

When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures.

F.6.g. Field Placements

Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

F.6.h. Professional Disclosure

Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those
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services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. (See A.2.b.)

F.7. Student Welfare

F.7.a. Orientation

Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program’s expectations:

1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. program training goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.

F.7.b. Self-Growth Experiences

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student’s level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities

F.8.a. Standards for Students

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

F.8.b. Impairment

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

F.9. Evaluation and Remediation of Students

F.9.a. Evaluation

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance,
COUNSELING PROGRAMS

and

3. ensure that students have recourse in a timely manner to address decisions to require them to seek
   assistance or to dismiss them and provide students with due process according to institutional policies
   and procedures. (See C.2.g.)

F.9.c. Counseling for Students
If students request counseling or if counseling services are required as part of a remediation process, 
counselor educators provide acceptable referrals.

F. 10. Roles and Relationships Between Counselor Educators and Students

F.10.a. Sexual or Romantic Relationships
Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment. (See C.6.a.)

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. 
Faculty members foster open discussions with former students when considering engaging in a so-
cial, 
sexual, or other intimate relationship. Faculty members discuss with the former student how their former 
relationship may affect the change in relationship.

F.10.d. Nonprofessional Relationships
Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there 
is a risk of potential harm to the student or that may compromise the training experience or grades assigned. 
In addition, counselor educators do not accept any form of professional services, fees, commissions, 
reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to current students unless this is a brief role associated with a 
training experience.

F.10.f. Potentially Beneficial Relationships
Counselor educators are aware of the power differential in the relationship between faculty and students. If 
they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they 
take precautions similar to those taken by counselors when working with clients. Examples of potentially 
beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital 
visits; providing support during a stressful event; or mutual membership in a professional association, 
organization, or community. Counselor educators engage in open discussions with students when they 
consider entering into relationships with students outside of their roles as teachers and supervisors. They 
discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the 
anticipated consequences for the student. Educators clarify the specific nature and limitations of the 
additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. 
Nonprofessional relationships with students should be time-limited and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity
Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators 
demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures 
and types of abilities students bring to the training experience. Counselor educators provide appropriate
COUNSELING PROGRAMS

accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

SECTION G: RESEARCH AND PUBLICATION

INTRODUCTION
Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities

G.1.a. Use of Human Research Participants
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation From Standard Practice
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers
When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

G.1.d. Precautions to Avoid Injury
Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. Principal Researcher Responsibility
The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.1.f. Minimal Interference
Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Considerations in Research
When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants (See A.2, A.7.)

G.2.a. Informed Consent in Research
Individuals have the right to consent to become research participants. In seeking consent, counselors use language that

1. accurately explains the purpose and procedures to be followed,
2. identifies any procedures that are experimental or relatively untried,
COUNSELING PROGRAMS

3. describes any attendant discomforts and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably expected,
5. discloses appropriate alternative procedures that would be advantageous for participants,
6. offers to answer any inquiries concerning the procedures,
7. describes any limitations on confidentiality,
8. describes the format and potential target audiences for the dissemination of research findings, and
9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

G.2.b. Deception
Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

G.2.c. Student/Supervisee Participation
Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one’s academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.d. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information
Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

G.2.f. Persons Not Capable of Giving Informed Consent
When a person is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.g. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants. (See A.2.c.)

G.2.h. Explanations After Data Collection
After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.i. Informing Sponsors
Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgement.

G.2.j. Disposal of Research Documents and Records
Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or
information that identifies research participants. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. (See B.4.a, B.4.g.)

G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships
Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants
Researchers do not condone or subject research participants to sexual harassment.

G.3.d. Potentially Beneficial Interactions
When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results

G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results
Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors
If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.

G.4.d. Identity of Participants
Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data is adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies
Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.5. Publication

G.5.a. Recognizing Contributions
When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

G.5.b. Plagiarism
COUNSELING PROGRAMS
Counselors do not plagiarize, that is, they do not present another person’s work as their own work.

G.5.c. Review/Republication of Data or Ideas
Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors
Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors
Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgement that will be received.

G.5.f. Student Research
For articles that are substantially based on students course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

G.5.g. Duplicate Submission
Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

G.5.h. Professional Review
Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and use care to avoid personal biases.

SECTION H: RESOLVING ETHICAL ISSUES
INTRODUCTION
Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law (See F.9.a.)

H.1.a. Knowledge
Counselors understand the ACA Code of Ethics and other applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

H.1.b. Conflicts Between Ethics and Laws
If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the ACA Code of Ethics and take steps to resolve the conflict. If the conflict
COUNSELING PROGRAMS

cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations

H.2.a. Ethical Behavior Expected
Counselors expect colleagues to adhere to the ACA Code of Ethics. When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action. (See H.2.b., H.2.c.)

H.2.b. Informal Resolution
When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. Reporting Ethical Violations
If an apparent violation has substantially harmed, or is likely to substantially harm a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation
When uncertain as to whether a particular situation or course of action may be in violation of the ACA Code of Ethics, counselors consult with other counselors who are knowledgeable about ethics and the ACA Code of Ethics, with colleagues, or with appropriate authorities.

H.2.e. Organizational Conflicts
If the demands of an organization with which counselors are affiliated pose a conflict with the ACA Code of Ethics, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the ACA Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to the ACA Code of Ethics. In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints
Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

H.2.g. Unfair Discrimination Against Complainants and Respondents
Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

H.3. Cooperation With Ethics Committees
Counselors assist in the process of enforcing the ACA Code of Ethics. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations and use it as a reference for assisting in the enforcement of the ACA Code of Ethics.
Appendix D

MISSOURI STATE UNIVERSITY GRADUATE COLLEGE
ADVISOR APPROVED PROGRAM OF STUDY

Name _____________________________________________________________
BearPass Number ___________________________________________________
Degree Sought _____________________________________________________
Area of Study _______________________________________________________

INSTRUCTIONS:
1. ALL ENTRIES MUST BE TYPED!
2. FORM MUST HAVE REQUIRED SIGNATURES (Advisor, Program Director, and/or Department Head) BEFORE IT WILL BE ACCEPTED BY THE GRADUATE COLLEGE.
3. List only those graduate courses needed to meet the requirement of the degree.
4. List the graduate courses that you have taken, the ones you are currently taking, and the ones you plan on taking to complete your degree.
5. List the departmental course code and number, title, and credit hours for each course.
6. Place an asterisk (*) after the course number of all transfer course work and indicate the institution on the line provided near your signature.
7. Any course work reflected on this candidacy does not alleviate your responsibility or obligation as a student to meet the requirements as contained in the graduate catalog under which you apply.
8. Do not fill in anything under the “Grade” and “Sem/YR” columns.

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Thesis:  Seminar
COUNSELING PROGRAMS

Institution of Transfer Credit ___________________________ Signature of Applicant ___________________________ Date ___________________________

DEGREE REQUIREMENTS COMPLETED:

Graduate College Use Only:

Comprehensive Examination: ___________________________ Advisor: ___________________________ Date: ___________________________
Research Requirement: ___________________________ Chairperson/Advisor: ___________________________ Date: ___________________________
Final Approval: ___________________________ Graduate College: ___________________________ Date: ___________________________
Date: ___________________________

APPROVALS:

Dept. Head/Prog. Coord: ___________________________ Date: ___________________________
### INSTRUCTIONS:

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8. Do not fill in anything under the “Grade” and “Sem/YR” columns.

