

Master's in Counseling
Student and Field Placement Handbook

School and Community Tracks
and
Education Specialist Degree

Counseling and Counselor Education
Department of Counseling and Educational Psychology
School of Education
Indiana University Bloomington
Revised August 2010

Table of Contents

Introduction

The Department

The Program

Program Mission Statement

Community Counseling Program

School Counseling Program

Education Specialist Degree Program

Policy Statement

Program Values

- *Collaboration*
- *Diversity*
- *Excellence*
- *Growth and Development*
- *Integrity*
- *Justice and Equity*
- *Professionalism*

Ethical Behavior

- *Professional Standards*
- *Student Rights, Responsibilities, and Conduct*
- *Faculty Rights, Responsibilities, and Conduct*
- *Student Representation*

M.S./Ed.S. Program Curriculum and Structure

- I. Major Field Courses*
- II. Research Skills*
- III. Human Development*
- IV. Non-Program Elective*

Course Sequencing

Field Experiences

- *Professional Liability Insurance*
- *Site Selection and Preparation for the Interviews*
- *Site Selection Process*
- *Practicum*
- *Internship*
- *Advanced Internship (Ed.S.)*

After Admission to the Program

- *Time Limits for Completing the Program*
- *Transferring Courses Taken at Other Institutions*
- *GPA and Course Grades*
- *Criminal History Background Checks*
- *Graduate Assistantships and Financial Aid*
- *CPR-Heimlich Maneuver Certification*

Student Evaluations

Program Evaluation

Student Retention Policy

- *Expectations*
- *Guidance*
- *Formal Grievance Procedures*

Recommended References

Professional Organizations

Preparing for Graduation

Employment

The Counseling Faculty

Ethical Standards

- *ACA Code of Ethics and Standards of Practice (2005)*
- *Ethical Standards for School Counselors*
(adopted 1984; revised 1992, 1998, 2004, 2010)

Introduction

This student handbook is essential reading for all students newly admitted to the Program in Counseling and Counselor Education (C/CE). Upon admission to the community counseling or school counseling program, students should obtain and read this handbook in its entirety. The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, policies related to program development, the department's student retention policy, the supervised counseling experiences in our programs, and the exit requirements for graduation.

The Counseling faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through your program. Your advisor is available to meet with you and assist you; however, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns, speak directly with your advisor or course faculty. We have weekly office hours, and we encourage you to contact us.

The Department

The Counseling and Counselor Education (C/CE) program is one of several preparation programs within the Department of Counseling and Educational Psychology (CEP) at Indiana University. In addition to the C/CE program, the department offers master's, specialist (Ed.S.), and doctoral programs (Ph.D.) in educational psychology, school psychology, and counseling psychology.

The Program

There are three areas within the Counseling and Counselor Education program, which is accredited by the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). These include the following:

Master of Science Degree: This program is available at Bloomington and Indianapolis (school track). Students may choose either a school track, leading to a standard school counselor license, or a community track. The community track is not available at the Indianapolis campus. The program provides entry-level training in accordance with the licensure requirements of the Indiana Department of Education.

Counseling License Renewal: This graduate non-degree program provides courses for school counselors who desire to complete continuing education requirements for renewal of their Indiana teaching and/or school counseling licenses (IUPUI and Bloomington).

Education Specialist Degree: The Ed.S. degree, with a major in Counseling and Counselor Education is an advanced degree program on the Bloomington campus for persons who have (or are nearing completion of) a master's degree in counseling or a related field and who desire specialized

preparation in a counseling area. For additional information, please consult a faculty advisor or contact the Bloomington Counseling/Counselor Education program at (812) 856-8300.

Program Mission Statement

The mission of the C/CE Program is to prepare highly competent professional counselors for Indiana, the nation, and beyond, who are able to work effectively with diverse client populations in school, community, mental health and related settings. We

1. are committed to train students who represent diversity in gender, race, ethnicity, sexual orientation, culture, socioeconomic status, religious affiliation, and disability status;
2. promote a strong sense of professional identity in students;
3. prepare professional counselors who understand counseling and related theories and can effectively translate such theory into effective practice with diverse client populations;
4. prepare reflective, ethical, and highly skilled practitioners who are knowledgeable and skilled in the most current and effective methods of counseling, consultation, collaboration, leadership, and advocacy;
5. prepare professional counselors who are committed to helping others fulfill their human potential through the use of facilitative, consultative, and collaborative skills;
6. aid students to earn appropriate licensure and/or certification in their chosen area;
7. emphasize a commitment to the value of inquiry and best practices in the counseling field; and
8. work in partnership with a range of constituents to effect thoughtful change at local, national and international levels.

Community Counseling Program

The Community Counseling Program is intended for students seeking employment in community agency settings. Examples of settings in which students find employment include community mental health, substance abuse treatment, domestic violence, sexual assault, women's centers, etc. This specialization emphasizes a developmental, preventive, and community-based approach to understanding and generating solutions to the natural stress of basic problems of living whether in occupation, relationship, or community living in a way that enhances and empowers those with whom counselors may work. The Community Counseling program specialization builds upon the counseling core courses by providing specialized skills that prepare students to work in the community providing developmental, preventive, remedial, and consultative community-based interventions.**

The Community Counseling Program specialization prepares graduates who:

1. establish a professional identity as a Community Counselor;
2. have specialized knowledge in assisting persons who present with the problems related to occupation, relationships, individual stress and coping, and other issues of community living;
3. have general knowledge of clinical, developmental, and systemic theories of human behavior, human development, and human relating;
4. have specialized knowledge in current, research-based prevention, intervention and consultation protocols;
5. have a systemic approach to accomplishing behavior change through interpersonal and group processes;
6. demonstrate effective skills in group and individual counseling;
7. have sufficient knowledge and skills to work within community-based counseling and mental health agency delivery systems, treatment processes, and referral procedures, to be effective in entry level positions in the field of counseling and mental health;
8. have a foundation in the current counseling outcome and process research such that they can read, evaluate, and critique the research literature and integrate research into the practice of professional community counseling;
9. have an understanding and respect for the influences of culture/ethnicity, gender, race, religion, sexual orientation, and socioeconomic class, and have experience in working with a broad array of clientele representing such diversity;
10. provide competent professional service and leadership within the mental health field upon graduation.

