



**College of Graduate Studies**

# **Student Handbook**

**Master of Education  
in Counselor Education**

**CACREP Accredited Programs in  
School and Mental Health  
Counseling**

## **Student Handbook Counselor Education**

We are delighted that you have chosen to enroll in the Counselor Education Program at Plymouth State University. This handbook is designed to provide you with the information you need to know in order to be an informed and successful student.

Please note that this document also serves to supplement the College of Graduate Studies 2006-2008 Catalog, so please become familiar with that publication as well. In order to confirm that you have read through this handbook and the catalog and understand the responsibilities, policies, and procedures within the documents, please sign the last page in this handbook, detach it, and return it to your CO 5010 instructor. He or she will place the signed sheet in your file.

## Table of Contents

General Information: An Overview of the Counseling Profession.....	5
Counselor Education Faculty Information.....	7
PSU Counselor Education Mission Statement and Program Objectives.....	9
Concentrations within the Counselor Education Program.....	10
School Counseling Concentration.....	10
Mental Health Counseling Concentration.....	12
Self-Designed Concentration.....	14
Self-Designed Concentration with Conflict in Families Certificate.....	15
Non-Masters Degree Programs.....	16
Non-Masters Degree Certification Programs.....	18
Conflict in Families.....	18
Eating Disorders Institute.....	18
PATH & Approaches to Transformation & Healing.....	18
Parenting Education.....	18
Play Therapy.....	18
School Psychology.....	16
Employment Information of Graduates.....	19
What Courses are Offered When.....	19
Program Contracts and Advisors.....	22
Admissions Policy.....	22
Counselor Education Monitoring and Dismissal Process.....	22
Policy on Faculty Endorsement for Employment and Licensure.....	23
Intent to Register for Practicum.....	30

Practicum and Internship: Insurance Issues.....31

Statement on Personal Growth Expectations and Recommendation to Participate in Personal  
Counseling.....31

Academic Integrity.....31

Academic Appeal/Grievance Procedure.....32

NH Clinical Mental Health Counseling Licensing Requirements.....32

Professional Counseling Organizations.....32

Agreement Contract.....35

## **General Information: An Overview of the Counseling Profession**

Counseling is a way of helping others with social and emotional issues. The word *counseling* was adopted in the mid 1900's when mental health workers needed a new term to describe what they did. Until this point, the words *guidance* and *psychotherapy* were commonly used to describe what is now known as counseling. The word *counseling* emerged to describe the work of those individuals who do not necessarily have a connection to vocational guidance but who work in the helping profession. The words *counseling* and *psychotherapy* are actually often used interchangeably to describe this type of work.

Professional counselors are competent, caring, sensitive individuals who work in a variety of settings and with a variety of populations. They also have a variety of roles and functions including individual and group counseling, interpreting educational and psychological assessments, collaborating and consulting with other professionals, and advocating for clients. Professional counselors must be non-judgmental and knowledgeable about working in diverse settings, as well as sensitive to the needs of each unique individual with whom they work. Effective counselors are empathic and genuine, and are capable of building relationships with others. They possess strong communication skills as well as competence in their field of expertise.

Though there are several different kinds of professional counselors, they all are required to complete most of the same course work in preparation for entering the counseling profession. In addition, they receive specific training in their areas of concentration. General course work includes history and ethics of counseling, the helping relationship, group work, human growth and development, career and lifestyle development, social and cultural foundations, appraisal, and research and program evaluation. Counselor Education students are also required to explore themselves and grow interpersonally throughout their educational process.

The counseling profession offers several areas of concentration. School counselors may work in a number of different school environments with students in elementary, middle, or high school. Mental health counselors work in a number of different settings with various populations and age groups. They often work in agencies or private practice conducting counseling and psychotherapy. Individuals who are involved in other counseling concentrations typically work in community or higher education settings.

## **CACREP Accreditation**

The Council for the Accreditation of Counselor Education and Related Educational Programs (CACREP) is the national accrediting agency of Counselor Education Programs. Plymouth State University's School Counseling and Mental Health Counseling Programs received CACREP accreditation in January 2007. While over 200 programs nationwide are accredited, PSU's programs are the first and only accredited programs in New Hampshire.

CACREP reviews all aspects of the programs during the accreditation process including

- Institutional support including library, faculty support, technical and financial support
- Program objectives and the curriculum
- Clinical instruction
- Faculty expertise and staffing levels
- Program evaluation and improvement documentation

Two particular benefits to students are being able to sit for the National Board for Certified Counselors national exam (NCC) while still enrolled in their graduate programs. Students from non-accredited programs must wait two years after graduating to be eligible for national certification. The second tangible benefit is that PSU is now eligible to apply for a chapter of Chi Sigma Iota, the National Honor Society for counseling students.