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<tr>
<td>Comprehensive Examination:</td>
<td>Advisor:</td>
</tr>
<tr>
<td>Research Requirement:</td>
<td>Chairperson/Advisor:</td>
</tr>
<tr>
<td>Final Approval:</td>
<td>Dept. Head/Prog. Coord:</td>
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<tr>
<td>Date:</td>
<td>Graduate College:</td>
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### COUNSELING PROGRAMS

#### MISSOURI STATE UNIVERSITY GRADUATE COLLEGE
**ADVISOR APPROVED PROGRAM OF STUDY**

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<tr>
<th>Street Address</th>
<th>Master of Science</th>
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<tr>
<td></td>
<td>Mental Health Counseling</td>
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<table>
<thead>
<tr>
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**INSTRUCTIONS:**

1. **ALL ENTRIES MUST BE TYPED!**
2. **FORM MUST HAVE REQUIRED SIGNATURES** (Advisor, Program Director, and/or Department Head) **BEFORE IT WILL BE ACCEPTED BY THE GRADUATE COLLEGE.**
3. List only those graduate courses needed to meet the requirement of the degree. Do not list any prerequisite courses.
4. List the graduate courses that you have taken, the ones you are currently taking, and the ones you plan on taking to complete your degree.
5. List the departmental course code and number, title, and credit hours for each course.
6. Place an asterisk (*) after the course number of all transfer course work and indicate the institution on the line provided near your signature.
7. Any course work reflected on this candidacy does not alleviate your responsibility or obligation as a student to meet the requirements as contained in the graduate catalog under which you apply.
8. Do not fill in anything under the “Grade” and “Sem/YR” columns.

<table>
<thead>
<tr>
<th>DEPT</th>
<th>COURSE NO</th>
<th>TITLE</th>
<th>HOURS</th>
<th>GRADE</th>
<th>SEM/YR</th>
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<tr>
<td>COU</td>
<td>701</td>
<td>Tests and Measurements for Counselors</td>
<td>3.0</td>
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<tr>
<td>COU</td>
<td>705</td>
<td>Orientation to Personal &amp; Professional Development</td>
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<tr>
<td>COU</td>
<td>707</td>
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<td>COU</td>
<td>710</td>
<td>The Helping Relationship</td>
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<tr>
<td>COU</td>
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<td>The Helping Relationship Lab</td>
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<td>Career Development</td>
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<td>Seminar</td>
<td>Total Hours: 48</td>
<td>Total Hours 700 Level or Above: 48</td>
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*Institution of Transfer Credit **Signature of Applicant** **Date**

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COUNSELING PROGRAMS

DEGREE REQUIREMENTS COMPLETED:
Comprehensive Examination: __________________
Research Requirement: ______________________
Final Approval: _____________________________
Date: _________________________________

APPROVALS:
Advisor: ________________________________ Date: __________
Chairperson/Advisor: ______________________ Date: __________
Dept. Head/Prog. Coord: ____________________ Date: __________
Graduate College: _________________________ Date: __________
APPLICATION FOR PRACTICUM

SUBMIT ALL REQUIRED INFO BY MARCH 26 TO BE CONSIDERED FOR SUMMER! MAY 2 FOR FALL PRACTICUM! SPRING DUE DATE FOR ALL MATERIALS IS OCTOBER 22! NOTE: Practicum (COU 780, 782 & 784) is a closed, permission-only course. To be granted permission to enroll, you must complete, sign and submit this form during the semester BEFORE you plan to take practicum (If you are currently engrossed in one or more of the prerequisites listed, indicate IP (In Progress) under the Grade Column.)

The following items must be sent to the Clearance Officer in the Education Certification Office; Hill Hall 213H: ❶ Proof of Registration in the Family Care Safety Registry. ❷ Proof of ACA/ASCA Liability Insurance. ❸ FBI Background Check ❹ TB Test (for school track students only).

The following items must be attached with your application to program administrative assistant: ❶ A copy of your Helping course evaluation. ❷ A written reflection statement in which you assess and describe your own “readiness” for practicum at this time. Please include a reflection on feedback you have received so far in your clinical sequence courses (COU 710/711 and any others), and your personal concept of change (how do people decide what needs to change and how do they change?). ❸ A signed copy of the signature page from the Student Handbook. ❹ An unofficial copy of your transcript. ❺ HIPAA Certification. (The Counseling Clinic should have this on file from Helping but it is the student’s responsibility to check with the Clinic Director to ensure it is there prior to packet submission.).

_____HIPPA is on file at CCC. (Check blank to indicate that you have ensured this is on file at CCC.

The faculty will review your application and conduct a Pre-practicum evaluation of your progress and performance to date in the program.

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<thead>
<tr>
<th>Name</th>
<th>M-Number</th>
<th>Date of Birth</th>
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<tr>
<td>Address</td>
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<td>Phone</td>
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<tr>
<td>Advisor’s Name</td>
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Program Option:  □ Elementary  □ Secondary  □ Mental Health

When would you like to enroll in Practicum? □ Spring  □ Summer  □ Fall
□ 2013  □ 2014  □ 2015  □ 2016

Prerequisite Completion for COU 782/780/784

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<tr>
<td>Cou 702 or 703</td>
<td>Foundations (pre-req for Cou 708 &amp; 751)</td>
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<tr>
<td>Cou 705</td>
<td>Personal/Professional Devel. (pre-req for Cou 708 &amp; 751)</td>
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<tr>
<td>Cou 710/711</td>
<td>Helping Relationship class and lab</td>
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<tr>
<td>Cou 708 or 751</td>
<td>Theories (MUST complete 708 for application to 782)</td>
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Additional Preferred Courses

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<tr>
<td>Cou 733</td>
<td>Couples &amp; Family (has the pre-req of COU 710/711</td>
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Office Use Only

Approved: □  Deny/Reapply □  Hold: □
Reason/Comments: ________________________________

Practicum/Internship Coordinator Signature ________________________________ Date ______________
COUNSELING PROGRAMS

COUNSELOR-TRAIINEE PRACTICUM PROGRESS ASSESSMENT

Student Name: ____________________________
Rater (Faculty or Supervisor) Name: ____________________________ Date: ____________

To achieve a “Pass” in Practicum, in addition to other class requirements listed on the syllabus, students should have an average rating of 3 across all skills. In addition, students MUST achieve a minimum rating of “3” on the following items: 9, 12, 16, and 17, and for COU 682, or those working with children in Play Therapy, a minimum rating of “3” on 25, 27, and 29.

When items ask for more than one area, circle specific area rated if progress is not uniform. Write in N/A if entire item or section is not applicable or you have no basis for rating.

Rate your student (or self if student) using the following scale for each item:
1 = cannot do, does not demonstrate; substandard and needing remediation
2 = can do/demonstrate, with prompting, but lacks effectiveness; fair
3 = can do/demonstrate, unprompted, and is effective to some degree; meets expectations
4 = can do/demonstrate, appropriate timing, delivery; works above expected level
5 = can do/demonstrate, natural part of style, well-timed, delivered, effective; excellent

Client Interaction Skills
1. Accuracy of paraphrasing and reflection. 1 2 3 4 5
2. Use of feeling words (accuracy, variety, and depth). 1 2 3 4 5
3. Poignancy of responses; responses specifically tailored to clients’ implied meanings. 1 2 3 4 5
4. Brevity, tolerance of silence and/or timing of responses. 1 2 3 4 5
5. Responses on “leading edge” of client message. 1 2 3 4 5
6. Questions, if asked, are appropriate, open-ended, and used sparingly. 1 2 3 4 5
7. Maintains appropriate boundaries (not overly responsible or disengaged) 1 2 3 4 5
8. Appropriateness of nonverbal behaviors and affect displayed. 1 2 3 4 5
9. Recognizes and utilizes countertransference. 1 2 3 4 5
10. Immediacy and process responses. 1 2 3 4 5
11. Interpretations, hypotheticals, and/or directives, if used, are appropriate. 1 2 3 4 5
12. Forms quick, solid working alliances with children and adults. 1 2 3 4 5

