

Master's in Counseling Student and Field Placement Handbook

Mental Health Counseling and School Counseling

Department of Counseling and Educational Psychology

School of Education

Indiana University Bloomington

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Introduction

This student handbook is essential reading for all students newly admitted to the program in mental health or school counseling. Upon admission to the mental health 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 the mission statement 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 master's of counseling programs are one of several preparation programs within the Department of Counseling and Educational Psychology (CEP) at Indiana University. In addition to the master's in counseling programs, the department offers master's, specialist (Ed.S.), and doctoral programs (Ph.D.) in educational psychology, human development, inquiry, learning sciences, school psychology, and counseling psychology.

The Program

There are two master's counseling programs within the Department of Counseling and Educational Psychology: Mental Health Counseling and Counselor Education and School Counseling and Counselor Education. The Mental Health Counseling program is a 60-hour program and is designed to make students eligible for licensure as a Licensed Mental Health Counselor-Associate in the state of Indiana. The School Counseling program is a 48-hour degree and corresponds to the requirement for licensure as a school counselor through the Indiana State Department of Education. For additional information, please consult a faculty advisor or contact the Bloomington counseling program at (812) 856-8300.

Accreditation

Both the Mental Health and School Counseling programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of August, 2018 through August, 2028.

Program Mission Statement

The mission of the master's degree programs in mental health counseling and school counseling is to prepare highly competent professional counselors for work in Indiana, the nation, and beyond, who are able to work effectively with diverse client populations in school, community, mental health, and related settings. Our program emphasizes the application of evidenced-based practices in the context of equity, social justice, and civic engagement. Program faculty express a deep commitment to inclusivity, particularly with respect to voices and experiences that have been traditionally marginalized or left out. A related core value is oriented toward reflection and continuous quality improvement. We are committed to training students who represent diversity in age, gender, race, ethnicity, sexual orientation, culture, socioeconomic status, religious affiliation, national origin, and disability status. Our training mission includes:

1. promoting a strong sense of professional identity in students;
2. preparing professional counselors who understand counseling and related theories and can effectively translate such theory into effective practice with diverse client populations;
3. preparing reflective and ethical practitioners who are knowledgeable about human development and skilled in the most current methods of evidenced-based practice, including counseling, consultation, collaboration, leadership, and advocacy;
4. preparing professional counselors who are committed to helping others fulfill their human potential through the use of facilitative, consultative, collaborative, strengths-based, and evidence-based helping strategies;
5. emphasizing a commitment to the value of inquiry and research-informed best practices in the counseling field; and
6. working in partnership with a range of constituents to effect thoughtful change at local, national, and international levels.

Program Values of the Counseling and Counseling Psychology Programs

Program values describe how students and faculty of the counseling and counseling psychology programs relate to each other and the ideals that guide the way students and faculty learn, teach, train, serve, lead, and work.

Communitarianism

We strive to relate to each other in a caring, generous, and collegial manner. Moreover, we seek a non-competitive and non-territorial approach to learning, wherein students and faculty can simultaneously contribute to their own and others' development through mutually beneficial collaboration. For example, students are welcome and even encouraged to work with professors other than their advisors on their projects. We encourage students to share information about resources and opportunities with each other, and to involve each other in projects related to clinical work, service/leadership, and research. This allows our

faculty and students to learn from one another and grow together from our shared experiences.

Affirmations

We aspire to develop a culture of praising, encouraging, and expressing gratitude for each other, as well as celebrating each others' achievements. We recognize that forming a community that provides positive support to each other is essential to our growth and also contributes to our value of communitarianism. We hope that students and faculty look for ways to identify each other's strengths. For example, our programs host an affirmation board, where students and faculty may post notes of affirmation to each other. We also promote each others' accomplishments through relevant channels, such as email listservs.

Openness to Feedback and Growth

Faculty and students continually seek and provide feedback in a sincere manner to deepen their development and improve their skills in all areas of their work, including research, clinical practice, pedagogy, and supervision. This commitment to providing and receiving feedback is consistent with our values of high quality work and ethical conduct. For example, instructors (associate instructors and faculty) are encouraged to collect and integrate mid-semester feedback on each of their courses. Faculty and students are also committed to the idea that we should never stop learning and growing, personally and professionally. We strive to adopt a growth mindset, display humility, and be open to new ideas that might stretch us beyond our comfort zone. We also believe in providing opportunities for redemption in situations where growth edges are identified. For example, professional growth plans for students stipulate not just behaviors or performance that require improvement, but also support for students to help them attain positive outcomes.

Leadership, Service, and Student Initiatives

We encourage faculty and students to participate in service and leadership activities in our programs, university, as well as in local, state, and/or national organizations.

To this end, faculty and advanced students mentor students in their earlier years and connect them with opportunities for involvement. For instance, our faculty and students have been active in leadership positions in the American Counseling Association and the American Psychological Association. Many students and faculty members also share their knowledge, skills, and expertise with other bodies on campus, such as the cultural centers or academic departments, through workshops, consultation, and other programming. Moreover, our programs have a long tradition of encouraging and embracing student-led initiatives. Examples of service activities initiated by our students include the CHG International Connections and Outreach, diversity training for the IU Police Department and residential assistants, the provision of Mandarin counseling services and Spanish counseling services in the Center for Human Growth, and a series of campus-wide diversity talks organized by our students.

Multiculturalism and Social Justice

In accordance with the broader values of counseling and counseling psychology, our programs place a robust emphasis on promoting multiculturalism and social justice. We aspire to be a community of counselors and counseling psychologists who embrace and seek deeper understanding of our own and others' cultural backgrounds, as related to race,

gender, sexual orientation, nationality, class, ability, religion, and other facets of diversity. We believe that these values enable us to develop as more effective counselors and counseling psychologists in all of our activities. These values not only guide the content of our training, but also the way we relate to each other as students and faculty. For example, we encourage students and faculty members to engage in informal and formally planned dialogues regarding current events and issues concerning culture, identity, justice, and inequity. We are also committed to recruiting and retaining students from underrepresented, diverse, and marginalized backgrounds and helping them thrive in our programs.