**The Community Counselor Program is a terminal master's program. If your career goal is to pursue a doctorate in counseling, consult with your advisor and other faculty members about research possibilities.

School Counseling Program

The major tenet of Indiana University's School Counseling program is to develop counselors with exceptional clinical skills who will work in a school environment. Graduates will be reflective practitioners who will continue the process of self-critique and self-improvement throughout their professional lives. These reflective practitioners are committed learners who will continue to build their knowledge base. These learners know and can apply ethical counseling principles. Furthermore, these learners can understand and apply research findings with a commitment to instituting empirically supported interventions and programs.

The School Counseling Program specialization prepares graduates who:

1. understand content related to the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); Understand the foundations, contextual dimensions, and knowledge and skill requirements of school counseling identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
2. use preventive, developmental, and remedial interventions that effectively deliver a comprehensive school counseling program that facilitates their students' academic, personal/social, and career development;
3. understand the nature of and needs of individuals at all developmental levels;
4. understand the issues and trends in a multicultural and diverse society and apply this knowledge in assisting students;
5. can design, implement and evaluate school counseling programs and/or components of a school counseling program;
6. have effective communication skills that can be utilized to work effectively with individuals, promote counseling programs, and advocate for the well-being of all students;
7. demonstrate effective skills in group and individual counseling;
8. can effectively consult with parents, teachers, administrators, community professionals, and others;
9. understand individual and group approaches to assessment and evaluation, including appropriate uses and limitations within the assessment process;
10. will have knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession;
11. will stay abreast of current research and apply empirically supported interventions in counseling practice; and
12. seek ways to increase their effectiveness and learn through various professional involvements and professional development opportunities.

Education Specialist Degree Program – Mental Health Counseling

The Education Specialist degree program at Indiana University prepares students to provide counseling and therapy services to individuals, groups, couples, and families in agency and private practice settings. This 65 credit hour, [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP) accredited program, enables students to complete the academic, internship and practicum requirements for licensure as a Mental Health Counselor in the State of Indiana. For licensed counselors and for counselors with a master's degree, the Ed.S. program provides an opportunity to develop advanced competence in an area of specialization, with emphasis on practice. Students in the Master's program can apply for the Ed.S. after they've completed their practicum, G524.

Clinical mental health counseling is considered the specialty area of professional counseling that is concerned with a broad range of activity focusing on issues dealing with mental health across the human life span. The Mental Health Counseling program specialization builds upon the community counseling curriculum by providing specialized skills that prepare students to assess and treat emotional and behavioral disturbances.

The Mental Health Counseling Program specialization prepares graduates who:

1. establish a professional identity as a Mental Health Counselor;
2. have general knowledge of clinical, developmental, and systemic theories of human behavior, human development, and human relating;
3. have specialized knowledge in psychopathology, personality theory, psychopharmacology, and professional issues in clinical mental health;
4. have specialized knowledge in assisting persons with cognitive, behavioral and emotional disturbances;
5. have a systemic approach to accomplishing behavior change through interpersonal and group processes;
6. demonstrate effective skills in group, individual, and family counseling;
7. have a foundation in the current clinical counseling process and outcome research such that they can read, evaluate, and critique the research literature and integrate that research into the practice of professional community counseling;
8. have an understanding and respect for the influence of areas including, but not limited to, culture/ethnicity, gender, race, religion, sexual orientation, and socioeconomic class, and have experience in working with a broad array of clientele representing such diversity;
9. provide competent professional service and leadership within the mental health field upon graduation.

Policy Statement

The counseling program at Indiana University seeks to foster high quality training of counseling professionals within the context of a healthy, vibrant community of faculty and students. The three major sections of the policy statement are ***program values, operational guidelines, and accountability***. While the values of the program are not modifiable, unique circumstances sometimes may warrant flexibility in the execution of the operational guidelines. Moreover, the operational guidelines may be revised over time in light of the need for further clarification, professional and scientific advances in the field, or market-driven realities. Upon matriculation into the graduate program, acceptance of membership in the community indicates an implicit endorsement of and agreement to follow this Policy Statement.

Although the mission of the program is training, the attempt also is to mirror the realities that counseling professionals encounter upon completion of their training. Therefore, the program is committed to preparing students for current and future challenges they will face as professionals. This preparation involves distinguishing professional behavior that would be considered unacceptable, acceptable, and exemplary. All feasible distinctions cannot be made in this document, but the distinctions are integral to preparation of counselors-in-training.

Program Values

The values of the program determine programmatic objectives and the means for attaining the objectives. They are essential, enduring, and timeless. Seven core values are foundational to the program: ***collaboration, diversity, excellence, growth and development, integrity, justice and equity, and professionalism***. Collectively, these values pervade every aspect of the program.

Collaboration

Collaboration is a deliberate commitment to work with others in various joint efforts to accomplish one or more mutually desired goals. These efforts may be intellectual, social, or community building. The processes of collaboration may include setting priorities collectively, working toward common goals, using resources efficiently, and critically examining various perspectives. Collaboration promotes a productive working environment in which the members of the community give and receive support. Enduring collaborations require all participating members to contribute to the processes and benefit from the outcomes, while respecting, embracing, and affirming each member's unique contributions.