COMMENT on Interaction Skills, especially strengths and areas for growth:

Rate your student (or self if student) using the following scale for each item:
1 = cannot do, does not demonstrate; substandard and needing remediation
2 = can do/demonstrate with prompting, but lacks effectiveness; fair
3 = can do/demonstrate unprompted, and is effective to some degree; meets expectations
4 = can do/demonstrate with appropriate timing & delivery; works above expected level
5 = can do/demonstrate naturally with well-timed, effective delivery; truly excellent
COUNSELING PROGRAMS

Learning and Professional Skills
13. Critical and/or creative thinking skills. 1 2 3 4 5
14. Relationships with staff, peers and professionals. 1 2 3 4 5
15. Conceptualizes cases, human problems and strengths. 1 2 3 4 5
16. Responsiveness to supervision; motivation to learn. 1 2 3 4 5
17. Ethical conduct and a working knowledge of ethical codes. 1 2 3 4 5
18. Awareness of privilege and one’s own multicultural biases. 1 2 3 4 5
19. Assumes complexity to understand diverse clients’ worldviews. 1 2 3 4 5
20. Contributions based upon understanding of school or site culture. 1 2 3 4 5
21. Use of micro-skills and tape review. 1 2 3 4 5
22. Initiative, self-care, meta-cognitive, and personal process skills. 1 2 3 4 5
23. Use of emotional reactivity in relationships. 1 2 3 4 5
24. Other: _______________________________________________________________ 1 2 3 4 5

COMMENT on Learning and Professional Skills, especially strengths & areas for growth:

Play Therapy and Child Advocacy Skills
25. Sets appropriate limits as needed with child, using ACT model. 1 2 3 4 5
26. Accurately identifies themes in the child’s play and develops insight into the child’s world. 1 2 3 4 5
27. Identifies own childhood issues that interfere with the child’s therapeutic process. 1 2 3 4 5
28. Accurately reflects the child’s play. 1 2 3 4 5
29. Serves as an advocate for child by successfully relaying pertinent information to parents/guardians, DFS, etc.
   1 2 3 4 5

COMMENT on Play Therapy and Child Advocacy Skills, especially strengths and areas for growth:

Guidance and School Setting STANDARDS as stated in the PBCE

30. Standard I: The professional school counselor (in training) implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students. 1 2 3 4 5
31. Standard II: The professional school counselor (in training) implements the Individual Planning Component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans. 1 2 3 4 5

32. Standard III: The professional school counselor (in training) implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills. 1 2 3 4 5

33. Standard IV: The professional school counselor (in training) implements the System Support Component through effective guidance program management and support for other education programs. 1 2 3 4 5

COMMENT on Guidance and School Setting Skills, especially strengths and areas for growth:

Have you noticed any deficiencies that would hinder the student’s successful progress through the counselor training program or impede his or her professional development?

Yes_________ No_________

If yes, please describe.

Student Response:

Rater Signature: __________________________ Student Signature: __________________________
COUNSELING PROGRAMS

Client Interaction Skills
1. Accuracy of paraphrasing and reflection.
The degree to which the student captures the meaning of statements made by others and accurately articulates those meanings back to the speaker.
2. Use of feeling words (accuracy, variety, and depth).
The degree to which the student can identify and use feelings in self and others. As noted, this also includes the variety of feeling words identified and used, identification of differing depths of feelings and their appropriate use.
3. Poignancy of responses; responses specifically tailored to clients’ implied meanings.
The degree to which the student perceives and communicates with vividness and intensity. It is, their ability to get the most moving parts in a client’s statement, their ability to paraphrase that meaning, and their ability to articulate that implied meaning in a timely manner in conversation with the client.
4. Brevity, tolerance of silence and/or timing of responses.
The student’s ability to respond to clients briefly (but accurately), to avoid “filling in” silences to calm their own anxiety, and to use good timing in their responses to clients (not too soon or too delayed).
5. Responses on “leading edge” of client message.
Similar to #3 in some respects, this skill reflects the student’s ability to perceive and articulate in a timely manner the as-yet unspoken meaning in a client’s statement. That is, it is the student’s ability to articulate the clients’ statements that are at the edge of their consciousness and are only implied by their spoken statements.
6. Questions, if asked, are appropriate, open-ended, and used sparingly.
The degree to which the student prudently and judiciously uses questions (appropriate and open ended questions), and refrains from either “interrogating” a client or calming their own anxiety about what to do by asking questions.
7. Maintains appropriate boundaries (not overly responsible or disengaged).
The degree to which the student can be both present and not become enmeshed with the client. This includes appropriate verbal, emotional, physical, and session boundaries.
8. Appropriateness of nonverbal behaviors and affect displayed.
The degree to which the student is aware of the nonverbal messages they send the client, and of the client’s nonverbal messages, and their ability to utilize this awareness in a therapeutic manner. This includes nonverbal affective displays as well
9. Recognizes and utilizes countertransference.
Countertransference has to do with thoughts and feelings that arise in the counselor/therapist in response to their client. While they are natural, expected, and potentially helpful, they can cause difficulties if not attended to and addressed by the counselor/therapist. This item assesses the degree to which the student allows themselves to be aware of the feelings and thoughts that their client provokes within them, the degree to which they address them, and the degree to which they utilize the information gained toward the best interests of their client.
10. Immediacy and process responses.
The degree to which the student utilized their “in-the-moment” awarenesses to address the interpersonal process with their client. By implication, it also is an assessment of the degree to which the student allows themselves to be aware of the immediate therapeutic process, their own internal processes, and the degree of their courage and ability to articulate this awareness in a timely manner.
11. Interpretations, hypotheticals, and/or directives, if used, are appropriate.
The degree to which the student is able to construct and articulate fitting (and sparingly used) interpretations, hypotheticals, and/or directives.
12. Forms quick, solid working alliances with children and adults.
The degree to which the student can rapidly develop rapport, a safe therapeutic/interpersonal environment, and the fundamentals of a working relationship with their client in appropriate ways. Learning and Professional Skills
13. Critical and/or creative thinking skills.
The degree to which the student demonstrates their ability to evaluate information critically and/or allows themselves to “think outside the box.”
14. Relationships with staff, peers and professionals.
The degree the student forms and maintains a respectful, collegial working relationship with staff and
COUNSELING PROGRAMS

faculty, their fellow students, and with other professionals in the community. This includes appropriate and timely communication, appropriate respect for position and authority, and respectful teaming with others in the service of both education and the best interests of clients.

15. Conceptualizes cases, human problems and strengths.
The degree to which the student demonstrates their ability to coherently conceptualize their work with a client, and being able to articulate the framework within this conceptualization is constructed. It also includes the degree to which the student is able to incorporate both the client’s problems, as presented, and their strengths into their overall conceptualization.

16. Responsiveness to supervision; motivation to learn.
The degree to which the student initiates and seeks learning. It is also the extent that they allow themselves to be open to feedback from peers and supervisors, and the degree to which they sincerely address/incorporate this feedback.

17. Ethical conduct and a working knowledge of ethical codes.
The degree to which the student demonstrates their working knowledge of professional ethical standards and their ability to translate this knowledge into practical action. It includes complying with APA’s and ACA’s enforceable standards as well as relevant laws.