Mental Health Counseling Program Objectives

1. establish a professional identity as a mental health counselor who demonstrates concern for the welfare of others;
2. acquire knowledge of and continually demonstrate ethical and legal behaviors consistent with the counseling profession;
3. demonstrate knowledge of clinical, developmental, and systemic theories of human behavior, human development, and human relating;
4. acquire knowledge of neuroscientific and biological foundations of human development including its influence on mental health, wellness, and substance use;
5. develop an orientation toward equity and social justice in research and practice with an understanding and respect for the influence of areas including, but not limited to, culture/ethnicity, gender, race, religion, sexual orientation, persons with disabilities, and socioeconomic class, and have experience in working with a broad array of clientele representing such diversity;
6. demonstrate effective skills in individual and group counseling for clients across the lifespan including specialized knowledge in counseling theory, current research-based prevention, intervention, and consultation protocols;
7. demonstrate knowledge of career counseling, career development, and the role of work across the lifespan;
8. Develop knowledge of the role and practice of supervision including demonstration of reflective practices and incorporation of supervisory feedback into applied work;
9. develop a foundation in the current counseling outcome and process research such that they can read, evaluate, critique, and contribute to the research literature and integrate research into the practice of evidence based professional counseling;
10. acquire specialized knowledge in psychopathology, diagnostic classifications, and psychopharmacology;
11. Incorporate knowledge of assessment and measurement including selection, administration, interpretation, and application in clinical settings, with appropriate caution to prevent misuse;
12. provide competent professional service and leadership within the mental health field.

The Mental Health Counseling 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 Objectives

1. establish a professional identity as a school counselor who demonstrates concern for the welfare of others;
2. acquire knowledge of and continually demonstrate ethical and legal behaviors consistent with the school counseling profession;
3. demonstrate knowledge of clinical, developmental, and systemic theories of human behavior, human development, and human relating;
4. acquire knowledge of neuroscientific and biological foundations of human development including its influence on mental health, wellness, and substance use;
5. develop an orientation toward equity and social justice in research and practice with an understanding and respect for the influence of areas including, but not limited to, culture/ethnicity, gender, race, religion, sexual orientation, persons with disabilities, and socioeconomic class, and have experience in working with a broad array of clientele/students representing such diversity;
6. demonstrate effective skills in individual and group counseling, including specialized knowledge of counseling theory and current, research-based prevention, intervention and consultation protocols;
7. demonstrate knowledge of career counseling, career development, and the role of work across the lifespan;
8. develop knowledge of the role and practice of supervision including demonstration of reflective practices and incorporation of supervisory feedback into applied work;
9. acquire specialized knowledge in psychopathology, diagnostic classifications, and psychopharmacology, that impact professional issues in school counseling;
10. use preventive, developmental, and remedial interventions that effectively deliver a comprehensive school counseling program that facilitates their students' academic, personal/social, and career development;
11. design, implement, and evaluate comprehensive school counseling programs;
12. consult and collaborate effectively with parents, teachers, administrators, community professionals, and others to advocate for the well-being of all students;
13. develop a foundation in the current counseling outcome and process research such that they can read, evaluate, critique, and contribute to the research literature and integrate research into the practice of professional counseling;
14. incorporate knowledge of assessment and measurement including selection, administration, interpretation, and application in school settings, with appropriate caution to prevent misuse;
15. provide competent professional service and leadership in school settings.

Mental Health Counseling Curriculum

The M.S. program in Mental Health Counseling is a 60-hour program that consists of five major curriculum areas: (1) Major Courses; (2) Research Skills; (3) Human Growth and Development; and (4) Biological Basis of Behavior and (5) Electives. For a complete description of each course, please refer to the School of Education Graduate Academic Bulletin: <http://bulletins.iu.edu/iu/educ-grad/current/index.shtml>. Unless otherwise noted, all courses are three semester credit hours.

Mental Health Track

I. Major Courses (45 credits):

G502: Professional Orientation and Ethics

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

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

G510: Introduction to Alcohol and Drug Counseling

An introduction to social and behavioral theories concerning the etiology and development of substance use disorders. The study and application of research-based theories of counseling will be emphasized. The history of alcohol and drug counseling and recent empirical and practice developments in the field will also be discussed.

G522: Counseling Theory

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

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.

G624: Advanced Practicum in Counseling

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 on site.**

G532: Introduction to Group Counseling

Psychological and theoretical foundations of group counseling. Analysis of dynamics of groups.

G552: Career Counseling – Theory/Practice

An introduction to career development theory, psychological assessment of career planning, and sources and uses of career information in counseling.

G563: Foundations of Mental Health Counseling

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.

G567: Introduction to Marriage and Family Counseling

Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical concerns in marriage and family counseling.

G575: Multicultural Counseling

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

G615: Psychopathology and Advanced Diagnosis

Prerequisite: G505 or equivalent

To acquire the requisite knowledge and skills in assessing psychopathology and abnormal behavior. It is built around the Diagnostic and Statistical Manual of Mental Disorders, DSM-II-R and subsequent revisions. Topics include: the function of diagnosis, etiology and epidemiology of abnormal behavior, relationship of diagnosis to treatment and ethical considerations.

G647: Advanced Internship in Counseling (6 credits)

Prerequisite: G524, G532, G615.

Supervised practice in counseling in various educational or agency settings. 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 site, attendance at a group seminar is also required.**

II. Research Skills (3 credits)

Y520: Strategies for Educational Inquiry

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.