Diversity

Diversity is the promotion, accommodation, and respect of differences among members of the community. The differences may be idiographic or ideological. The community seeks diversity across age, gender and gender identity, sexual orientation, race and ethnic identity, nationality, culture, social class, religious and spiritual beliefs, and professional/personal goals, aspirations and

experiences. Promoting diversity in ideology entails a process of rigorous examination. This examination does not lead to an uncritical acceptance of any and all presented ideologies, but it does entail *respect* which, however, is not synonymous with an automatic acceptance of diverse perspectives or the equal validity of the perspectives.

Excellence

Excellence is the setting and pursuing of high standards of performance. These standards pertain to every area of community life, including teaching and training, research and scholarly activity, coursework, clinical work, and service. Excellence is determined through benchmarks that denote different levels of performance in these areas, the highest of which is excellence. While the standards hold equally true for everyone, sensitivity is given to individual differences in background and potential¹. Thus, excellence is a personal achievement, supported by faculty and other members of the counseling community.

Growth and Development

Growth and development is striving to increase one's knowledge and awareness while improving one's competence. This striving entails a continuous process of successive approximations to established and attainable milestones. These milestones are intermediate steps to aspirational goals which implies a never ending process. It also requires openness to constructive challenge, responsiveness to positive and negative feedback, and willingness to evaluate and, when warranted, modify one's beliefs/ideas and behavior. Personal and professional domains are two distinct but interacting layers of growth and development, both of which require attention and neither of which can be overlooked. Implicit in this value is dual responsibility; while the faculty affords learning opportunities, students are expected to take initiative and operate as active participants and learners. Only in this way can goals be attained.

Integrity

Integrity is personal wholeness in which individuals' beliefs are consistent with their values and behaviors. When consistency exists, overt behavior always reflects inner ideals, and internal ideals are reflected in overt behavior. Integrity requires a continual commitment to important beliefs and ideals such that behavior is not limited by the minimum standard. In addition to the values described in this document, *honesty*, *truthfulness*, and *trustworthiness* are the high beliefs and ideas the counseling community extols. Inherent in integrity is consideration and balancing of concern for individuals and the counseling community.

¹ "All students [and faculty] enter the learning enterprise at different levels, based on prior experiences and developed skills and competencies. Excellence should be promoted in all learning endeavors, but at different levels based on personal mastery" (VanTassel-Baska, 1997).

Justice and Equity

Justice and equity entails fairness both in how individuals treat each other and in how decisions are made. Fairness means treating all individuals and sides of issues impartially and not on the bases of personal bias and prejudice. The purpose of justice and equity is to ensure that no members of the counseling program ever find themselves in a position of wrongful advantage or disadvantage, resulting in an impact that respectively prospers or adversely affects them. Moreover, the value extends beyond intentionality and motives to actual behavior of persons in their treatment of others and in their decision-making. Integral to this understanding is the distinction between fair and unfair discrimination. Fair discrimination is the exercising of sound judgment to render a decision such as when the evaluation of a performance is based on the merit of an argument in the literature. Unfair discrimination is the differential treatment of individuals based on age, gender, gender identity, sexual orientation, race and ethnic identity, nationality, culture, social class, religious and spiritual beliefs, professional goals, aspirations, or experiences². In light of the aforementioned distinction, the program places a priority on equitable as opposed to equal treatment: While obligating all community members to the values in this document, fairness is accorded in recognition of the uniqueness of individuals and circumstances.

Professionalism

Professionalism is behavior that embodies the ideals of professional counseling. The behavior positively impacts members of the counseling community as well as individuals from other communities. Inherent in professionalism is the recognition of responsibilities and obligations that extend beyond the needs, interests, and benefits of individual members of the community. Conduct of the community members is always consistent with the guidelines on behavior in the official documents of the American Counseling Association, Indiana University, the School of Education, and the counseling program. Professionalism conveys an accurate representation of the ideals that serve as the foundation of counseling, thus influencing public perception of the profession in general and the specialty in particular.

Ethical Behavior

It is in the best interest of the community for its members to adhere to ethical principles established by the American Counseling Association and to engage in sound ethical decision making.

The ACA Code of Ethics (2005) states that, “The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.” (p. 4). These ethical standards also extend to our community. Ethically appropriate behavior enhances the integrity of the community and decreases

² The terms “fair discrimination” and “unfair discrimination” are derived from language used to explain legal issues in personnel selection. For instance, Title VII of the 1964 Civil Rights Act prohibits unfair discrimination in hiring, placement, and promotion – the consequence of which is adverse impact. However, fair discrimination, which is the ability to perform, is expected, and the absence of it results in unfair discrimination.

the likelihood of harm to an individual and/or the community at large. Ignoring such behavior can be as egregious as ethically inappropriate behavior. The complete code can be found at: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

Professional Standards

The Counseling & Counselor Education Program is accredited by **the Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. The standards for accreditation by CACREP include institution and program standards, core knowledge and skill requirements (for all professional counselors), and specialized knowledge and skill requirements for school counselors. These standards may be accessed at: <http://www.cacrep.org>. Both the School Counseling and Community Counseling Programs are designed to meet all CACREP standards; therefore it is important for all students to familiarize themselves with these standards.

For School Counseling Program students, the Indiana Department of Education, Division of Professional Standards also requires counselors to meet specified standards in their training programs. These include performance, knowledge, and disposition standards for both **School Services Professionals** and for **School Counseling Professionals**. The IUB School Counseling Track is designed to meet these standards; therefore it is important for all students to familiarize themselves with the standards which may be found at: http://www.doe.in.gov/educatorlicensing//SS_CP.html.