18. Awareness of privilege and one’s own multicultural biases.
The degree to which the student is aware of and acknowledges the privilege from which they benefit, conferred upon them by the culture by virtue of things like race, ethnicity, class, gender, or disability status. Further, this item addresses the degree to which the student allows themselves to be aware of the potentially biasing nature of this privilege and the sources from whence it comes.

19. Assumes complexity to understand diverse clients’ worldviews.
The degree to which the student allows themselves to acknowledge the inherent complexity of the meeting of divergent worldviews and the complexity of developing client-centered understandings.

20. Contributions based upon understanding of school or site culture.
The degree to which the student adapts to the setting in which they learn and serve. This includes an appreciation for existing subcultures and tactful and responsible development within that setting.

21. Use of micro-skills and tape review.
The degree to which the student allows their self to learn and utilize counseling micro-skills and learn from tape review.

22. Initiative, self-care, meta-cognitive, and personal process skills.
The degree to which the student is a “self-starter”, willing and able to care for themselves, know and evaluate their own thought processes, and is willing to look at, receive feedback about, and learn from their interpersonal processes, thereby further refining their interpersonal processing skills.

23. Use of emotional reactivity in relationships.
The degree to which the student is able to be aware of their emotional reactivity in relationships (with clients and otherwise) and to utilize this awareness in positive, growth-producing ways.

24. Other:
This item is for evaluation areas not otherwise covered in this evaluation, the content of which should be specified by the evaluator.

Play Therapy and Child Advocacy Skills

25. Sets appropriate limits as needed with child, using ACT model.
The degree to which the student addresses the need for limits in the playroom based on child safety, room safety, counselor safety and to meet the needs of structure. ACT model is used to Acknowledge what the child is feeling, Communicate the limit, and Target appropriate alternative ways the feelings can be shared.

26. Accurately identifies themes in the child’s play and develops insight into the child’s world.
Similar to #15 in some respects, the degree to which the student demonstrates their ability to coherently conceptualize their work with a client, and being able to articulate the framework within this conceptualization is constructed. This includes the obvious initial themes such as consistently cooking for themselves and others, and extends to the deeper meaning, such as, the child learning to nurture themselves in healthy ways.

27. Identifies own childhood issues that interfere with the child’s therapeutic process.
COUNSELING PROGRAMS
Similar to #9 in that the student is aware of the thoughts and feelings that arise while in session with their client. This item assesses the degree to which the student allows themselves to be aware of the feelings and thoughts that their client provokes within them, the degree to which they address them, and the degree to which they utilize the information gained toward the best interests of their client.

28. Accurately reflects the child’s play.
The degree to which the student is able to respond to the needs of the child while in their care. The ability for the student to reflect back to the client what they are doing, saying and feeling.

29. Serves as an advocate for child by successfully relaying pertinent information to parents/guardians, Social Services, etc.
The degree to which the student is a supporter for the child and is aware of who to contact and how to go about making the contact in specific situations where the need arises.

Guidance and School Setting STANDARDS as stated in the PBCE
30.-33. For explanations of these final four items, the user is referenced to external information on the Missouri Comprehensive Guidance Program:
MISSOURI STATE UNIVERSITY – GRADUATE COLLEGE
REQUEST FOR CHANCE OF ADVISOR APPROVED PROGRAM OF STUDY

Name: _______________________________ M-Number: _______________________________
Street Address: ______________________ City, State, Zip: ______________________________
Degree Sought: ______________________ Area of Study: ________________________________

COURSE DELETIONS:

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<th>Hours</th>
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COURSE ADDITIONS:

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If transfer course, please indicate the school/university where the course is being transferred from:

_________________________________________________________________________________

NOTE: The use of this form is limited to the deletion or addition of no more than 4 courses. A revised Advisor Approved Program of Study form is required for major revisions.

APPROVAL SIGNATURES

Chairperson/Advisor __________________________ Date ________________ Graduate College Representative __________________________ Date ________________

Department Head/ Program Coordinator __________________________ Date ________________

Submit to: MSU Graduate College, Carrington Hall 306, 901 S. National Avenue, Springfield, MO 65897
COUNSELING PROGRAMS

INTERNSHIP APPLICATION

Incomplete applications will not be considered. All blanks must be properly completed.

Counseling Program
Department of Counseling, Leadership and Special Education
Missouri State University

Check One:

____First Semester
____ Second Semester
____Third

For which internship are you applying: (Check one):

Elementary School Counseling  □  Secondary School Counseling  □  Mental Health  □

Name:________________________________________________  BearPass Number: _____________

Local Address:______________________________________________________________________

City  ______________________________________     State  ______________     Zip _____________

Telephone: Home (_____)______________________        Cell (_____)________________________

Email Address: _____________________________________________________________________

For which semester are you applying?:     Semester _______________     Year __________

Site supervisor title:  Psychologist  □  LPC  □
(No other license is considered.)

List other relevant certifications or licenses:___________________________________________

Site supervisor years of experience with this license:_________________________________

Has Site Supervisor been trained and oriented by Missouri State’s Counseling Program to supervise
internships?:  Yes □  No □  When?:_____________
(Check list on internship website for sup info).
Has the supervisor’s license ever been suspended or revoked? Yes ☐ No ☐
Date___________________   Reason ___________________________________________________

Please indicate your site supervisor, placement site, site address, email, and phone number below.
Site Supervisor: ____________________________________________   Credentials: _____________
Agency / School:____________________________________________________________________
Director or Principal: ________________________________________________________________
Site Address: _________________________________________ ____________________________
Site Phone Number: (_____)________________ Site Supervisor Phone No: (_____)_______________
(If different than Site number)
Site Supervisor Email Address: _______________________________________________________

Submit a copy of your resume or vitae, an up-to-date copy of your MSU transcript and a signed statement from acknowledging that you have viewed the on-line PowerPoint orientation, along with this application to: Dr. Perryman, Department of Counseling, Leadership and Special Education, MSU, 901 S National, Springfield MO 65897.

____________________________________________________  ______________________
Student Signature                                      Date

Signature of this document indicates I have completed this application (no blanks) to the best of my knowledge, and recognize failure to turn in a complete application, along with the other required materials listed above, will result in an incomplete application and prevention from enrolling in either course.

____________________________________________________  ______________________
Internship Coordinator                                   Date

____________________________________________________  ______________________
Instructor Signature                                     Date
COUNSELING PROGRAMS

SCHOOL INTERNSHIP AGREEMENT FORM

This agreement among:

1. Counseling Programs
   Department of Counseling, Leadership and Special Education
   Missouri State University
   901 South National
   Springfield, MO 65897

2. School:
   Name: ____________________________
   Address: ____________________________
   Phone: ____________________________
   Site Director: ____________________________
   Site Supervisor: ____________________________
   Site Supervisor Phone (if different from above): ____________________________
   Site Supervisor Email: ____________________________

3. Student (herein called the “Student Intern”):
   Name: ____________________________
   Address: ____________________________
   Phone: ____________________________

This document is for the purpose of providing an internship for the above-named student for (please circle appropriate course):
   Course Number: COU 701 / 783 – Elementary / Secondary Internship
   Credits: __________
   Semester: __________
   Year: __________

Missouri State University
COUNSELING PROGRAMS

It is mutually agreed that:

The above-named school and/or site supervisor will provide the following services.

1. The assignment of an internship site supervisor who is certified school counselor who has at least three years’ experience since receiving his or her certificate or license and who meets the specific approval of the MSU Counseling Programs. The Site Supervisor MUST attend (or have attended within the last 3 years) site supervision training offered by Missouri State University. This training must be retaken every three years in order for a site supervisor to retain active status within the counseling department.