III. Human Development (3 credits)

P514: Life-span Development

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

IV. Biological Basis of Behavior (3 credits)

P624: The Biology of Behavior: Implications for Educational & Clinical Work

Prerequisite: 12 hours of graduate course work.

Research in developmental psychobiology applied to educational practice and to clinical practice in school psychology and counseling psychology. Including the implications of genetics, endocrinology, and neuroscience research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/depression, attachment and aggression.

V. Elective (9 credits).

**** One of the elective courses must be a non-program elective (i.e., a non G course). A second elective must be clinically oriented.**

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

EDUC-P513 Gerontology: Multidisciplinary Perspectives

EDUC-P518 Social Aspects of Aging & Aging Families

EDUC-P622 Social Development

EDUC-P625 Family Processes and Child/Adolescent Development

PSY-P530 Introduction to Clinical Science

PSY-P624 Principles of Psychopathology

PSY-P631 Intervention and Evaluation

PSY-P641 Assessment

PSY-P667 Neuropsychopharmacology

The second elective can be a program course (i.e., a G course).

Suggested program courses are (see Bulletin for descriptions)
G622 Advanced Theories of Counseling
G632 Advanced Group Leadership: Counseling

The clinically related elective can be a program course (i.e., a G course) or a non-program course.

G511 Screening and Assessment of Alcohol and Drug Problems
G512 Counseling Approaches with Addictions
G513 Legal and Illegal Drugs of Abuse
G542 Organization and Development of Counseling Programs
G562 School Counseling: Intervention, Consultation and Program Development
G580 CBT with children
G609 Interventions in Sport and Performance Psychology
G632 Advanced Group Leadership
G647 Advanced Internship in Counseling
Any other clinically oriented course approved by the advisor.

(Your faculty advisor should be consulted for other appropriate elective courses)

Addictions Track

I. Major Courses (45 credits):

G502: Professional Orientation and Ethics

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

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

G510: Introduction to Alcohol and Drug Counseling

An introduction to social and behavioral theories concerning the etiology and development of substance use disorders. The study and application of research-based theories of counseling will be emphasized. The history of alcohol and drug counseling and recent empirical and practice developments in the field will also be discussed.

G511: Screening and Assessment of Alcohol and Drug Problems

This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical practice is presented as well as medical and non-medical diagnostic criteria. This

course includes both instructional and experiential learning opportunities.

G512: Counseling Approaches with Addictions

This course covers empirically supported treatments for substance use disorders. Special attention will be given to recent developments in the field as well as research-based theories of treatment. Students will be expected to engage in active learning projects both within and outside of the classroom. The course will cover the integration of Motivational Interviewing and Cognitive Behavioral Theories, Group Approaches to treating Substance Use disorders, and Family and Couples Therapies.

G513: Legal and Illegal Drugs of Abuse

This course covers the physiological, behavioral, and pharmacological aspects of legal and illegal psychoactive substances use. Special emphasis is placed on observable signs and symptoms resulting from use of psychoactive substances. Attention will also be given to recent trends in psychoactive substance use. Finally, this course will cover psychopharmacology for mental health professionals.

G522: Counseling Theory

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

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.

G624: Advanced Practicum in Counseling

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 on site.**

G532: Introduction to Group Counseling

Psychological and theoretical foundations of group counseling. Analysis of dynamics of groups.

G647: Advanced Internship in Counseling (6 credits)

Prerequisite: G524, G532, G615.

Supervised practice in counseling in various educational or agency settings.

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 site, attendance at a group seminar is also required.**

G552: Career Counseling – Theory/Practice

An introduction to career development theory, psychological assessment of career planning, and sources and uses of career information in counseling.

G563: Foundations of Mental Health Counseling

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

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

G615: Psychopathology and Advanced Diagnosis

Prerequisite: G505 or equivalent

To acquire the requisite knowledge and skills in assessing psychopathology and abnormal behavior. It is built around the Diagnostic and Statistical Manual of Mental Disorders, DSM-II-R and subsequent revisions. Topics include: the function of diagnosis, etiology and epidemiology of abnormal behavior, relationship of diagnosis to treatment and ethical considerations.

II. Research Skills (3 credits)

Y520: Strategies for Educational Inquiry

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.

III. Human Development (3 credits)

P514: Life-span Development

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

IV. Biological Basis of Behavior (3 credits)

P624: The Biology of Behavior: Implications for Educational & Clinical Work

Prerequisite: 12 hours of graduate course work.

Research in developmental psychobiology applied to educational practice and to clinical practice in school psychology and counseling psychology. Including the implications of genetics, endocrinology, and neuroscience research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/depression, attachment and aggression.

V. Elective (3 credits).

**** The elective course must be a non-program elective (i.e., a non G course).**

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

EDUC-P513 Gerontology: Multidisciplinary Perspectives

EDUC-P518 Social Aspects of Aging & Aging Families

EDUC-P622 Social Development

EDUC-P625 Family Processes and Child/Adolescent Development

PSY-P530 Introduction to Clinical Science

PSY-P624 Principles of Psychopathology

PSY-P631 Intervention and Evaluation

PSY-P641 Assessment

PSY-P667 Neuropsychopharmacology

(Your faculty advisor should be consulted for other appropriate elective courses)

School Counseling Curriculum

The M.S. program in School Counseling is a 48-hour program that consists of five major curriculum areas: (1) Major Field Courses; (2) Research Skills; (3) Human Growth and Development; and (4) Biological Basis of Behavior and (5) Electives. For a complete description of each course, please refer to the School of Education Graduate Academic Bulletin: <http://bulletins.iu.edu/iu/educ-grad/current/index.shtml>. Unless otherwise noted, all courses are three semester credit hours.

I. Major Field Courses (36 credits):

G502: Professional Orientation and Ethics

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

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

G522: Counseling Theory

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

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.