The required standards for both CACREP and the Indiana Department of Education, Division of Professional Standards are reflected in course content, field experiences, and evaluations throughout the program.

Student Rights, Responsibilities, and Conduct

It is in the interest of the community for students to conduct themselves as responsible citizens of the larger university community by upholding and following all codes of conduct. They will obey all university policies and procedures, as well as all local, state, and federal laws. Students will facilitate the learning environment and process as well as plan a program of study. Students will be mindful of the rights of others to use university property. They will maintain and regularly monitor their university accounts. Students will uphold and maintain honesty and integrity.

Students are expected to follow the *Indiana University Code of Student Rights, Responsibilities, and Code of Conduct* (<http://www.iu.edu/~code/code/index.shtml>). Student rights include the pursuit of education; the right to freedom from discrimination and harassment; access to records and facilities, freedom of association, expression, advocacy, and publication; contribution to university governance; accommodation for individuals with disabilities; rights of students in judicial process; and rights as university employees.

Indiana University students agree to be ethical in participation in the academic community and take responsibility for their statements and actions. Students agree to respect the dignity of others and treat them with civility and understanding. They also agree to use university resources and facilities in an appropriate manner consistent with their purposes.

Faculty Rights, Responsibilities, and Conduct

It is in the interest of the community for faculty members to conduct themselves as responsible citizens of the larger university community and in accordance with policies set by the university. In particular, they should conduct themselves according to the policies set forth in the Bloomington Academic Guide/Handbook. The guide is a collection of official documents and explanations of the interpretation and implementation of the policies by administrators on this campus.

Student Representation

Two types of representative positions are available for students in counseling every year.

The first type of position involves departmental representation in the Graduate and Professional Student Organization (GPSO). The GPSO representative from the Department of Counseling and Educational Psychology can be a volunteer or chosen through election. Normally volunteers are requested by the incumbent representative. In the event that more than one student volunteers, an election should be coordinated with the Department Chair. The representative may be a student in any of the department programs. Therefore, during any given year, a student from counseling psychology may or may not be the holder of the position. The responsibilities for GPSO representatives are outlined at <http://www.indiana.edu/~gpso/index.php>.

The second type of position involves programmatic representation. Two students serve as the formal “voice” of the student body. They are elected at the start of the academic year. The request for student representatives to the faculty will be publicized by the current student representative(s) via the MS/EdS listserv. Interested students should submit their name and a statement indicating their interest in being a representative to the coordinator of the Master’s Student Organization, whose e-mail address is provided in the publicity announcement. All students in the master’s program will receive an e-mail with the names of all nominated students. Students may mark their top two choices for student representatives to the program faculty in their reply to the coordinator. If only one student submits a name, then only one representative will be elected. Otherwise, the two students who have the highest number of votes will be elected. In the event of a tie, a second election will be held between the tied candidates.

Student representatives will be expected to:

- Attend all faculty meetings (both student representatives do not have to attend at the same time, although they may do so if they wish).
- Submit items to the Director of Training to be put on the agenda for faculty meetings.
- Communicate to all MS/EdS students important items from the faculty meetings that are relevant and non-confidential. The communication will be done via email using the master’s student listserv.

- Gather information and feedback from students as necessary and communicate that information to the Program Director or the program faculty.
- If possible, assist the Program Director in the elections after their term has been completed.

Other student representation positions are available for students in the School of Education and the larger Indiana University Bloomington campus. However, these positions are not directly relevant to counseling program and therefore are not covered in this document.

M.S./Ed.S. Program Curriculum and Structure

The M.S. program consists of four major curriculum areas: (1) Major Field Courses; (2) Research Skills; (3) Human Growth and Development; and (4) Non-Program Elective. For a complete description of each course, please refer to the School of Education Graduate Academic Bulletin: http://www.indiana.edu/~bulletin/iu/educ_grad/2008-2010/index.shtml .Unless otherwise noted, all courses are three semester credit hours.

I. Major Field Courses (39 credits):

G502: Professional Orientation and Ethics (both tracks)

Orientation to professional counseling including history, roles, organizational structures, ethics, standards, and credentialing. Should be taken at or near the beginning of the program.

G505: Individual Appraisal: Principles and Procedures (both tracks)

Basic techniques of counseling assessment, client conceptualization, and case management. Current issues concerning ethnic, sex, cultural, and individual differences.

G522: Counseling Theory (both tracks)

Prerequisite: Completion of G502

Introduction to counseling theories and psychological processes involved in individual counseling. This course must be taken concurrently with G523. Must be taken early in program and prior to taking practicum (G524) and internship (G550). Enrollment is limited to approximately 18 students per academic term.

G523: Laboratory in Counseling (both tracks)

Prerequisite: Completion of G502

Structured laboratory practice in counseling assessment and intervention. Must be taken concurrently with G522. Enrollment limited to approximately 18 students per term.

G524: Practicum in Counseling (both tracks)

Prerequisites: Completion of G502, G522, and G523; endorsement of G523 instructor.

Initial field experience in professional counseling, conducted during one semester (or between May and August during the summer). Refer to later section of this document for detailed description of the practicum. **Note: Minimum requirements include 100 hours (including 40 hours of direct client service) on the field site, 1 ½ hours per week of group seminar, and 1 hour per week of individual supervision with a doctoral student supervisor.**

G532: Introduction to Group Counseling (both tracks)

Foundations of group counseling, group dynamics, practical experiences. Currently the program is structured so that students take G532 concurrently with G524.

G542: Organization and Development of Counseling Programs (school track only)

Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Prior completion of G562 is preferred.

G550: Internship in Counseling (6 credits) (both tracks)

Prerequisite: Completion of G502, G505, G522, G523, G532, G552 and G524; endorsement of G524 instructor.