2. Orientation to the school with specific student counselor duties defined.

3. A site and supervisor which operates under ASCA ethical guidelines.

4. Coordination of the student counselor duties (A minimum of 300 clock hours per semester) with the agency. Direct client contact should total a minimum of 40% of total time spent: 120 hours.

5. Students with whom the student counselor may, with sensitivity and in-confidence videotape counseling sessions for analysis and supervision. A minimum of one videoed session is required though students are encouraged to view their work on a regular basis. Other videos may be required at the discretion of the site supervisor and/or the instructor.

6. Site supervision of the student counselor’s work with feedback and support, including one (1) hour per week of face-to-face individual supervision (totaling at least 15 hours over the semester). The supervision sessions should be scheduled in advance so that both the student intern and the supervisor may plan accordingly.

7. Feedback concerning the student counselor’s progress to the faculty supervisor through the completion of weekly progress reports and two evaluation forms (discussed with the student counselor and forwarded to the faculty supervisor) and immediate contact with the faculty supervisor in the case of any concerns or deficiencies in the student counselor’s performance.

8. Provide the student with an end-of-the-semester progress evaluation, using Department evaluation forms provided.

The student counselor agrees to:

1. Be at the agreed upon location at the scheduled times.

2. Demonstrate professional behavior consistent with ethical guidelines at all times.

3. Be assigned the following general duties and responsibilities given below.
COUNSELING PROGRAMS
(Site Supervisor: Please list additional responsibilities specific to your setting.) (I.E. School will involve all areas of Mo. Comp. Guidance with specific assignments)

4. Attend regular MSU classes to receive feedback and help regarding counseling performance. Students must attend each class in order to complete requirements for program management and internship.

5. Keep a log of the time spent in the internship that records dates, hours, and the duties performed and a separate diversity log.

6. Write an evaluation of the internship to be submitted to the faculty supervisor at the end of the semester.

7. Complete an evaluation of the site supervisor and submit to the instructor.

The MSU internship instructor will provide the following:

1. Advise the student counselor of the requirements (class meetings, activities, reports, evaluations, etc.) involved in the internship.

2. Provide weekly class meetings to discuss common needs and experiences and assist student counselors.

3. Maintain periodic contact with the site supervisor and the student counselor to discuss his or her progress (telephone contact, site visits, etc.) as deemed necessary.

4. Give the student counselor feedback regarding the faculty supervision and maintain appropriate records for evaluation and grading.

5. Be responsible for the evaluation and grading of the student counselor.

6. Ensure that the student counselor is working within their scope of practice.
COUNSELING PROGRAMS

It is the expectation of all three parties involved that the above conditions be met. Should they not be met, it is imperative that all three parties discuss the situation at the earliest possible date.

The following signatures verify agreement to these conditions:

Signature of Student Counselor:  
Date:  

Signature of Site Director:  
Date:  

Signature of Site Supervisor:  
Date:  

Signature of MSU Internship Instructor:  
Date:  

*Any site unable to meet the required conditions will NOT be approved.
COUNSELING PROGRAMS

COUNSELING 781 AND 783
SCHOOL COUNSELING INTERNSHIP INFORMATION SHEET

Counseling (COU) 781 and 783 are aimed at providing counseling experience in a school setting. The prerequisite for 781 is the successful completion of COU 780 Secondary Counseling Practicum. For 783 the prerequisite is to successfully pass 782, Elementary Counseling Practicum. Students enrolled in COU 781 or 782 must receive supervision at their placement site from a fully certified school counselor with at least 3 years post-master’s experience as either a secondary or elementary school counselor dependent upon your course choice. This supervisor must also be approved by your COU internship instructor. (If you have questions about an appropriate supervisor, see the Approved Sites list at http://education.missouristate.edu/counseling/Internships.htm.) Additional small group supervision will be provided by the COU Department.

COU 781 and 782 will consist of a minimum of 300 clock hours of professional activity per semester. These hours should include counseling curriculum activities, individual planning, responsive services, system support, and individual supervision. Direct contact hours must include individual counseling, experiences in leading or co-leading groups, classroom guidance curriculum delivery, and parent consultation.

A typical week in fall and spring semesters would include 15 hours of on-site activity, including an average of at least 4 hours of direct student contact. It would also include at least 1 hour per week of face-to-face supervision with the site supervisor. Over the course of the semester, this translates into 90 hours of direct student contact and 15 hours of site supervision. In addition to the on-site activity, you should receive 20 hours of in-class supervision provided by the Counseling Program.

Each student must obtain a commitment to the requirements of the internship from site representatives by having the principal and the site supervisor sign the internship Agreement. All student activities for the course are to be documented in a log to be signed by the site supervisor and filed with the course instructor. The site supervisor must submit a mid-semester and final evaluation of student performance to the course instructor. The course instructor is responsible for final evaluation of student performance, which will include the input from the site supervisor. The evaluations by the site supervisors will be retained in the student’s file. Students will provide a written evaluation of the Internship at the end of each semester.
Counseling (COU) 785 is aimed at providing counseling experience in a Mental Health setting. The prerequisite for this course is completion of COU 784 Mental Health Counseling Practicum with a grade of “Pass.” Students enrolled in COU 785 must receive supervision at their placement site from an agency supervisor who is a Licensed Professional Counselor, licensed psychologist, or other licensed mental health professional who has at least 3 years of experience since receiving his or her license; this supervisor must meet the specific approval of the course instructor. Additional small group supervision will be provided by the COU Department.

COU 785 will consist of a minimum of 300 clock hours of professional activity per semester. These hours should include direct service client contact hours, assessment/testing time, consultation time, time spent receiving supervision, staff meeting time, and writing time. Client contact hours must include both individual counseling and experiences in leading or co-leading groups.

A typical week in fall and spring semesters would include 20 hours of on-site activity, including an average of at least 8 hours of direct student contact. It would also include at least 1 hour per week of fact-to-face supervision with the site supervisor. Over the course of the semester, this translates into 120 hours of direct client contact and 15 hours of site supervision. In addition to the on-site activity, you should receive 20 hours of in-class supervision provided by the Counseling Program.

Each student must obtain a commitment to the requirements of the internship from site representatives by having the agency director and the site supervisor sign the Internship Agreement. All student activities for the course are to be documented in a log to be signed by the site supervisor and filed with the course instructor. The site supervisor must submit a mid-semester and final evaluation of student performance to the course instructor. The course instructor is responsible for final evaluation of student performance, which will include the input from the site supervisor. The evaluations by the site supervisor will be retained in the student’s file. Students will provide a written evaluation of the internship at the end of each semester.
Missouri State University
Human Subjects Protection
Institutional Review Board

Application for Review and Approval of
ACTIVITY INVOLVING HUMAN SUBJECTS

Policy Statement:
The United States Department of Health and Human Services (DHHS) and Missouri State University have established standards and guidelines to protect individuals who may be at risk as a consequence of participation in a research activity. The Institutional Review Board for the Protection of Human Subjects (IRB) is responsible for insuring that adequate safeguards are established to protect any individual who may be at risk as a consequence of participation in research activities.

Standards for the committee’s reviews are based upon
2. Standards for Privacy of Individually Identifiable Health Information – 45 CFR 160 and 164, as described in the Missouri State University Health Insurance Portability and Accountability Act (HIPAA) Policy

Researchers are encouraged to refer to these codes in planning their research.

To what does this policy apply?
All research undertaken by university personnel that involves human subjects in any way, regardless of the source of funds, must be reviewed and approved by the IRB before the activity is undertaken. This includes activities in which a faculty member is supervising student research activities, such as graduate theses and dissertations.