G624: Advanced Practicum in Counseling

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

Psychological and theoretical foundations of group counseling. Analysis of dynamics of groups.

G542: Organization and Development of Counseling Programs

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

G647: Advanced Internship in Counseling (6 credits)

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 site, attendance at a group seminar is also required.**

G552: Career Counseling – Theory/Practice

An introduction to career development theory, psychological assessment of career planning, and sources and uses of career information in counseling.

G562: School Counseling: Intervention, Consultation and Program Development

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.

G575: Multicultural Counseling

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

II. Research Skills (3 credits)

Y520: Strategies for Educational Inquiry

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.

III. Human Development (3 credits)

P514: Life-span Development

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

IV. Biological Basis of Behavior (3 credits)

P624: The Biology of Behavior: Implications for Educational & Clinical Work

Prerequisite: 12 hours of graduate course work.

Research in developmental psychobiology applied to educational practice and to clinical practice in school psychology and counseling psychology. Including the implications of genetics, endocrinology, and neuroscience research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/depression, attachment and aggression.

IV. Elective (3 credits)

The elective course must be a non-program elective (i.e., a non G course).
Recommended non-program courses include (see Bulletin for descriptions):

EDUC-A 508 School Law and the Teacher

EDUC-P 515 Child Development

EDUC-P 516 Adolescent Development

EDUC-K 505 Introduction to Special Education for Graduate Students

(Your faculty advisor should be consulted for other appropriate elective courses)

Program of Studies

For each master's program there is a program outline form used for planning the specific courses included in a student's program of studies. It must be developed with a faculty advisor, then be approved by the Department Chair and the Associate Dean for Graduate Studies. Any changes to an approved (either by the advisor or the Graduate Studies Office) program of studies may be made via the Program of Studies Amendment form. A program of studies must be submitted by the end of the first year of graduate work. If any courses listed on the program of study were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. Program of study forms as well as any forms relating to the program of studies can be found on the Graduate Student Portal.

Course Sequencing

There is preferred course sequencing in Appendix A. **Please consult with your advisor as you plan your time in the program.** There is some flexibility in the sequencing, but your advisor is your best resource for knowing when certain classes are offered. If you deviate from the planned sequencing, you risk not graduating in your preferred timeframe.

Portfolio

Every student must complete an electronic portfolio before they can apply for graduation. Students must upload required documents through One Drive. A folder has already been developed for your eportfolio, which you can find in your One Drive account. The folder is entitled Portfolio and your name. Students are advised to upload required documents as they progress through the program. The eportfolio will be evaluated by your advisor and he or she will inform you when your eportfolio is complete and you can apply for graduation. The following describes the necessary requirements for your eportfolio and the competency for each requirement:

A. Professional identity; and ethical and professional standards

- G647 Scope of practice statement
Competency: B- or better
- Fieldwork evaluations (G624, G647)
Competency: No unsuccessful professional growth/remediation plans
- G502 Ethics brochure assignment
Competency: B- or better
- Curriculum vita
Competency: Evaluated by advisor

Mental Health Students

- G563 Licensure law assignment
Competency: B- or better

B. Evidence-based theories and practice of counseling and psychotherapy

- G522 Case conceptualization assignment
Competency: B- or better
- G523 Final Assignment
Competency: B- or better

C. Multiculturalism and diversity

- G575 Cultural Interview or Book Project
Competency: B- or better
- Reflection on multicultural presentation. Students must attend a presentation (either on campus or at a conference) related to multiculturalism and write a reflection paper on this presentation.
Competency: Evaluated by advisor

D. Theories of psychopathology and relevant classification systems

- G505 Third exam
Competency: B- or better

Mental Health Students

- G615 Written Diagnostic Formulation
Competency: B- or better

School Counseling Students

- G562 Project
Competency: B- or better

E. Tests, measurements, and other assessments of behavior

- Overall grade in G505
Competency: B- or better in G505

F. Research methods and program evaluation

- Overall grade in Y520
Competency: B- or better in Y520

School Counseling Students

- Overall grade in G542
Competency: B- or better in G542

G. Career development and/or the role of work in peoples' lives

- G552 Final paper
Competency: B- or better

H. Biological basis of behavior

- Overall grade in P624
Competency: B- or better in P624

I. Developmental basis of behavior

- Overall grade in P514
Competency: B- or better in P514

J. Social/organizational/community basis of behavior

Mental Health Students

- Overall grade in G567
Competency: B- or better in G567

School Counseling Students

- Overall grade in G542
Competency: B- or better in G542

K. Understanding and use of supervision during applied experiences

- Fieldwork evaluations (G624 G647)
Competency: No unsuccessful professional growth/remediation plans
- G502 Self-care paper
Competency: B- or better

Each student must complete a Portfolio Summary Sheet, which is below:

ePortfolio

A. Professional identity; and ethical and professional standards

G647 Scope of Practice Statement (B- or better) Grade _____

Fieldwork evaluations (G624, G647)- no unsuccessful professional growth/remediation plans

Ethics brochure assignment G502 (B- or better) Grade _____

Curriculum vita

Mental Health Students

Licensure law assignment G563 (B- or better) Grade _____

B. Evidence-based theories and practice of counseling and psychotherapy

G522 Case Conceptualization assignment (B- or better) Grade _____

G523 Final Assignment (B- or better) Grade _____

C. Multiculturalism and diversity

G575 Book Project (B- or better) Grade _____

Reflection on multicultural presentation. Students must attend a presentation (either on campus or at a conference) related to multiculturalism and write a reflection paper on this presentation.