The internship is **taken over two academic terms (3 credits each semester)**. This field experience consists of 600 hours (approximately 300 each semester) of supervised counseling experience at a school site. More information on the internship is provided later in this document. **Note: In addition to 600 hours on the school site, 1 ½ hours per week of group seminar (each semester) is also required.**

G552: Career Counseling – Theory/Practice (both tracks)

Theories and techniques for career counseling and development. Prior completion of G502 and G522/G523 preferred.

G562: School Counseling: Intervention, Consultation and Program Development (school track only)

Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling; developmental counseling; program development, implementation and evaluation; consultation; principles, practices and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

G563: Foundations of Mental Health Counseling (community track only)

Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practices, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance, and management of mental health counseling services.

G575: Multicultural Counseling (both tracks)

Examines the influence of cultural, ethnic and other diversity factors in counseling. Theory, research, and practice.

G598: Seminar in Professional Issues (both tracks)

Topical seminar surveying current professional, ethical, and legal issues in professional counseling. This course should be taken concurrently with the first semester of the internship (G550) for the school counseling students and the second semester of the internship (G550) for the community counseling students.

G615: Psychopathology and Advanced Diagnosis (Ed.S. only)

Prerequisite: Completion of G505

Individual and group study utilizing the case study approach. Administration, scoring, interpretation of objective and projective personality tests. Special emphasis on relating assessment to therapeutic interventions.

G645: Psychoeducational Consultation (community track only)

Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention to applying theory to practice and to differentiating between human and structural problems and interventions.

G647: Advanced Internship (Ed.S. only)

Prerequisites: G524, G532, G615 and two semesters of G550

Supervised practice in counseling in various educational or agency settings. Course satisfies counseling licensure requirements.

II. Research Skills

Y520: Strategies for Educational Inquiry (both tracks)

Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

One other course from the [list of approved inquiry core classes](#) (Ed.S. only)

III. Human Development

P514: Life-span Development (both tracks)

A survey course of human development from infancy through old age, emphasizing the life span perspective of development.

Plus an additional six credit hours in [development courses](#) (Ed.S. only)

IV. Non-Program Elective (3 credits for both tracks, 5 credits for Ed.S)

Recommended non-program courses include (see Bulletin for descriptions):

K505 Introduction to Special Education

P513 Gerontology: Multidisciplinary Perspectives

P518 Social Aspects of Aging & Aging Families

P622 Social Development

(Your faculty advisor may be consulted for other appropriate non-program elective courses)

Course Sequencing

School Program

Fall Year 1	Spring Year 1	Summer Year 1
G502	G524	G562
G505	G532	P514
G522	Y520	G552-School focus
G523	G575	
Fall Year 2	Spring Year 2	Summer Year 2
G550	G550	
G598	G542	
Non-G elective		

Community Program

Fall Year 1	Spring Year 1	Summer Year 1
G502	P514	G524
G505	G552-Community	G532
G522	G575	Non-G elective
G523	Y520	

Fall Year 2	Spring Year 2	Summer Year 2
G550	G550	
G563	G598	
G645/G510**	G615*	

**If you are considering the EdS program we recommend that you take G615 in either the fall or spring of your second year in the program as it is a pre-requisite for the advanced internship course G647 and G615 is not currently offered in the summer session.*

***G645 is currently required but is in the process of being changed to G510 for the fall of 2011.*

Ed.S. Mental Health Program

Fall Year 2	Spring Year 2	Summer Year 2
		<i>G647*</i> 1 research class** 1 development course
Fall Year 3		
1 development course Capstone experience		

**G647 may be taken summer or fall after completion of two semesters of G550.*

***research course can be taken either summer or fall depending on your schedule.*

Field Experiences

The Department of Counseling and Educational Psychology considers students' supervised counseling experiences (i.e., practicum and internships) to be among the most important professional preparation activities in which students participate. Supervised practicum and internship experiences are intended to allow students to synthesize, apply and refine knowledge and skills learned in other academic experiences. In addition, practicum and internship experiences are one of the primary ways in which department faculty can observe and evaluate the skills of the student. This fall we will be instituting a new completely online field experience management program where students will submit agreements, proof of liability insurance, and monthly hours logs (which will include the ability for site supervisors and instructors can sign them online). Instruction for how to use this system will be provided.

Professional Liability Insurance

Please note that all practicum and internship students are required to have professional liability insurance in effect before beginning work at the field site. **STUDENTS WILL NOT BE ALLOWED TO BEGIN ANY FIELD WORK UNTIL THEY HAVE PROVIDED DOCUMENTATION TO THE FIELD PLACEMENT DIRECTOR.** The required minimum coverage for profession liability insurance is **\$1,000,000 each incident / \$1,000,000 annual aggregate.** Insurance coverage is included with student membership in the American School Counselor Association (ASCA) as well as the American Counseling Association (ACA). Membership can be obtained online by going to the

ASCA website at www.schoolcounselor.org, and the ACA website at <http://www.counseling.org/Students/>. Please consult with the Field Placement Coordinator or your faculty advisor for other insurance options.

Site Selection and Preparation for the Interviews

The student and the field placement director cooperatively select appropriate agencies/educational settings for interviewing. Personal and professional counseling goals and the goals of the university program are considered carefully. The student discusses his or her field experience goals and potential sites with the field placement director the semester prior to the actual beginning of the first field experience. The faculty advisor may also be of assistance in discussing and determining professional goals and directions as well as potential field experiences. The list of counseling sites and schools where previous interns have worked will be reviewed and discussed. The approval of field experience sites is based upon the ability of the site to meet or exceed the CACREP standards and Counseling program expectations. These include the kinds of experiences offered, the quality of supervision, the quality of support provided for the student, and the ability of the site to provide sufficient working hours.