According to 45 CFR 46, “Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.”

The Health Insurance Portability and Accountability Act (HIPAA) imposes additional requirements for those involved in the collection, use, retention and destruction of research data that includes protected health information (PHI). According to 45 CFR 165.501, protected health information is defined, in part, as individually identifiable health information transmitted or maintained in electronic or any other form or medium.

All research projects must be renewed annually. Renewals (without changes) are sent directly to the IRB chair and typically require only a brief review. Any meaningful changes in procedures must also be reviewed. Applications involving changes in approved procedures are sent to the College Representative.

Training:
A. Human Participant Protection Training: Faculty, staff and students participating in the design of projects involving collection of data and/or the analysis of data from human subjects, must complete the CITI training program. This program consists of modules for Biomedical and Social/Behavioral Investigators and a Completion Certificate is issued through the CITI program. URL: https://www.citiprogram.org/default.asp

B. HIPAA Training: If the proposed research involves protected health information (PHI), researchers also must certify completion of the training required under the Missouri State HIPAA policy. This training is provided in two modules available on a secure Missouri State web site – http://www.privacy.missouristate.edu/hipaa.htm - HIPAA Privacy, Security and Research Training.
### A. INVESTIGATOR INFORMATION

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<th>Principal Investigator:</th>
<th>College:</th>
<th>Department:</th>
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<td>If yes, has HIPAA training been completed:</td>
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<td>Project involves Protected Health Information:</td>
<td>☐ yes ☐ no</td>
<td>If yes, has HIPAA training been completed:</td>
</tr>
</tbody>
</table>

### B. PROJECT INFORMATION

Project Title: 

Project Type: ☐ New Project ☐ Renewal or Continuation ☐ Resubmission
☐ Change in Procedure for Previously Approved Project

Proposed Project Dates (up to one year): From: / / To: / /

Funding Agency or Research Sponsor: 

### C. IRB RECOMMENDATION

Recommendation of College IRB Representative:
☐ Category I, Exempt, Sub-part A, Section 45.101 45 CFR 46, exempt category
☐ Category II, Expedited Approval, Sub-part A, Section 46.110; expedited category
☐ Category III, Full Committee Review

IRB College Representative: ______________________________ Date: __________________

Action of the IRB Chairman: 
☐ Approved as Exempt
☐ Expedited Approval
☐ Recommended for Full Review

Results of Full IRB Review: 
☐ Approved
☐ Deferred (see attached comments)
☐ Disapproved (see attached comments)

Chairman of IRB: ______________________________ Date: ______________
INSTRUCTIONS FOR THE
MISSOURI STATE HUMAN SUBJECTS PROTECTION APPLICATION

The application consists of (a) the cover sheet (above), (b) the body of the application that addresses the areas noted below (using the areas as subheadings; 2-4 pages maximum), (c) Human Participants Protection training certificate(s) (if applicable), (d) HIPAA training certificates (if applicable), (e) copies of questionnaire instruments to be used (if applicable), (f) copies of Informed Consent forms to be used, and (g) letter(s) of support/permission from data collection site(s) (if applicable) (where appropriate, include IRB approved protocol from other involved institution here).

Application Content Areas

1. Brief description of the purpose of the proposed project, including specific goals

2. Research protocol, that includes:
   Description of participants to be used, including:
   - General demographics of target sample
   - Sample size
   - Sampling procedures
   - From where participants will be obtained
   - How long procedures will take participants

   Procedures, including:
   - General progression of research
   - How informed consent will be obtained/addressed
   - Description of setting in which data is obtained
   - How data will be kept secure and confidential

   Name and description of data gathering tool (attach a copy if possible)
   HIPAA considerations/procedures (if applicable)

   Description of any special situations/circumstances needing to be addressed in the study

   Data disposition when the study is completed

   How resulting information will be used/disseminated/shared

3. Benefits: Describe benefits to the individual and/or mankind from participation

4. Risks: Describe the risks to the participant. This includes physical, psychological, and/or sociological risks.

5. Analysis of Risk: Benefit Ratio When Relevant: This is the researcher’s own evaluation of the balance between potential risks for participants and potential benefits from the project.

6. Procedures for Minimizing Risk: Describe precautions that will be taken to minimize the risks described above, including more detail about how data confidentiality will be maintained, and the final disposition of data.

7. Procedures for obtaining informed consent (see guidelines for key elements to include in informed consent)

9. The project proposal shall end with the following, verbatim (including signature lines):

I hereby agree to conduct this study in accordance with the procedures set forth in my project description, to uphold the ethical guidelines as set forth in the Code of Federal Regulations 45 CFR 46, 45 CFR 160 and 164, and the Missouri State University HIPAA Policy, and to report to the IRB any outcomes or reactions to the experiment which were not anticipated in the risks description which might influence the IRBs decision to sustain approval of the project.

Department Head

Principal Investigator (Faculty)

Other Investigators

Other Investigators

Date: __________________________  Date: __________________________
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATION REQUIREMENTS FOR ELEMENTARY COUNSELING (GRADES K-8)

I. PROFESSIONAL REQUIREMENTS: The elementary school counselor, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. Recommendation for certification from the designated official of a college or university approved to train elementary school counselors by the Missouri Department of Elementary and Secondary Education; and

B. The applicant must possess either:

1. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in the elementary schools:

   a. Competence in each of the following areas:

   1) Human Growth and Development;
   2) Social and Cultural Diversity;
   3) Assessment;
   4) Career Development and Planning;
   5) Helping Relationships;
   6) Group Work;
   7) Structural Components of a Guidance Program;
   8) Comprehensive Guidance Program Components: Guidance Curriculum;
   9) Comprehensive Guidance Program Components: Individual Planning;
   10) Comprehensive Guidance Program Components: Responsive Services;
   11) Comprehensive Guidance Program Components: System Support;
   12) Technology;
   13) Professional Relationships in School, Family and Community;
   14) Ethical Standards;
   15) Legal Standards; and
   16) Professional Orientation, Identity and Well-Being.

   b. Supervised practice in an Elementary School Guidance Program for at least three (3) semester hours;

   OR

2. A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling or a closely related mental health discipline; and completed additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship of at least three hundred (300) hours in an appropriate school setting; and

C. The applicant must either:

1. Possess a bachelor's degree in education from a state-approved teacher preparation program; or
2. Complete a curriculum in teaching methods and practices, classroom management and the psychology of the exceptional child, as specified by the recommending certification officer of a state-approved program; and

D. Must achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education, not to include the principles of learning and teaching.

Revised January 2010
II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE

A. The elementary school counselor, career continuous student services certificate will be issued upon completion and verification of the following:
   1. Four (4) years of state-approved school counseling experience;
   2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);
   3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and

B. The elementary school counselor, career continuous student services certificate will remain valid upon verification of the following:
   1. Participation in a performance-based system of evaluation; and
   2. Participation in twenty (20) contact hours of professional development annually.

C. The elementary school counselor, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
   1. Ten (10) years of state-approved school counselor experience;
   2. An educational specialist’s degree in school counseling; and/or
   3. Certification from a board-approved nationally recognized professional school counselor organization.
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATION REQUIREMENTS FOR SECONDARY COUNSELOR (GRADES 7-12)

I. PROFESSIONAL REQUIREMENTS: The secondary school counselor, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. Recommendation for certification from the designated official of a college or university approved to train secondary school counselors by the Department of Elementary and Secondary Education.