D. Theories of psychopathology and relevant classification systems

G505 B- or better on 3rd exam Grade _____

Mental Health Students

G615 Written Diagnostic Formulation (B- or better) Grade _____

School Counseling Students

G562 Project (B- or better) Grade _____

E. Tests, measurements, and other assessments of behavior

B- or better in G505 Grade _____

F. Research methods and program evaluation

B- or better in Y520 Grade _____

School Counseling Students

B- or better in G542 Grade _____

G. Career development and/or the role of work in peoples' lives

G552 Final paper (B- or better) Grade _____

H. Biological basis of behavior

B- or better in P624 Grade _____

I. Developmental basis of behavior

B- or better in P514 Grade _____

J. Social/organizational/community basis of behavior

Mental Health Students

B- or better in G567 Grade _____

School Counseling Students

B- or better in G542 Grade _____

K. Understanding and use of supervision during applied experiences

Fieldwork evaluations- no unsuccessful professional growth/remediation plans

G502 Self-care paper (B- or better) Grade _____

Statement of Multicultural Aspirations

The master's programs in mental health counseling and school counseling at Indiana University Bloomington embrace multiculturalism as an integral part of education, mental health practice, and the totality of the human condition in an increasingly diverse and global society. We believe that we cannot optimally function as competent and caring professionals without fully embracing human diversity. Our view of diversity is broadly defined and includes (but is not limited to) age, national origin, race, ethnicity, gender, gender identity, sexual orientation, religious beliefs, socioeconomic status, physical abilities, mental abilities, and language. In addition, we believe that all forms of stereotypes, prejudice, and discrimination are detrimental to human development. Further, in recognition of the power differentials between students and faculty, we are committed to fostering a safe climate for student to provide feedback to faculty and other students about multicultural issues. We strive to integrate our commitment to multiculturalism into all aspects of the program by:

- Creating a climate that promotes open discourse on multicultural issues among faculty and students.
- Promoting students' and faculty's continuous self-examination of all forms of stereotypes, prejudice, and discrimination, whether intentional or unintentional, as well as encouraging reflection on how cultural values, assumptions, and biases influence their professional work and relationships with other students and faculty.
- Actively recruiting and retaining students and faculty from diverse backgrounds.
- Incorporating multicultural competence as a core program training goal and as an important criterion for evaluating students and faculty.
- Infusing multicultural issues in all aspects of students' curriculum and training (e.g., courses, counseling, supervision, and research).

We acknowledge the aspirational nature of this statement and commit to identifying and implementing, on a regular basis, specific measures to fulfill the objectives stated herein.

Social Media and Professionalism Policy

Students enrolled in the Indiana University Counseling master's programs are expected to conduct themselves in a manner consistent with the ACA Code of Ethics. Furthermore professional conduct is an area of expected competence in all forms of interaction with colleagues, faculty, clients, students, and the public. It is important to remember that as a graduate student you are a representative of Indiana University, the School of Education, the Department of Counseling and Educational Psychology, and the larger profession of Counseling. As such, your behavior reflects not only your own interests but the many interests of the communities in which you are embedded.

The social media and professionalism policy outlined in the subsequent sections is designed to clarify expectations regarding public behaviors with particular emphasis on social media. The social media landscape is continually changing; therefore, a complete listing of all possible outlets is not possible. Typical social media outlets include, but are not limited to Facebook, Instagram, Twitter, LinkedIn, personal blog sites, Pinterest, Youtube, WeChat, Whatsapp, Snapchat, email listservs, etc. All personal representations on social media and other online platforms is deemed to

constitute public behavior, even if the communication was not intended for public consumption. This is evidenced by the fact that such information is often easily accessible in spite of the strictest privacy settings available on social media platforms. Thus, this policy defines behaviors that the faculty will consider violations of this policy. In addition, this document includes a set of recommendations for professional conduct in the online environment.

Behaviors that constitute violations of this policy:

1. Students who engage in online behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client.
2. Students who engage in online behavior that bring disrepute to the profession of counseling, the IU Counseling Program, or to Indiana University will be in violation of this policy. Examples include students posting photographs or videos of themselves engaged in behaviors that are inconsistent with the professional reputation of counselors (e.g., pictures of one being severely inebriated; engagement in illicit behaviors, etc.).
3. Consistent with the Model Training Values Statement Addressing Diversity (CCPTP, ACCTA, & SCP 2009) and the IU Counseling Program Statement of Multicultural Aspirations (<http://education.indiana.edu/students/graduates/programs/counseling-psychology/multicultural-aspirations.html>), students are expected to embrace diversity and inclusivity to create an environment of safety, trust, and respect for all. Students who engage in online behavior toward clients, colleagues, faculty, or students that is inconsistent with these core values will be considered in violation of this policy (e.g. making demeaning or derogatory remarks about someone’s cultural identity, racial identity, gender identity, sexual orientation, religious beliefs, physical abilities, etc.).
4. Students who misrepresent their training or credentials in any online forum will be considered in violation of this policy.
5. Students who criticize other students, colleagues, professors, supervisors, practicum/internship sites, and the IU Counseling Program on social media will be in violation of this policy. This policy is not intended to stifle students’ freedom to provide constructive feedback about the people they work with. However, such communications are best done through a face-to-face or phone conversation.

Violations of this policy will follow the standard due process steps outlined in the due process section of the mater’s handbook and included here for reference:

“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 Director of the master’s program will inform the student that a meeting will be set to discuss the concern.
- The student will meet with the 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, a review committee of the program faculty will be assembled.
- The committee will meet to review the case and offer a disposition.
- The student has the right to appeal the committee’s action through the School of Education and University grievance procedures.

Whenever students become aware of a serious concern about another student, they first should indicate their concern to the student directly in a confidential meeting. If they determine that the 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 Director of the program.

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

For guidance on how to responsibly manage your online behavior the program offers a number of recommendations.

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 (2014) 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 the likelihood of harm to an individual and/or the community at large. Ignorance of the content of the ACA Code of Ethics is not an acceptable explanation for unethical behavior. The complete code can be found at:

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

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. Students will obey all university policies and procedures, as well as all local, state, and federal laws. 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.