Our counseling students have worked in a variety of field experience sites. Sites have included substance abuse counseling centers, community mental health agencies, university and community college counseling centers, youth services agencies, substance abuse and eating disorders treatment centers in hospitals, colleges, schools, career centers, hospice centers, women's resource and counseling centers, domestic violence shelters, and others.

Site Selection Process

1. Update resume with most recent education, employment and volunteer experiences.
2. Complete online field experience application:
<http://education.indiana.edu/Courses/CounselingFieldExperienceInformation/tabid/5556/Default.aspx> and print out two copies, one for your records and one for your department's file.
3. Research possible sites by studying the Placement Site Information notebooks outside Room 028 in the Center for Human Growth. Also network with other students about their experiences. **Students should not attempt to secure sites on their own until discussing the matter with the Director of Field Experience.**
4. Purchase liability insurance and submit a copy of your verification certificate to the Director of Field Experience.
5. Make an appointment with the Director of Field Experience to discuss your interests and possible sites.
6. Submit all materials by the following application deadlines:
Summer and Fall Semester deadline: February 15
Spring Semester deadline: October 15

You are encouraged to interview with supervisors from a minimum of three settings to insure compatibility between goals and the potential experience in the setting. Prepare carefully for your interviews. The Director of Field Experience or your faculty advisor will be happy to provide practice interviews with you. You may want to take a copy of your resume (although sites will have received these prior to your being selected for an interview) and a letter that clarifies personal goals and career directions to the interview for the site supervisors/directors

Practicum

The practicum is the initial counseling field experience, performed in either a school or community setting, depending on the student's chosen track. The practicum consists of a minimum of 100 hours of on-site counseling and related experience (at least 40 hours must be direct client service) with a minimum of 60 minutes of face-to face supervision by a licensed school counselor site supervisor each week. Also, students will attend group (1 ½ hours per week in fall or spring and 2 hours per week in summer sessions) and individual/triadic (1 hour per week) supervision sessions on campus each week to discuss their work and present samples of their counseling to their faculty instructor and classmates for review and feedback. **It is important to know that practicum and internship sites are not often available in the greater Bloomington area; students must be prepared to commute to Indianapolis or other surrounding communities for these field experiences.**

See Appendices 1 and 2 for forms relevant to practicum placements. These forms are also available on our website.

Internship

The internship is the culminating field experience, performed in either a school or community setting, depending on the student's chosen track. Students are assisted in obtaining internship sites by the Director of Field Placement. **Students should not attempt to secure sites on their own until discussing the matter with the director.** This field experience consists of a minimum of 600 hours of on-site counseling and related activities (at least 240 hours must be direct client service) over two university semesters and under the supervision of a licensed school counselor at the site, plus a 1 ½ hour group seminar each week on campus.

See Appendices 4, 5, 6 and 7 for forms relevant to internship experiences. These forms are also available on our website.

Academic credit for the internship is obtained by enrolling in three credit hours of G550 (Internship in Counseling) during two academic terms (offered only during fall and spring semesters), for a total of six credit hours. Under certain circumstances, students may be allowed to complete the internship over more than two semesters. Students are encouraged to take G598 (Professional Issues in Counseling) during one of the two academic terms in which they perform their internship (preferably the first semester of internship).

Fall Semester deadline: February 15

Spring Semester deadline: October 15

Advanced Internship (Ed.S.)

The one semester advanced internship is designed for students who have completed two semesters of G550 and who plan to pursue licensure as a Mental Health Counselor in Indiana. Consideration is given to internship sites that offer opportunities for students to engage in both individual counseling and group work. The advanced internship provides an opportunity for the student to perform, under supervision, a variety of professional activities that regularly employed staff members in the setting would be expected to perform. We are committed to placing students in agencies where site supervisors are interested in, and committed to, providing a quality training experience.

Summer Semester deadline: **March 1**
Spring Semester deadline: **November 1**

After Admission to the Master's Program

Upon admission to the school counseling program, you will be assigned a **faculty advisor**. Please contact your advisor soon after being informed of your admission. The faculty advisor will meet with you and help you plan out a schedule of courses that meets all requirements and best suits your needs. If your assigned faculty advisor is not available to meet with you (faculty members are sometimes away during summer months), please contact one of the other program faculty members, the Director of Field Placement, or the Graduate Advisor (all are listed on page 15 of this document) for help. Once you have been admitted to the school counseling program, please go to the Counseling and Counselor Education Web Site at <http://education.indiana.edu/counsel/Masters/tabid/5561/Default.aspx> on a regular basis throughout your course of studies (once each week is recommended). Also, by clicking on other sections, you can obtain online forms, find other counseling related sites, etc.

Students should also regularly check their **IUB e-mail accounts** (you may have these forwarded to your personal e-mail accounts if you prefer) for program announcements and information.

Students in the Master's program can apply for the Ed.S. only after they've completed their practicum, G524.

Time Limits for Completing the Program

While there is no specific deadline for completing the master's program, there is a two year minimum for its completion. However, courses taken at Indiana University and courses transferred into the program from other institutions (see next section) are **valid for seven years** from the date the courses were completed to the date the student graduates from this program. Courses completed more than seven years before the graduation date must be revalidated by a faculty member who teaches a similar course at Indiana University, based on a review of the original course syllabus. **Courses more than 10 years old** at the time of graduation will not normally be considered eligible for revalidation and must

be retaken. Often, it is difficult to revalidate a course and students are advised to complete their programs before revalidation of courses becomes necessary.

Transferring Courses Taken at Other Institutions

If you have taken other courses at another institution and wish to transfer them to this program, you will need to present your **transcript** and **course descriptions or syllabi** to your assigned faculty advisor for consideration. Your faculty advisor may ask for further documentation of the content of any courses to be transferred and is the only person who can authorize non-IUB or IUPUI courses into your program.

Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University. Of the 27 credit hours required at Indiana University, a minimum of 15 credit hours must be earned on the campus awarding the degree.

Students should be aware that the CCE faculty at IUB may not approve the transfer of field experience (i.e., practicum and internship) courses, regardless of the age of the course or where it was taken. Your advisor may direct that you retake certain courses even though you have taken them at other institutions in the past.

GPA and Course Grades

Students are expected to maintain a GPA of 3.3 or higher in graduate course work. If the GPA falls below 3.0 the student is subject to probation and dismissal. Students so dismissed may apply for readmission and will be readmitted only if there is substantial reason to expect that their academic performance will improve.

Criminal History Background Checks

Community agencies and schools increasingly require criminal history background checks. Please be prepared to apply for the level of background check (either local to the community of your site or statewide) that is required. In addition, applicants should be aware that a criminal history can affect an individual's abilities to be licensed in many states.

Graduate Assistantships and Financial Aid

No graduate assistantships are specifically dedicated to the Counseling & Counselor Education Program at IUB. However, students sometimes seek assistantships with individual faculty members (usually those who have a funded research or training program) either within or outside of the School of Education. Postings of open graduate assistant positions and hourly positions are available through the Career Development Center, 625 N. Jordan, http://www.indiana.edu/~career/students/experience/part_time_jobs.php.

The IUB Office of Student Financial Aid Services (<http://www.indiana.edu/~sfa/>) is located in Franklin Hall 208. Help with student loan applications can be obtained through this office.

CPR-Heimlich Maneuver Certification

Beginning July 1, 2007, applicants for an initial school counselor license must have successfully completed training in cardiopulmonary resuscitation that includes a test demonstration on a mannequin, removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver. The school counselor licensure applicant must hold a valid certification in each of these procedures from an approved provider. Once applicants have received this certificate, they are exempt from completing the requirement again for school counselor licensure purposes.

For additional information concerning this state requirement and a list of approved providers, please go to <http://www.doe.in.gov/educatorlicensing/cpr.html>.

Student Evaluations

Each academic year, the faculty review students in the C/CE program. When concerns are identified about students, a plan is developed for addressing the problem. Typically, the advisor meets with the student to discuss the concerns raised by the faculty. Sometimes the concerns can be addressed in the meeting between the student and the advisor. After the meeting, the advisor seeks council from the other members of the faculty regarding the need for further monitoring or the development of a remediation process. If a remediation plan is developed, there is a meeting in which the student receives a copy of the remediation plan and the student is given the opportunity to respond and ask questions.

Program Evaluation

During the Spring Semester of each academic year, students will be given an opportunity to evaluate the program. The evaluation will be anonymous and will entail students' reflections on the program. Faculty will convene a special faculty meeting each year to review the results of the program evaluation. The special meeting will occur early in the Fall Semester annually. The faculty will make modifications as necessary. During the Fall Semester, the faculty also will convene an open meeting with the entire student body to discuss the results of the program evaluation, set forth actions to make necessary modifications, and elicit further feedback and suggestions.

Student Retention Policy

Expectations

The Counseling and Counselor Education Program expects conduct of all students that is consistent with the law, all relevant University policies and rules

(<http://www.iu.edu/~code/bloomington/index.shtml>), and the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2005) which is included in this handbook.

In addition to terminating students for academic reasons, students may be terminated from the Counseling & Counselor Education Program for ethical violations and/or "personal unsuitability for the profession." All students are routinely evaluated on an annual basis by the entire program faculty. This evaluation includes a section on personal (clinical, professional, interpersonal) functioning. Where

there is sufficient concern, an evaluation report will be written, with a copy signed by the student, and placed in the student's file.

As a result of an evaluation report, the faculty may decide that further monitoring is needed and a committee will be formed which will consist of the student's faculty advisor and two other faculty members who are familiar with the student. A meeting will be held with the student, where the concerns and recommendations of the faculty are clearly explained (both verbally and in written form) to the student. The student will have an opportunity to discuss her or his thoughts, feelings, and reactions.

A written plan for remediation will be approved by the full counseling faculty and presented to the student in a face-to-face meeting with the advisor, the Director of Training, and possibly another faculty member or clinical supervisor. This plan will clearly specify what changes are expected and what time limits are operative. It will also include a statement indicating that failure to remediate may result in termination from the program. At this meeting, students have an opportunity to express their concerns about the nature of the remediation issues and the associated plan.

(This constitutes "due process"—the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure to correct shortcomings).

However, it is understood that some students may not be successful, and in rare cases, dismissal from the program may be necessary. Dismissal may be due to any of the following problems: inadequate academic performance; inadequate clinical performance; illegal or ethically inappropriate behavior; academic dishonesty (e.g., plagiarism, falsifying clinical hours), and mental health concerns that render service provision and/or academic success implausible.

Guidance

Whenever a serious concern is raised about a student by another student, faculty member, or outside clinical supervisor, a judicious process will be followed to determine first the seriousness of the concern and, if necessary, an intervention to remediate the student or dismiss the student from the program. The following steps will be undertaken:

- The faculty initially will discuss the case in an executive session.
- The student will be informed by the program director that a meeting will be set to discuss the concern.
- The student will meet with the program director, the student's academic advisor, and any other individual involved in the case. The intent will be to achieve an informal resolution.
- If no informal resolution is achieved, the case will be reviewed by a committee of the program faculty.
- The committee will meet to review the case and offer a disposition. In most cases, a remediation plan will be developed prior to a student's dismissal from the program.

- Students have the right to appeal the committee's action through the university grievance procedures.