Students of PSU's CACREP accredited programs can be assured of receiving the very highest quality counselor education program available.

**Counselor Education Faculty**

**Full Time Counselor Education Faculty**

<b>Name of Faculty Member</b>	<b>Source of Doctoral Degree</b>	<b>Teaching Areas</b>	<b>Research and Professional Interest Area</b>
<p>Gary Goodnough, Ph.D., Counselor Education Chair</p> <p>Licensed Clinical Mental Health Counselor</p> <p>Professor</p> <p>Coordinator of School Counseling</p>	<p>University of Virginia</p>	<p>School Counseling</p> <p>Career Counseling</p> <p>Foundations of the Counseling Profession</p> <p>Internship in School Counseling</p> <p>Legal, Ethical and Professional Issues in Counseling</p>	<p>Integral School Counseling</p> <p>Leadership and Advocacy in School Counseling</p> <p>Career Development</p> <p>Preparing School Counselors</p>
<p>Gail Mears, Psy.D. Community Clinic Coordinator</p> <p>Licensed Clinical Mental Health Counselor</p> <p>Associate Professor</p> <p>Coordinator of Mental Health Counseling</p>	<p>Antioch New England Graduate School</p>	<p>Foundations of the Counseling Profession</p> <p>Intro to Mental Health Counseling</p> <p>Counseling Skills</p> <p>Mental Health Interventions</p> <p>Counseling Supervision</p>	<p>Counselor Intentionality</p> <p>Clinical Supervision</p>
<p>Tonya Tookes-Reznik, MA, ABD</p> <p>Assistant Professor</p> <p>Licensed Clinical Mental Health Counselor</p>	<p>Oakland University</p>	<p>Group Counseling</p> <p>Counseling Theories</p> <p>Family and Social Systems</p> <p>Counseling Practicum</p>	<p>Supervision, spirituality, phenomenological studies, multiculturalism, and adult development</p>

### Full Time Faculty who Teach Counselor Education Courses

<b>Name of Faculty Member</b>	<b>Source of Doctoral Degree</b>	<b>Teaching Areas</b>	<b>Research and Professional Interest Area</b>
Michael Fischler, Ed.D. Professor	University of Colorado	Cultural Diversity	Diversity Studies
Leo Sandy, Ed.D., Professor, NASP Certified School Psychologist	Boston University	Advanced Human Development	Social Justice, Parent Involvement, Peace Education
Marcel LeBrun, Ph.D., Assistant Professor	University of San Jose	Critical Issues: School Counseling & Special Education	Positive Behavioral Supports, Special Education

### Adjunct Counselor Education Faculty

<b>Name of Faculty Member</b>	<b>Source of Highest Degree</b>	<b>Teaching Areas</b>
Linda Hassan, Ph.D. Licensed Clinical Psychologist	Syracuse University	Family & Social Systems
Robert Hlasny, Ph.D. Licensed Clinical Psychologist	University of Ottawa	Critical Issues: Mental Health Counseling
Thomas Moore, M.Ed. Licensed Clinical Mental Health Counselor	Keene State College	Family & Social Systems
Heather McNally, Ph.D. Licensed Clinical Mental Health Counselor	Columbia Pacific University	MHC Internship
Linda Navelski, M.Ed. CAS, Registered Play Therapist	University of Southern Maine	Counseling & Consulting Interventions for Children and Adolescents
Mary Anne Peabody, MSW, CAS Registered Play Therapist	University of Southern Maine	Counseling & Consulting Interventions for Children and Adolescents
Anita Remig, Ed.D. Licensed Clinical Psychologist	Rutgers University	Biological Bases of Mental Illness,
Phillip Sanguedulce, Psy.D.	Antioch NE Graduate School	Psychopathology

## **Plymouth State University Counselor Education Mission Statement**

*The Counselor Education Program seeks to prepare professional counselors who are engaged in the ongoing processes of increased self-awareness and enhanced interpersonal effectiveness. A commitment to social justice is promoted through an emphasis on honoring and recognizing the diversity that exists within clients and society and through the development of skills necessary to implement interventions aimed at transforming individuals and institutions.*

## **Plymouth State University Counselor Education Program Objectives**

Students will:

- 1. Display an ability to be self-reflective and evidence personal growth regarding their intra- and interpersonal processes*
- 2. Articulate an identity as a professional counselor*
- 3. Demonstrate the ability to develop helping relationships with diverse populations*
- 4. Implement developmentally appropriate individual counseling, group counseling, and systemic interventions*
- 5. Display the ability to implement career interventions*
- 6. Evidence skills in effective written and oral communication*
- 7. Demonstrate technological competence*
- 8. Apply ethical reasoning and decision making to problems faced by professional counselors*
- 9. Show leadership and advocacy skills in supporting both individual and systemic change*
- 10. Use appropriate assessment techniques*
- 11. Research and evaluate the effectiveness of counseling and systemic interventions and programs*

## Concentrations within the Counselor Education Program

### **School Counseling (CACREP Accredited)**

Students in the school counseling concentration develop basic counseling skills. In addition to their core counseling courses, students take 15 credits of specialized school counseling courses and develop the professional identity and skills of a school counselor. The program emphasizes the school counselor as a leader, advocate and direct service provider. Graduates are professionals dedicated to fostering K-12 students' holistic development. They know how to work to change the school systems in order to help them achieve their mission of educating all students to lead productive and satisfying lives.

Plymouth State University's school counseling concentration was recently re-approved by the New Hampshire State Department of Education for the years 2003-2009. This means that upon graduating from PSU's program, students are able to gain certification as a K-12 school guidance counselor in the state of NH. The certification is reciprocal with all contiguous states. Students planning to work in other states should contact the state board of education in the state in which they hope to eventually work to ascertain reciprocity. During the time of their enrollment in the program, candidates will be expected to develop an electronic portfolio based on the New Hampshire state standards for School Counseling. This portfolio will be completed during internship.

**Program Objectives:** School Counseling students master the following objectives in addition to the core objectives described above

School counselor concentration graduates will have the following knowledge and skills:

- The ability to articulate an understanding of the philosophy, organization, professional activities, and ethical standards related to school counseling.
- The ability to explore and deepen understanding of self and how the self relates to the systems in which the school counselor works.
- The ability to design and implement culturally responsive school counseling interventions.
- The ability to demonstrate counseling competence with children and adolescents.
- The ability to analyze, understand, and effectively intervene in the multiple systems within schools and communities in order to promote caring environments.
- The ability to select, administer, understand, and interpret appropriate psychological, career, and educational assessments.
- The ability to facilitate the academic, career, and personal/social development of students.

- The ability to articulate an understanding of how to implement, manage and lead comprehensive school counseling programs.
- The ability to utilize data and conduct research in a school counseling context.
- The ability to build partnerships with parents and promote their involvement in schools.

***Required Courses***

<i>Counselor Education Core</i>		<i>Credits</i>
CO 5010	Foundations of the Counseling Profession	3
CO 5050	Advanced Human Development	3
ED 5000	Social Behavior in a Diverse Society	3
ED 5030	Research Design	3
CO 5100	Practicum in Counseling	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories	3
CO 5020	Counseling Skills	3
CO 5430	Assessment and Consultation	3
CO 5460	Group Counseling	3
 <i>School Counseling Specialization Courses</i>		
CO 5030	School Counseling	3
CO 5650	Critical Issues: School Counseling and Special Education	3
CO 5780	Consultation and Counseling Interventions with Children and Adolescents	3
CO 5850	Seminar and Internship in School Counseling K-12	6
Elective		3
<b>Total for School Counseling</b>		<b>48</b>

*Please note: Students beginning their studies in Fall 2005 or later need to develop a electronic professional portfolio documenting the attainment of NH State Standards. The portfolio template and frequently asked questions are made available to students in CO 5010.*

### **Mental Health Counseling (CACREP Accredited)**

Students in the Mental Health Counseling Concentration also develop basic counseling skills through the Counselor Education Core. They then go on to take more intensive clinical courses through a structured sequence of 30 additional credits. Mental Health Counseling graduates are well-prepared to provide comprehensive mental health counseling services to children, adolescents and adults in various professional settings. PSU's program focuses on understanding clients in a holistic and integrated manner. It emphasizes professional advocacy skills to assist counselors in bettering the workplaces and communities in which they will work.

Plymouth State University's Mental Health Counseling concentration is designed to provide for educational experiences necessary for its graduates to qualify as licensed clinical Mental Health Counselors in New Hampshire. Graduates become eligible for licensure if they meet the post-degree experience (3000 hours) and supervision (100 hours) requirements set forth in NH RSA 330-A. These post-degree hours are accomplished during the first two years of graduates' full-time employment. Unlike the school counseling program, there is no specific between-state reciprocity. However, our program was developed with an understanding of adjoining state's licensure requirements. Questions about specific state's requirements should be addressed through consultation with Dr. Mears and the specific state licensing board.