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 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 master's students serve as the formal "voice" of the student body. The request for student representatives to the faculty will be publicized by the faculty sponsor of the Master's in Counseling Student Organization (MCSO). Interested students submit their name and a statement indicating their interest in being a representative for voting consideration. 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 using the Qualtrics survey instrument. The two students receiving the most votes will serve a one-year term.

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 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 the counseling program and therefore are not covered in this document.

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.

The program uses a field experience management program where students 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 /\$3,000,000 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 Director of Field Experience 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 the field experience goals and potential sites with the Director of Field Experience 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 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. For this reason, it is important that the student does not reach out to sites directly; instead, the Director of Field Experience will make first contact with each site on behalf of the student.

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. **Students should not attempt to secure sites on their own until discussing the matter with the Director of Field Experience.**
2. Update resume with most recent education, employment, and volunteer experiences.
3. Network with other students to learn about their field experiences.
4. Make an appointment with Andy Bosk, Director of Field Experience, to discuss your interests, your resume, and possible sites. Deadlines for scheduling these appointments are **February 15** for summer and fall placements and **October 15** for spring placements.
5. The Director of Field Experience will share your resume with available sites for which you have interest. Sites will then contact you directly to schedule interviews.
6. Prepare carefully for your interviews. You may want to take a copy of your resume (although sites will have received these prior to you being selected for an interview) and a cover letter that clarifies personal goals and career directions to the interview for the site supervisors/directors.
7. Communicate with the Director of Field Experience to update them on your status.
8. Do not reject a field experience offer unless you have another offer available to accept. Contact the Director of Field Experience regarding any questions about offers and acceptances.
9. Contact the Director of Field Experience once you have accepted an offer. If you do not already have a copy, request a site agreement form for you and your site supervisor to sign.

10. Discuss your start and end dates and weekly schedule with your site supervisor, sign your site agreement form with them, and return it to the Director of Field Experience.
11. Purchase liability insurance and upload a copy to CEPEX.

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 10 hours of group experience) with a minimum of 60 minutes of face-to face supervision by a licensed counselor site supervisor each week. Also, students will attend group supervision (1 ½ hours per week in fall or spring and 2 hours per week in summer 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. Students should also receive 1 hour of individual supervision on site. It is not unusual for students to attain the 100 minimum hours on site prior to the end of the semester, however, all students are required to continue working at the field placement site through the end of the semester. Please be advised that additional hours beyond the required minimum CANNOT be carried over to count toward internship hours. **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.** If students experience a substantive problem with their practicum site, then they should talk with the Director of Field Experience.

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 Experience. **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 or licensed mental health professional at the site, plus a group seminar on campus. Academic credit for the internship is obtained by enrolling in **three credit hours of G647 (Internship in Counseling) during two academic terms for a total of six credit hours.** Under certain circumstances, students may be allowed to complete the internship over more than two semesters. If students experience a substantive problem with their internship site, then they should talk with the Director of Field Experience.

A third semester of G647 can be used for your clinically oriented elective. You should consult with your advisor if you would like to do this. It is recommended that you determine if you

might need extra hours if you are seeking licensure in a state that requires more hours than Indiana. This additional semester consists of a minimum of 300 hours onsite with 120 direct client service hours. You will continue to receive individual supervision at your site and group supervision on campus in the G647 course.

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

After Admission to the Master's Program

Upon admission to the program, you will be assigned a **faculty advisor**. We encourage you to be in frequent contact with your faculty advisor. 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 or the Director of Field Placement. Once you have been admitted to the counseling program, please go to the Counseling Web Site at <http://education.indiana.edu/graduate/programs/counseling/index.html> 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. Important program information is communicated through your IUB email account so it is important to check your account on a regular basis. Furthermore, many announcements are made using the department listserv. Please be sure to check your SPAM folder on a regular basis for any misdirected department emails.

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.

Online Courses

The department of counseling and educational psychology offers a number of online courses.

The mental health counseling program is a **residential program which means you must take more than 50% of your coursework in person. The school counseling program has both residential and hybrid options.** As such, students in residential programs are allowed to take no more than 21 credits of online course work if you are in the School Counseling program and 27 credits of online course work if you are in the Mental Health Counseling program. You should always consult with your advisor when deciding to take a course online.

International students who wish to take courses online should consult with OIS to determine if there are restrictions on the number of online courses that can be taken in a term and over the course of your program.

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.

Please consult the IUB School of Education Bulletin for policies and procedures on transferring credits to IU.

Students should be aware that the counseling 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 who are 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. Please be aware that you are likely to be required to pay for the background check yourself. In addition, **applicants should be aware that a criminal history can affect an individual's ability to be licensed in many states.**

Graduate Assistantships and Financial Aid

No graduate assistantships are specifically dedicated to the counseling master's programs 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 IU GradGrants Center:

https://gradgrants.indiana.edu/opportunities/_jobs/index.html.

The IUB Office of Student Financial Aid Services (<https://admissions.indiana.edu/cost-financial-aid/financial-aid.html>) is located at Student Central 408 N. Union Street. Help with student loan applications can be obtained through this office.

CPR-Heimlich Maneuver Certification and Suicide Prevention Training

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. In 2014 the Indiana Department of Education required that all school personnel also be trained in suicide prevention. These trainings are made available in the School of Education. Watch your email for announcements of training dates.

For additional information concerning this state requirement and a list of approved providers, please

go to <http://www.doe.in.gov/licensing/cpr-heimlich-maneuver-aed-certification>

Licensure Information

If students are interested in licensure in Indiana as either a school counselor or as a licensed mental health counselor (LMHC), then they should talk with their advisor about the process.