B. The applicant must possess either:

  1. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in the secondary schools.
     a. Competence in each of the following areas:
        1) Human Growth and Development;
        2) Social and Cultural Diversity;
        3) Assessment;
        4) Career Development and Planning;
        5) Helping Relationships;
        6) Group Work;
        7) Structural Components of a Guidance Program;
     8) Comprehensive Guidance Program Components: Guidance Curriculum;
     9) Comprehensive Guidance Program Components: Individual Planning;
     10) Comprehensive Guidance Program Components: Responsive Services;
     11) Comprehensive Guidance Program Components: System Support;
     12) Technology;
     13) Professional Relationships in School, Family and Community;
     14) Ethical Standards;
     15) Legal Standards; and
     16) Professional Orientation, Identity and Well-Being.

   b. Supervised practice in a Secondary School Guidance Program for at least three (3) semester hours

   OR

   2. A master’s degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling, or a closely related mental health discipline; and complete additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship or internship of at least three hundred (300) hours in an appropriate school setting.

C. The applicant must either:

   1. Possess a bachelor's degree in education from a state-approved teacher preparation program; or
   2. Complete a curriculum in teaching methods and practices, classroom management and the psychology of the exceptional child, as specified by the recommending certification officer of a state-approved program; and

D. Must achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education not to include the principles of learning and teaching.
II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE

A. The secondary school counselor, career continuous student services certificate will be issued upon completion and verification of the following:
   1. Four (4) years of state-approved school counseling experience;
   2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);
   3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and

B. The secondary school counselor, career continuous student services certificate will remain valid upon verification of the following:
   1. Participation in a performance-based system of evaluation; and
   2. Participation in twenty (20) contact hours of professional development annually.

C. The secondary school counselor, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
   1. Ten (10) years of state-approved school counselor experience;
   2. An educational specialist’s degree in school counseling; and/or
   3. Certification from a board-approved nationally recognized professional school counselor organization.
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATE REQUIREMENTS FOR SCHOOL PSYCHOLOGICAL EXAMINER

I. PROFESSIONAL REQUIREMENTS
The school psychological examiner, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one (1) of the following areas:
   1. Counseling Psychology;
   2. Educational Psychology;
   3. School Counseling; and
   4. Education;

B. Recommendation for certification from the designated official of a college or university approved to train elementary and secondary counselors by the Missouri Department of Elementary and Secondary Education;

C. Completion of a course in Psychology and/or Education of the Exceptional Child for a minimum of two (2) semester hours;

D. A minimum of twenty-four (24) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of a college or university meeting approval of the Missouri Department of Elementary and Secondary Education, including a supervised internship in school psychological assessment of at least one hundred fifty (150) hours in an appropriate school setting:

Courses Areas
1. Psychological Development: child, adolescent, or developmental psychology;
2. Psychology of Education;
3. Statistical methods;
4. Mental Hygiene or Psychology of Personality;
5. Psychological Tests and Measures for the Analysis of Student Performance;
6. Individual Intelligence Tests;
7. Individual Diagnostic Assessment (other than the Wechsler and Binet); and
8. Supervised practicum of at least one hundred fifty (150) hours in an educational or clinical setting with children and youth of school age in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and the application of the information to develop instructional strategies.

Competencies
1. Methods and/or techniques of interpretation of tests;
2. Analysis and diagnosis of learning problems including special consideration of low incidence populations;
3. Interpretation of formal and informal diagnostic assessments and their application for prescriptive instruction;
4. Utilization of knowledge of classroom environment, psychological principles, and test data to plan for management of special needs children;
5. Diagnostic interviewing techniques;
6. Process of staffing with other professionals to develop instructional strategies; and
7. Administration and interpretation of the Wechsler and Binet.
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
CERTIFICATION REQUIREMENTS FOR SCHOOL PSYCHOLOGICAL EXAMINER

II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE

A. The school psychological examiner, career continuous student services certificate will be issued upon completion and verification of the following:
   1. Four (4) years of state-approved school psychological examiner experience;
   2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience);
   3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and

B. The school psychological examiner, career continuous student services certificate will remain valid upon verification of the following:
   1. Participation in a performance-based system of evaluation; and
   2. Participation in twenty (20) contact hours of professional development annually.

C. The school psychological examiner, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
   1. Ten (10) years of state-approved school psychological examiner experience;
   2. An educational specialist’s degree in school psychology or a closely related field; and/or
   3. Certification from a board-approved nationally recognized professional school psychology organization.
NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has 52,572 certified counselors. These counselors live and work in the U.S. and more than 40 countries. Our examinations are used by all 50 states, the District of Columbia, and Puerto Rico to credential counselors on the state and territory level.

NBCC's flagship credential is the National Certified Counselor (NCC). NBCC also offers specialty certification in several areas:

- School counseling - The National Certified School Counselor (NCSC)
- Clinical mental health counseling - The Certified Clinical Mental Health Counselor (CCMHC)
- Addictions counseling - The Master Addictions Counselor (MAC)

Reference: [http://www.nbcc.org/About](http://www.nbcc.org/About)

**Earning the CCMHM Certification**

There are three applications available for the CCMHC certification. In addition to holding the NCC credential, the requirements for the CCMHC certification include the following:

- Documentation of a minimum of 60 semester (or 90 quarter) hours of graduate-level academic credit in counseling from a regionally accredited university, or equivalent entry for 48-hour master’s degrees (see below).
- 100 hours of counseling supervision, spanning at least 24 months from the date the applicant's graduate degree (master’s or higher) in counseling, or with a major study in counseling, was conferred.
- 3,000 hours of clinical client contact, spanning at least 24 months from the date the applicant's graduate degree (master’s or higher) in counseling, or with a major study in counseling, was conferred.
- A taped clinical session (after the application and examination are complete and approved), OR documentation of two additional years of clinical supervision. (This requirement is waived for CACREP Mental Health Counselor graduates.)
- A passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).

**Equivalent Entry Option** (This option is ONLY available for the CCMHC or the NCC/CCMHC applications above)

Applicants who have fewer than 60 graduate semester hours (90 quarter hours) in counseling, but a minimum of 48 semester hours (72 quarter hours), and coursework in ALL required areas may substitute documented training and/or supervised clinical experience for the additional 12 semester hours (18 quarter hours).

To be considered for equivalent entry, the applicant may submit the following:

- Documentation of completion of clinically relevant workshops. One hour of semester credit will be granted for every 15 clock hours of workshop participation.
- Documentation of additional supervised client contact above the required 3,000 hours. Forty hours of client contact may be substituted for one hour of semester credit.

**CCMHC for State Licensed Counselors**

*NOTE: Provisional, intern or associate-level licenses do not qualify. Marriage, couple and family therapy; psychology; nursing; social work; and addictions counselor licenses do not qualify.*
• A master’s degree (48 semester/90 quarter hours) or higher in counseling from a regionally accredited university.
• Completion of 60 hours of graduate counseling coursework is required. Applicants who completed fewer than 60 semester hours (or 90 quarter hours) of graduate-level credit in their counseling degree can use credits from nondegree counseling coursework for the lacking 12 semester hours (18 quarter hours). Certificate credits will be accepted to fulfill the additional requirement.
• A full and current license from a state professional counselor licensure board or the California Registered Professional Counselor (RPC) credential.
• For licensed counselors whose state board does not offer online verification, the Verification of State Counselor Licensure or California RPC Form must be completed by the state board and returned to NBCC.
• A passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).
• If you have been grandfathered into state licensure with no exam, you need to take and pass the NCMHCE. If the rest of your application is approved, you will be registered for the NCMHCE.
• The National Certified Counselor (NCC) is a prerequisite for the CCMHC. If you do not hold the NCC credential, you can complete this application and obtain both the NCC and CCMHC credentials.
• No equivalent entry option is available for this application.