**Program Objectives:** In addition to mastering the program objectives on page 7 of this handbook, mental health counseling students will also master the following concentration objectives:

- The ability to articulate an understanding of the philosophical, social, political and cultural dimensions, professional activities and ethical standards related to mental health counseling.
- The ability to demonstrate an understanding of the mental health service delivery system and the role of multidisciplinary teams in providing mental health services.
- The ability to explore and deepen understanding of self and how the self relates to the systems in which the mental health counselor works.
- The ability to design and implement culturally responsive mental health counseling interventions.
- The ability to demonstrate counseling competence with children and adults in brief, intermediate and long term contexts.
- The ability to accurately diagnose, assess and develop treatment plans based on an understanding of biological, psychological, social, and cultural influences.
- The ability to effectively utilize supervision and peer consultation.

- The ability to promote wellness through collaboration, consultation, mental health education, prevention strategies, and mental health advocacy.
- The ability to develop, maintain, and evaluate mental health programs in the private and public sectors.
- The ability to utilize data and conduct research in a mental health counseling context.

***Required Courses***

<i>Counselor Education Core</i>		<i>Credits</i>
CO 5010	Foundations of the Counseling Profession	3
CO 5050	Advanced Human Development	3
ED 5000	Social Behavior in a Diverse Society	3
ED 5030	Research Design	3
CO 5100	Practicum in Counseling	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories	3
CO 5020	Counseling Skills	3
CO 5430	Assessment and Consultation	3
CO 5460	Group Counseling	3
 <i>Mental Health Counseling Specialization Courses</i>		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Introduction to Mental Health Counseling	3
CO 5670	Family and Social Systems	3
CO 5700	Critical Issues: MH Practice	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence and Adulthood	3
CO 5780	Counseling and Consulting Interventions for Children and Adolescents	3
CO 5790	Mental Health Interventions	3
CO 5880	Internship in Mental Health Counseling	9
Elective		3
<b>Total for Mental Health Counseling</b>		<b>63</b>

### **Self-Designed Concentration**

Students in the Self Designed Concentration take selected courses in the Counselor Education Core. The defining characteristic of this concentration is its flexibility. As opposed to the three credits of electives in the other concentrations, students in this concentration have nine credits of free electives. In consultation with their advisor, student take elective credits that help them meet their career related goals. While completion of this program does not lead to any state certifications, it can be the foundation for future programs (such as the CAGS in Counseling or the Conversion Program in School Psychology) or can lead to a PSU issued certificate (for instance, in Parenting Education or Conflict in Families).

#### ***Required Courses***

<i>Counselor Education Core Courses</i>		<i>Credits</i>
CO 5010	Foundations of the Counseling Profession	3
CO 5050	Advanced Human Development	3
ED 5000	Social Behavior in a Diverse Society	3
ED 5030	Research Design	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories	3
CO 5020	Counseling Skills	3
 <i>Self-Designed Component</i>		
CO 5360	Interpersonal and Group Process	3
CO 5800	Internship in Counseling: Self-Designed	3
Specialized Electives*		9
<b>Total for Self-Designed</b>		<b>36</b>

\* Students may use the nine credits of transfer courses to which they are entitled in order to fulfill this requirement if Plymouth does not offer appropriate course work in their area of specialization.

## **Self-Designed with Conflict in Families Certificate**

### ***Required Courses***

<i>Counselor Education Core Courses</i>		<i>Credits</i>
CO 5010	Foundations of the Counseling Profession	3
CO 5050	Advanced Human Development	3
ED 5000	Social Behavior in a Diverse Society	3
ED 5030	Research Design	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories	3
CO 5020	Counseling Skills	3
 <i>Conflict in Families Component</i>		
CO 5360	Interpersonal and Group Process	3
CO 5560	Foundations of Conflict Resolution	3
CO 5560	Violence in Families	3
CO 5300	Foundations and Multicultural Aspects of Parenting	3
CO 5670	Family and Social Systems	3
CO 5800	Counseling Internship: Self Designed	3
<b>Total for Self-Designed/Conflict in Families</b>		<b>39</b>

## Non-Master's Degree Programs

**Professional Certification in School Counseling:** This non-degree course of study is for prospective students who already have masters' degrees in related fields who wish to become certified as school counselors. The professional certification program is therefore flexible to meet the needs of incoming professionals. Prospective students show that they have certain necessary competencies by completing an electronic portfolio which documents NH State school counseling competencies. It is the goal of the counselor education faculty to facilitate the professional certification process for interested students.