Information about becoming an LMHC in Indiana can be found at

<http://www.in.gov/pla/2888.htm>. For information on licensure in states other than

Indiana, student should contact the appropriate licensing board. For link to mental health counseling boards, students may want to visit the website of

<http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>, which is through the American Counseling Association. For

information related to school counseling, students may want to visit the website of

<http://www.schoolcounselor.org/school-counselors-members/careers-roles/state->

[certification-requirements](#) which is through the American School Counselor Association. Students should be aware that licensing requirements can change very quickly and that the program does not guarantee student licensure.

Mental health counselors who are in training are now required to apply for an LMHC-Associate license in order to accrue the required post-graduate supervised hours for the full license to practice independently. A total of 3000 post-graduate hours are required including 100 hours of face to face supervision with an appropriately credentialed supervisor. The accrual of 3000 hours cannot be completed in less than 19 months. To be eligible to accrue post-graduate hours you must have passed the National Counselor Examination (NCE). Details from the administrative law are below.

“All licensed mental health counselor (LMHC) applicants who graduate after July 1, 2014 are required to obtain a LMHC “A” license prior to completing their two-year post degree experience and supervision hours requirement. Clinical hours earned prior to the receipt of your LMHC-A are not counted towards the 3000 hours needed to meet the LMHC supervision and experience requirement.”

For school counseling students, you must take a CORE examination on school counseling before you can be licensed as a school counselor in Indiana. Information on this examination can be found at http://www.in.nesinc.com/TestView.aspx?f=HTML_FRAG/IN041_PrepMaterials.html.

Student Evaluations

Each academic year, the faculty reviews the progress of master’s students in the counseling programs. This evaluation is conducted using the “Student Progress Annual Evaluation” form available in the appendix. The form provides a rubric for tracking student progress toward expected program competencies. 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 counsel from the other members of the faculty regarding the need for further monitoring or the development of a professional growth plan.

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.

Student Retention Policy

Expectations

The Mental Health Counseling and the School Counseling programs expect 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 (2014) which is available via this link: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>. In addition to dismissing students for academic reasons, students may be dismissed from either the Mental Health Counseling or School Counseling programs 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 progress ratings on academic performance, clinical performance, professional dispositions, ethical competence, and multicultural competence. Where there is sufficient concern, a professional growth plan will be written, with a copy signed by the student, and placed in the student’s file.

If a professional growth plan is necessary, 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. This plan will clearly specify what changes are expected and what time limits are operative. The student will have an opportunity to discuss her or his thoughts, feelings, and reactions.

If the professional growth plan is not satisfactorily completed, a review of the student’s standing in the program by the full counseling faculty will commence. At this time the faculty will determine whether to recommend further professional growth/remediation or dismissal from the program. Following this review, the student will participate in a face-to-face meeting with the advisor, the Coordinator of the Master’s Program, and possibly another faculty member or clinical supervisor to be presented with the outcome of the faculty review.

This constitutes “due process”—the student is advised of his or her problems with progress toward expected competencies, is given an opportunity to correct them, and is made aware of the possible consequences of failure to correct these problems of performance. Students have the right to appeal the counseling faculty’s action through the School of Education and the University grievance procedures.

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 but is not limited to this list: 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.

Consistent with the ACA Code of Ethics whenever students become aware of a serious concern about another student, faculty member, or outside clinical supervisor they first should indicate their concern to the person 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 Master's program coordinator 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.

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 <https://studentaffairs.indiana.edu/student-advocates/>.

Professional Organizations

Students in the IUB Mental Health Counseling program or the School Counseling 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://www.indianaschoolcounselor.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/>
- The Indiana Association for College Admission Counseling (IACAC) <http://www.iacac.net/>
- American Mental Health Counselors Association (AMHCA) <http://www.amhca.org/>
- National Board for Certified Counselors, Inc. (NBCC) <http://www.nbcc.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.

<http://education.indiana.edu/students/graduates/masters-guide/graduation-checklist-masters.html>

Near the end of the semester in which you will graduate, you will need to **apply for your Initial Indiana School Counselor License** (assuming you wish to obtain school counseling license upon graduation). Please check with your internship instructor for information on applying for your **Initial Indiana School Counselor License**.

Employment

Students are advised to begin preparing employment application materials several months before they wish to begin work as a 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.

The Counseling Faculty and Field Placement Coordinator

| | | |
|---|---|--------------|
| Andy Bosk abosk@indiana.edu | Director of Field Experience | 812-856-8035 |
| James Brooks jamebroo@iu.edu | Assistant Professor | 812-856-8206 |
| Lynn Gilman lygilman@indiana.edu | Director, Center for Human Growth | 812-856-8348 |
| Rebecca Martinez rsm@indiana.edu | Associate Professor | 812-856-8324 |
| Zoë Peterson zdpeters@iu.edu | Associate Professor | 812-856-8063 |
| Angela Pyle anghorn@indiana.edu | Clinical Assistant Professor | 812-856-8148 |
| Jesse A. Steinfeldt jesstein@indiana.edu | Associate Professor | 812-856-8331 |
| Ellen Vaughan elvaugha@indiana.edu | Associate Professor Coordinator, Master's programs | 812-856-8243 |
| Mary Waldron mwaldron@indiana.edu | Associate Professor | 812-856-8334 |
| Y. Joel Wong joelwong@indiana.edu | Professor Department Chair, CEP | 812-856-8293 |

Ethical Standards

All students in enrolled in a Counseling program are expected to be familiar with the ACA Code of Ethics. 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.