All coursework must have been completed for graduate credit at regionally accredited colleges or universities.
HIPAA TRAINING

HIPAA stands for Health Insurance Portability and Accountability Act of 1996, and is composed of three components: Insurance Portability, Fraud Enforcement (Accountability) and Administrative Implication. As students in the Counseling Programs, you will come into contact with Protected Health Information (PHI), so will be required to take the online HIPAA training found on the University website and will be asked to print a copy of the certificate at the end of the training to keep on file. It is suggested that you also keep a copy of this certificate for future reference or if you are asked to produce it for another class.

The five goals for the training sessions are:

- Increase your knowledge & understanding of what is protected health information (PHI) and how to maintain its privacy and security
- Enhance your awareness of your role in assisting the University and its Units in following HIPAA Security Rule
- Provide contact information on who can answer questions about privacy and about security
- Inform the workforce about their reporting responsibilities for HIPAA violations and the possible penalties for violation of HIPAA law for both you and the University.
- Protect the confidentiality of PHI for our faculty, staff, and students by following the University’s guidelines and procedures.

The training can be found at the following link and will require a Missouri State ID and password to complete.

http://apps.missouristate.edu/Human/Training/HIPAASTUPRIV/
Appendix E

Retention & Dismissal Procedure Related to Professional and Ethical Concerns
Elementary and Secondary School and Mental Health Counseling Programs
Department of Counseling, Leadership, and Special Education
Missouri State University

INTENT:

The Counseling Program faculty endeavor to admit qualified students and to foster their development, with the hope and encouragement that all admitted students will become high performing counselors-in-training and eventually ethical counseling professionals. Occasionally students demonstrate difficulties with skills and dispositions or ethical concerns that are not resolved in a timely fashion, and questions arise regarding the fitness of that student for the program and profession. Grade-related appeals should follow the University policies (http://www.missouristate.edu/Registrar/Graderев.html) If a student is struggling with ethical non-academic development and/or limitations, the following procedures are intended to provide due process so that student evaluations (and faculty decisions regarding students) balance the professional gate-keeping responsibility and the program faculty’s commitment to student development, and are not arbitrary, discriminatory, personally biased, or otherwise unfair.

RATIONALE:

In addition to meeting academic standards as described in the Missouri State University Graduate Catalogue (http://graduate.missouristate.edu/assets/policy/AcademicIntegrityPolicyRev-1-08.pdf), and in the Counseling Programs guidelines (http://education.missouristate.edu/assets/counseling/COUSStudentHandbook9-10.pdf), Counseling students are expected to conduct themselves in an ethical, responsible, and professional manner. The COU faculty are committed to training students in accordance with the ACA Code of Ethics (2005, available online at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx). These professional standards include guidelines for confidentiality, respect for diverse others, advocacy, professional relationship responsibilities, and emotional stability. Also outlined are responsibilities of counselor trainers and supervisors, including assessment of dispositional fitness for becoming a professional counselor. Students are responsible for familiarity with the ethical guidelines of the counseling profession through reading and coursework and are expected to conduct themselves in accordance thereof in their interactions with peers, faculty, and clients. As stated in the Ethics Code

F.8.a. Standards for Students “Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.” In addition, the following ethical guidelines address specific responsibilities of counseling training programs:

F.7.b. (Student Welfare) Self-Growth Experiences
Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student’s level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.5.b (Counseling Supervision Evaluation, Remediation, and Endorsement) Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary credentialing
processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.9.b. (Evaluation and Remediation of Students) Limitations
Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators
1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.8.b. (Student Responsibilities) Impairment
Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others.

In addition, the following points of reference should be noted:
CACREP standards (Section II.F.)—Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student’s transition out of the program and, if possible, into a more appropriate area of study.

CACREP standards define FITNESS—“. . .suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.”

All students are regularly reviewed by faculty and are given feedback on personal and professional development relative to specific coursework, and to the student’s professional development on the whole. All evaluations may be appealed by the student in accordance with university policy (http://www.missouristate.edu/registrar/graderev.html). Students in specific skill and disposition courses (Helping Relationship, Practicum, and Field/Internship) are evaluated using a standardized progress evaluation (See Appendix C in the Student Handbook). A student in the program who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member will be asked to meet with the faculty member and/or advisor, and may be required by the department to seek remediation including, but not limited to, repeating pre-practicum courses, taking specially arranged remedial classes, and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who demonstrates unprofessional conduct, thereby violating ethical standards as alluded to in the above rationale, may be required to seek remediation or may be dismissed from the program, depending on the severity of the violation.

RETENTION/REMEDICATION/DISMISSAL RELATED TO ETHICAL VIOLATIONS:

If a faculty member(s) has (or have) ethical concerns about the behavior of a student:

1. The ethical concern(s) are discussed with the student by the faculty member and/or advisor, and an attempt is made to resolve the concern. The concern and any remediation efforts will be documented in the student’s file and/or advising notes.

2. If this is unsuccessful, the ethical/professional concerns are expressed in writing to the Department Head by the faculty member(s), including specific concern, documentation of related event(s) and any attempts to resolve with the student. Notification of this concern will be shared in writing with the student within 5 business days. A copy of the complaint, signed by the student, will be retained in the student’s file. The student may respond to the Department Head in writing within 10 business days of the date of the initial complaint.

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3. The Department Head will appoint a 3-person Ethics Review Committee to assess the complaint and student response, if submitted, and provide a recommendation to the Department Head within 30 calendar days of the initial complaint. The review committee may seek additional information from the student, faculty, or other sources as needed to give the most fair and accurate representation of the issue(s) described in the complaint. The disposition of the review may include:
   a. dismissal of the complaint
   b. remediation plan
   c. dismissal of the student from the program
A copy of the disposition of the Committee’s review will be provided to the student in writing, and a copy signed by the student within 10 business days will be retained as part of the file.

4. If the student is provided a remediation plan, the student’s advisor will meet with the student at least once per semester (or more, if necessary) to monitor the student’s progress and to offer support for successful completion of the remediation plan.

5. The student may appeal the Committee’s decision, first to the Committee in writing within 10 business days of the committee recommendation.

6. The student may follow additional appeals as outlined in the Grade Appeal process on the registrar’s page: (http://www.missouristate.edu/registrar/graderev.html)

DEPARTMENTAL ETHICS REVIEW COMMITTEE CONSTITUANCY

The Ethics Review Committee is comprised of three counseling faculty appointed by the Department Head. Recusal from serving on the committee in a situation involving a conflict of interest or other ethical matter may occur upon decision of the faculty member and/or may be requested by the retention committee, student, and/or faculty member. In the event of a recusal, the Program Director (or Department Head if recusal involves the Program Director) will appoint another faculty member to serve instead on a case by case basis. If deemed appropriate by a majority vote of the Retention Committee in concurrence with the Advisor, a faculty member from another department may be asked to sit in on Committee proceedings as an unbiased observer. Notes of all Committee meetings and hearings will be kept and placed in the student’s file upon completion of the process.
Appendix F

Agreement Contract

I, __________________________________ (student name-- please print legibly), have received and read in its entirety, the Student Handbook for the Counseling Programs, from Missouri State University’s Department of Counseling, Leadership and Special Education. I understand the policies and procedures as outlined in the handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. I further understand and agree that the Counseling program faculty at Missouri State University has the right and responsibility to monitor my academic progress, my professional and ethical behavior, and my personal dispositional characteristics with regard to becoming a professional counselor. I understand that this completed form will be kept in my student folder.

________________________________________  ________________
Student Signature                      Date