**Professional Certification in School Psychology:** The School Psychology concentration has been designed for individuals holding master's degrees who desire certification in school psychology at the state and/or national level. The School Psychology Concentration may also be a 69-credit Master of Education program or can be done as a CAGS program. Candidates are expected to possess strong interpersonal skills. The program emphasizes those abilities that will enable practitioners to not only promote the development of children in direct ways but also through consultation and the initiation of systemic change, especially as it relates to the formation of environments that provide physical and psychological safety, and nurture social and emotional development, democratic participation and intellectual curiosity. A particular emphasis of the program will be on working as a member of a collaborative team.

Field experiences will be provided at local schools under the supervision of nationally certified school psychologists and university professors who are likewise trained and certified. Two hundred of the 1,200 required hours of internship (2 credits) will be done at the Plymouth State University Community Counseling Clinic located at the Whole Village Family Resource Center in Plymouth, N.H.

Acceptance into the program will be contingent upon successful completion of *SY 6010 Foundations of School Psychology*, strong interpersonal skills verified through documentation, and a group interview. During the time of their enrollment in the program, candidates will be expected to develop a portfolio based on the New Hampshire state standards for School Psychology. This portfolio will be reviewed and completed during internship.

### **CAGS:**

***Mental Health Counseling:*** The Certificate of Advanced Graduate Studies (CAGS) in Mental Health Counseling is a post-masters degree program for individuals who have master's degrees in counseling (for instance as school or community-based counselors) and wish to continue their studies in order to become eligible to become Licensed Clinical Mental Health Counselors in NH. It is also designed to provide advanced training or specialized preparation to currently licensed mental health counselors. This 33 credit hour program has core courses focusing on supervision, ethics, and systematic qualitative inquiry. Later courses focus on mental health specific information and

experiences that help students meet their educational and professional goals. See the 2006-2008 Graduate Catalog for more information.

***School Counseling:*** The Certificate of Advanced Graduate Studies (CAGS) in School Counseling is a post-masters degree program for individuals who have master's degrees in counseling or a related field (for instance, as mental health or community-based counselors) and wish to continue their studies in order to become eligible to become a certified school counselor. It is also available for those already certified as school counselors who wish to extend their knowledge of school counseling. This 33 credit hour program has core courses focusing on supervision, ethics, and systematic qualitative inquiry. Later courses focus on school counseling specific information and experiences that help students meet their educational and professional goals. See the 2006-2008 Graduate Catalog for more information.

***Counselor Education Self-Designed:*** The Counselor Education Self-Designed Certificate of Advanced Graduate Studies (CAGS) is a flexibly designed program for students with a master's degree in counseling or a related field who wish to extend their learning. See the 2006-2008 Graduate Catalog for more information.

## **Non-Degree Certificate Programs**

**Conflict in Families:** The Conflict in Families certificate is designed to meet the needs of professionals who work with youth and families.

Students applying for the certificate option need to demonstrate proficiency in human development or take a graduate level human development course.

**Eating Disorders Institute:** Plymouth State University is excited to offer one of the few graduate programs in Eating Disorders in the country and the only one in the Northeast. This 15-credit program is unique because a capstone experience in the clinical area or education/prevention area is required. The Institute can be completed in 18 months. Twelve credits of the program satisfy the core curriculum towards the International Association of Eating Disorders Professionals (IAEDP) certification. Plymouth State University is an approved site to offer the core courses.

The Institute is designed to provide knowledge and skills to a wide range of professionals seeking to further their knowledge and expertise in the area of eating disorders. All health care professionals, mental health professionals and educators (e.g., counselors, psychologists, dieticians, nurses, physicians, and dentists.) who work with students/clients will benefit from the knowledge and skills. All courses may be taken for Health Education or Counselor Education credit.

**PATH Institute: Paths and Approaches to Transformation and Healing:** The PATH Institute is an 18 credit, six course program. The certificate program examines various topics that look at the entire individual via the physical, emotional, mental, social and spiritual aspects. Also explored is the difference between healing and curing, and the interface between alternative and conventional approaches to health and healing. Four of the institutes course are cross listed with Counselor Education

**Parenting Education:** A certificate in Parenting Education is offered for matriculating graduate students, counselors, teachers and other human relations professionals interested in enhancing their understanding of parenting education, developing skills necessary to work with parents, and planning new or refining existing parenting programs. This program allows matriculating students to use their electives to add parenting education as a specialization within their degree programs.