ACA Code of Ethics (2014):

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA Ethical Standards for School Counselors (2010):

<https://counselors.k12.sd.us/ethics.html>

APPENDIX A. Recommended Course Sequencing

Course Sequencing- Fall Start

Mental Health Track

| Fall | Spring | Summer |
|--------------------------------------|---|--|
| G502 G505 G522 G523 | G532 G552 G575 <i>Choose 1</i> G615 G567 | G624 <i>Choose 2</i> G567 G615 Y520 G or non-G elective |
| Fall | Spring | Summer |
| G510 G647 G563 P624 or P514 | G647 <i>Choose 2</i> Y520 P624 or P514 Non-G elective | Y520 G or non-G elective (which could be G647) |

Addictions Track

| Fall | Spring | Summer |
|--------------------------------------|---|---|
| G502 G505 G522 G523 | G532 G575 G511 <i>Choose 1</i> G615 P514 | G624 G513 <i>Choose 2</i> G615 Y520 Non-G Elective |
| Fall | Spring | Summer |
| G510 G647 G563 P624 or P514 | G647 G552 G512 P624 or P514 | Y520 Non-G elective |

School Counseling

| Fall | Spring | Summer |
|--|--|----------------------------|
| G502 G505 G522 G523 | G624 G532 G562 or G542 P514 or P624 | Y520 and/or non-G elective |
| Fall | Spring | |
| G647 P624 or P514 G575 Non-G elective | G647 G552 G542 or G562 | |

Course Sequencing- Spring Start

Mental Health Track

| Spring | Summer | Fall |
|--|--|--|
| G532 G575 P514 G567 | G522 G523 <i>Choose 1</i> Y520 G or non-G elective G615 | G502 G505 G510 P624 |
| Spring | Summer | Fall |
| G552 G624 <i>Choose 1</i> G or non-G elective P624 | G647 <i>Choose 2</i> Y520 G615 G567 | G647 G563 <i>Choose 1</i> Y520 G or non-G elective |

Addictions Track

| Spring | Summer | Fall |
|--|----------------------|---|
| G532 G575 P514 G552 | G522 G523 G513 | G502 G505 G510 <i>Choose 1</i> non-G elective P624 |
| Spring | Summer | Fall |
| G511 G512 G624 <i>Choose 1</i> G or non-G elective P624 | G647 Y520 G615 | G647 G563 |

School Counseling

| Spring | Summer | Fall |
|--------------------------------------|-------------------------|---------------------------------|
| G542 G532 G552 P514 | G522 G523 | G502 G505 G575 |
| Spring | Summer | Fall |
| G624 G562 P624 or take in Fall | <i>Y520 or elective</i> | G647 <i>Y520 or elective</i> |
| Spring | Summer | Fall |
| G647 | | |

Course Sequencing- Summer Start

Mental Health Track

| Summer | Fall | Spring |
|--|---|--|
| G522 G523 G or non-G elective | G502 G505 G510 <i>Choose 1</i> P514 or P624 | G624 G532 <i>Choose 2</i> G567 G615 Y520 G or non-G elective |
| Summer | Fall | Spring |
| G647 <i>Choose 2</i> G567 G615 Y520 G or non-G elective | G647 G563 <i>Choose 2</i> Y520 P624 or P514 Non-G elective | G552 Y520 G or non-G elective (which could be G647) |

Addictions Track

| Summer | Fall | Spring |
|---|---|------------------------------|
| G522 G523 G513 | G502 G505 G510 P514 or P624 | G624 G532 G575 G511 |
| Summer | Fall | Spring |
| G615 G647 Y520 or Non-G elective | G647 G563 P624 or P514 Y520 or Non-G elective | G552 G512 |

School Counseling

| Summer | Fall | Spring |
|------------------------|----------------------|--|
| G522 G523 | G502 G505 G575 | G624 G532 G562 or G542 P514 or P624 |
| Summer | Fall | Spring |
| Y520 Non-G elective | G647 P514 or P624 | G647 G552 G542 or G562 |

**Indiana University School of Education
 Department of Counseling and Educational Psychology
 M.S. Ed. Mental Health Counseling and School Counseling
 Student Progress Annual Evaluation**

| Progress Rating | Not Meeting Expectations | Meeting Expectations |
|----------------------------------|---------------------------------|-----------------------------|
| Academic performance | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinical performance | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional dispositions | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethical competence | <input type="checkbox"/> | <input type="checkbox"/> |
| Multicultural competence | <input type="checkbox"/> | <input type="checkbox"/> |

Feedback

Outcome

- Satisfactory progress
- Professional growth plan required; if checked, advisor and program director will draft plan and meet in person with student

Date of faculty meeting student review: _____

Advisors will meet with advisees to provide annual evaluation feedback outcome

The signatures below verify that this feedback has been shared with the student and the student has been given the opportunity to respond.

- I agree with the feedback provided
- I disagree with the feedback provided
- I have been informed of my due process rights in the event that I disagree with this feedback

 Student Signature

 Date

 Advisor Signature

 Date

Rubric for evaluation ratings:

Academic performance

Minimum expectations are a B- or better in all coursework. If a student earns less B- in any course this will initiate remedial action and a rating of “not meeting expectations” on this form.

Clinical performance

Failure to earn a B- or better in G523 and/or a rating of “unsatisfactory” on any field experience performance evaluation item will initiate remedial action and a rating of “not meeting expectations” on this form.

Professional dispositions

Students are expected to demonstrate professionalism in all interactions during their program of study. While this is a subjective area of evaluation, problems of professional behavior (e.g. unexcused absences from field experience, failure to be responsive to professional communications, disrespectful interactions with colleagues, faculty, or field experience supervisors, etc.) will result in remedial actions and a rating of “not meeting expectations” on this form.

Ethical competence

Minimum expectations are a B- or better in G502 and G563. In addition, any reports of unethical behavior during field placement will be cause for further review by the faculty and may result in a rating of “not meeting expectations” which will initiate a remedial action.

Multicultural competence

Minimum expectations are a B- or better in G575. Ratings of “unsatisfactory” on the multicultural and diversity focused items on the field placement evaluation form will also initiate remedial action.