Whenever students become aware of a serious concern about another student, they first should indicate their concern to the student in a confidential meeting. If they determine that concern is not a serious problem, they should discontinue the conversation. If they determine that the concern is a serious problem, they should notify a member of the faculty who then has the responsibility of bringing the concern to the full faculty.

If the problem is not resolved to the student's satisfaction, he/she should contact the Director of Training or the Chair of the Department of Counseling and Educational Psychology, depending on whom they feel more comfortable approaching.

Formal Grievance Procedures

If the matter is not resolved at the departmental level, the School of Education's Bloomington Student Grievance Hearing Committee (BSGHC) reviews written complaints from any student who believes that his/her rights, as defined in Part I of Indiana University's *Code of Student Rights, Responsibilities, and Conduct*, may have been violated. The BSGHC reviews cases where students believe their rights have been violated by a member of the faculty or administration (a grievance), or for a student wishing to appeal the action of an instructor taken in response to alleged academic misconduct taking place in a course. Information on this procedure can be found at http://profile.educ.indiana.edu/Portals/28/Policy%20Council/Committees/IUBSoE_appeal_policy_revision.pdf.

The membership of the Grievance Hearing Committee can be found at the following website: <http://profile.educ.indiana.edu/PolicyCouncil/CurrentCommittees/Standing/GrievanceHearingIUB/tabid/527/Default.aspx>.

Finally, if a student feels (s)he has tried without success to resolve an academic or administrative problem within the department, he/she can contact the Student Advocates Office. More information can be obtained at http://www2.dsa.indiana.edu/student_advocates/.

Professional Organizations

Students in the IUB Counseling/Counselor Education Program are strongly encouraged to consider student membership in one or more professional organizations at the state, regional, and/or national level. National organizations provide opportunities for counselors and counselor trainees to attend conventions, learn about new developments, receive journals, network with other professionals, enroll for low cost professional insurance, learn about jobs, post resumes, and many other benefits (state and regional organizations do not typically offer journals; however, many of the other benefits are available). The following organizations are popular ones for counselors:

Indiana School Counselor Association (ISCA) <http://isca-in.org/>

Indiana Counseling Association (ICA) <http://www.indianacounseling.org/>

American School Counselor Association (ASCA) <http://www.schoolcounselor.org/>

American Counseling Association (ACA)
<http://www.counseling.org//AM/Template.cfm?Section=Home>

The Indiana Association for College Admission Counseling (IACAC) <http://www.iacac.net/>

American Mental Health Counselors Association (AMHCA) <http://www.amhca.org/home.html>

National Board for Certified Counselors, Inc. (NBCC) <http://www.nbcc.org>

American College Counseling Association <http://collegecounseling.org>

Preparing for Graduation

During the early part of the semester in which you will graduate (check with the Office of Graduate Studies for the exact deadline), you will need to **apply for graduation** by completing the appropriate form which can be found at

<http://education.indiana.edu/CurrentStudents/ApplyforGraduation/tabid/5124/Default.aspx>.

Near the end of the semester in which you will graduate (check with the Office of Graduate Studies for the exact deadline), you will need to **apply for your Initial Indiana School Counselor License** (assuming you wish to obtain this license upon graduation). The application form can be found at

<http://education.indiana.edu/CurrentStudents/ApplyforGraduation/tabid/5124/Default.aspx>.

Employment

Students are advised to begin preparing employment application materials several months before they wish to begin work as a school counselor. Your faculty advisor can be helpful as you prepare your resume, cover letter, and other materials.

Students are strongly encouraged to familiarize themselves with the *IU Ed Careers* (Suite 1000) and the job search, workshop, interview preparation, electronic portfolio, and other services they provide. You can begin your exploration of the Career Center by going to

<http://education.indiana.edu/Default.aspx?alias=education.indiana.edu/carsrv>.

The Counseling Faculty

Lynn Gilman lygilman@indiana.edu	Director, Center for Human Growth IUB	812-856-8348
Catherine Gray catgray@indiana.edu	Clinical Lecturer, IUB Director of Field Placement	812-856-8547
Keith Morran kmorran@iupui.edu	Professor, IUPUI	317-274-6850
Floyd "Flip" F. Robison flip@iupui.edu	Associate Professor, IUPUI	317-274-6815
Thomas Sexton thsexton@indiana.edu	Professor & Director, IUB Center for Adolescent and Family Studies	812-856-1485
Jesse A. Steinfeldt jesstein@indiana.edu	Assistant Professor, IUB	812-856-8331
Rex A. Stockton stocktor@indiana.edu	Chancellor's Professor, IUB Counseling Psychology Program Training Director	812-856-8344
Chalmer Thompson chathomp@iupui.edu	Professor, IUPUI	317-274-6927
Michael L. Tracy tracy@indiana.edu	Associate Professor, IUB	812-856-8345
Ellen Vaughan elvaugha@indiana.edu	Assistant Professor, IUB	812-856-8243
Susan Whiston swhiston@indiana.edu	Professor, IUB	812-856-8336
Y. Joel Wong joelwong@indiana.edu	Assistant Professor, IUB	812-856-8293

Ethical Standards

All students in enrolled in a Counseling program are expected to be familiar with the ACA Code of Ethics and Standards of Practice. Reading the following material is therefore essential. This material will provide you with information about the principles and values upon which the counseling profession is based and about the ethics that guide our decision making.

Discussion of ethical issues will be infused throughout the counseling curriculum. It is important that you refer back to these materials frequently over the course of your studies. In addition, there may be other codes of ethics with which you should familiarize yourself. Future school counselors should also read the ASCA code of ethics and future student affairs practitioners should also read the ACPA code of ethics.

ACA Code of Ethics (2005):

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

ASCA Ethical Standards for School Counselors (2010):

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>