**Play Therapy:** Play Therapy provides school and mental health counselors with useful, research-based tools and techniques to help children and adolescents through a variety of social, emotional, behavioral and learning difficulties. These problems can include post-traumatic stress disorder, conduct disorder, aggression/impulsive anger, anxiety, depression, ADHD, or low self-esteem.

The Plymouth State University Play Therapy courses provide the post-master's counseling professional with the necessary educational requirements to be eligible for the

credential of Registered Play Therapist through the International Association for Play Therapy

### **Employment Information for Mental Health and School Counseling Graduates since 2000**

Percent Employed as Elementary School Counselor: 26%

Percent Employed as Middle School Counselor: 24%

Percent Employed as High School Counselor: 25%

Percent Employed in Related Fields: 9%

(for example: working in residential facilities, mental health treatment centers,

Percent not employed as school counselor or in related fields: 16%

(for example: Teachers, Family Commitments, Doctoral Studies, or unknown)

Mental Health Counseling Graduates: Percent Employed in Mental Health and Related Fields: 76%

### **What Courses are Offered When**

The schedule below represents anticipated and not guaranteed offerings. We will strive to follow these guidelines, but unanticipated changes may periodically require minor adjustments in this schedule. If and when such is required, every effort will be made to inform students of these changes. However, students are responsible for staying in close contact with their advisors in order to make necessary adjustments.

#### **The following courses are typically offered during Graduate Fall Term (September 1-November 30)**

- ED 5000 Social Behavior in a Diverse Society
- ED 5030 Research Design
- CO 5010 Foundations of the Counseling Profession
- CO 5020 Counseling Skills
- CO 5030 School Counseling
- CO 5100 Counseling Practicum
- CO 5260 Counseling Theories
- CO 5650 Critical Issues: School Counseling and Special Education
- CO 5700 Critical Issues: Mental Health Counseling
- CO 5770 Psychopathology
- CO 5800 Seminar and Internship: Self-Designed
- CO 5850 Seminar and Internship in School Counseling K-12
- CO 5880 Seminar and Internship in Mental Health Counseling
- CO 7300 Counseling Supervision

**The following courses are typically offered during Graduate Winter Term (December 1-February 28)**

ED 5030 Research Design  
CO 5020 Counseling Skills  
CO 5230 Career Counseling and Development  
CO 5460 Group Counseling  
CO 5790 Mental Health Interventions  
CO 5800 Seminar and Internship: Self-Designed  
CO 5880 Seminar and Internship in Mental Health Counseling

**The following courses are typically offered during Graduate Spring Term (March 1-May 31)**

ED 5000 Social Behavior in a Diverse Society  
ED 5030 Research Design  
CO 5010 Foundations of the Counseling Profession  
CO 5020 Counseling Skills  
CO 5050 Advanced Human Development  
CO 5100 Counseling Practicum  
CO 5130 Psychopharmacology and the Biological Basis of Mental Health  
CO 5360 Interpersonal & Group Process  
CO 5430 Assessment & Consultation  
CO 5600 Intro to Mental Health Counseling  
CO 5670 Family and Social Systems  
CO 5780 Counseling & Consulting Interventions for Children & Adolescents  
CO 5800 Seminar and Internship: Self Designed  
CO 5850 Seminar and Internship in School Counseling K-12 (Begins in Feb)  
CO 5880 Seminar and Internship in Mental Health Counseling

**Summer Courses: Two ED courses (ED 5000, 5030) are typically offered each summer.**

**Courses offered during even summer years (08, 10, 12, 14)**

CO 5010 Foundations of the Counseling Profession  
CO 5020 Counseling Skills  
CO 5130 Psychopharmacology and the Biological Basis of Mental Health  
CO 5260 Counseling Theories  
CO 5300 Multicultural Aspects of Parenting  
CO 5430 Assessment & Consultation  
CO 7120 Ethical, Legal, and Professional Issues in Counseling

**Courses offered during odd summer years (07, 09, 11, 13)**

CO 5010 Foundations of the Counseling Profession  
CO5020 Counseling Skills  
CO5050 Advanced Human Development  
CO5230 Career Counseling and Development  
CO 5300 Multicultural Aspects of Parenting

CO 5360 Interpersonal & Group Process  
CO5460 Group Counseling  
CO 5780 Consulting and Counseling Interventions for Children and Adolescents

The course CO 5460 Group Counseling has a 10 hour group counseling component.

Specialty electives are offered at various times and terms. Check with your advisor.

### **Manchester: Courses Offerings : Fall 2005-Summer 2008**

Fall 2005	CO 5010	Found. of the Counseling Prof
Winter 2006	CO 5260	Counseling Theories
Spring 2006	ED 5030	Research Design
Summer 2006	CO 5050	Advanced Human Development
Fall 2006	ED 5000	Social Behavior in Diverse Soc
Winter 2007	CO 5300	Found and MC Aspects Parenting
Spring 2007	CO 5020	Counseling Skills
Summer 2007	CO 5670	Family Systems
Fall 2007	CO 5560	Violence in Families
Winter 2008	CO 5360	Interpersonal & Group Process
Spring 2008	CO 5230	Career Counseling
Summer 08	CO 5560	Foundations of Conflict Resolution

## **Program Contracts and Advisors**

Upon formal acceptance to the Graduate Program in Counselor Education, students will be assigned an advisor. Students will need to meet with their advisors to develop a program contract that details what classes will be taken during which graduate terms.

## **Admissions Policy**

Professional counseling organizations recommend that program admissions criteria include consideration of the applicant's openness to self-examination and personal and professional self-development. For this reason the admission into the Counselor Education M.Ed., CAGS and Professional Certification Programs and the School Psychology M.Ed., CAGS, and Professional Certification Programs involves a two part process. Prospective students apply to the College of Graduate Studies as outlined in the Graduate Catalog (see pages 46-48) and they participate in the Counselor Education and School Psychology Admissions Interview. The Admissions Interview is a ½ day event held in August, November, February and May and involves an informational session and group and individual interviews. Participation in the interview process is open to any prospective students and is not dependent on students having completed the application process to the College of Graduate Studies. An admissions decision will be made upon completion of both of the above outlined processes.

This process follows the guidelines endorsed by professional organizations regarding the necessity of faculty input into the admissions process. While students are allowed to take up to 12 credits before completing the application process, it is important that students understand that successful completion of coursework is not a guarantee of admission into the Counselor Education and School Psychology Programs. An admission decision is rendered only after the prospective student's application has been reviewed and the student has participated in a group interview as outlined above.

## **Counselor Education Monitoring and Dismissal Policy**

The program faculty have the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethical and professionally competent manner. Additionally, faculty monitor students' academic performance. Thus, all Counselor Education students are continuously monitored while they are enrolled in Counselor Education courses. This review is done at regularly scheduled faculty meetings by the counselor education faculty in consultation with adjunct faculty.

### *Academic Review:*

Student's transcripts are reviewed during faculty meetings. As per the policy of the College of Graduate Studies, all students must maintain an overall grade point average of at least a 3.0. If the overall grade point average falls below 3.0, students will be required

to meet with their advisors to develop a plan for increased academic success and will be placed on academic probation for one term. If at the end of the next term, the student's grade point average remains below a 3.0, the student will be subject to dismissal from the Counselor Education Program.

Students who receive an F in a course will need to meet with their advisor and at least one other faculty member to address the issue. Students will be barred from future coursework unless and until they initiate an appeal process by contacting their advisor. Students may not voluntarily retake courses and extraordinary permission may only be granted by petition to the Associate Vice President for Graduate Studies. Students should request a review of their status to determine (a) if they may retake the failed course and (b) if they will be allowed to continue with their program.

*Personal and Professional Review:*

As part of the regular review of students' personal and professional performance, faculty note personal and professional issues that significantly affect students' ability to function adequately as counselors, graduate students, and professionals. The counseling education faculty will delineate specific action steps for students as needed. The students' advisor (perhaps in conjunction with the program chair) will meet with the student to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate actions steps will range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from the counselor education program. For those continuing in the program, a schedule of follow-up meetings will occur as part of the process.

A review of all dismissal decisions can be requested from the Associate Vice President for Graduate Studies and the Vice President for Academic Affairs.

## **Policy on Faculty Endorsement for Employment and Licensure**

The Counselor Education Program has several levels of endorsement throughout its program. Upon submitting their application, academically qualified students are admitted into the College of Graduate Studies and the Counselor Education Program. Students continue taking their courses and are academically, professionally, and personally monitored throughout their program. Concerns raised about students are handled through our retention and dismissal policy. All students enroll in CO 5100 Counseling Practicum. Students who pass this class with a B or better are endorsed into the various internships. Student monitoring continues through internship. Students who successfully complete their internships and their complete academic programs graduate. It is the policy of the Counselor Education Program, that those students successfully completing our programs will receive faculty endorsement for school counselor certification, clinical mental health counseling licensure and employment. This endorsement is given through writing letters of recommendation and having contact with state certifying and licensing boards as necessary.

**Rubric for monitoring personal and professional performance**

The following form is used by counselor education faculty to identify areas in need of improvement. Unacceptable professional performance on the part of students will lead to a meeting with instructors, advisors, or the program chair as outlined in the student handbook.

<b>1. Openness to new ideas (1 = closed to 5 = open)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Was dogmatic about own perspective and ideas.	Was amenable to discussion of perspectives other than own.	Solicited others' opinions and perspectives about own work.
Ignored or was defensive about constructive feedback.	Accepts constructive feedback without defensiveness.	Invited constructive feedback and demonstrated interest in others' perspectives.
Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Some evidence of effort to incorporate relevant feedback received to change own behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.

<b>2. Flexibility (1 = inflexible to 5 = open)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Showed little or no effort to recognize changing demands in the professional & interpersonal environment.	Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environment demands was evident but sometimes inaccurate.	Showed accurate effort to flex own responses to changing environmental demands as needed.

Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own response to changing environmental demands when directed to do so.	Independently monitored the environment for changing demands and flexed own response accordingly.
Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	Attempts to understand need for change and accepts necessary changes in established schedule or protocol.

<b>3. Cooperativeness with others (1 = uncooperative to 5 = cooperative)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively toward reaching consensus in collaborative activities.
Undermined goal achievement in collaborative activities.	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals for collaborative activities.

<b>4. Willingness to accept and use feedback (1 = unwilling to 5 = willing)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Discouraged feedback from others through defensiveness and anger	Was generally receptive to supervisory feedback.	Invited feedback by direct request and positive acknowledgement when received.

<p>Showed little or no evidence of incorporation of supervisory feedback received.</p>	<p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p>	<p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p>
<p>Took feedback contrary to own position as a personal affront.</p>	<p>Showed some defensiveness to critique through “over-explanation of own actions” – but without anger.</p>	<p>Accepted feedback in a positive manner.</p>
<p>Demonstrated greater willingness to give feedback than to receive it.</p>	<p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>

**5. Awareness of own impact on others (1 = unaware to 5 = aware)**

<p><i>Unacceptable professional performance</i></p>	<p><i>Acceptable professional performance</i></p>	<p><i>Excellent professional performance</i></p>
<p>Words and actions reflected little or no concern for how others were impacted by them.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p>	<p>Effort toward recognition of how own words and actions impacted others.</p>
<p>Ignored supervisory feedback about how words &amp; actions were negatively impacting others.</p>	<p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Initiated and incorporated feedback from others regarding impact of own words and behaviors to effect positive change.</p>

**6. Ability to deal with conflict (1 = unable to 5 = able)**

<p><i>Unacceptable professional performance</i></p>	<p><i>Acceptable professional performance</i></p>	<p><i>Excellent professional performance</i></p>
<p>Was unable or unwilling to consider others’ points of view.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p>	<p>Always willing and able to consider others’ points of view.</p>

Shown no willingness to examine own role in a conflict.	Would examine own role in a conflict when directed to do so.	Almost always willing to examine own role in a conflict.
Ignored supervisory advisement if not in agreement with own position.	Was responsive to supervision in a conflict if it was offered.	Was consistently open to supervisory critique about own role in a conflict.
Shown no effort at problem solving.	Participated in problem solving when directed.	Actively participated in problem-solving efforts.
Displayed hostility when conflicts were addressed.	Was accepting of problem-solving recommendations in conflicts.	Initiated problem-solving efforts in conflicts.

<b>7. Ability to accept personal responsibility ( 1 = unable to 5 = able)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Refused to admit mistakes or examine own contribution to problems.	Was willing to examine own role in problems when informed of the need to do so.	Monitored own level of responsibility in professional performance.
Lied, minimized, or embellished the truth to extricate self from problems.	Was accurate and honest in describing own and others' roles in problems.	Invited constructive critique from others and applied it toward professional growth.
Consistently blamed others for problems without self-examination.	Might blame self initially, but was open to self-examination about own role in problems.	Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.

<b>8. Ability to express feelings effectively and appropriately (1 = unable to 5 = able)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable Professional Performance</i>	<i>Excellent professional performance</i>
Shown no evidence of willingness and ability to articulate own feelings.	Shown some evidence of willingness and ability to articulate own feelings, but with limited range.	Was consistently willing and able to articulate the full range of own feelings.
Shown no evidence of willingness and ability to recognize and acknowledge the feelings of others.	Shown some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate.	Shown evidence of willingness and accurate ability to acknowledge others' feelings.
Acted out negative feelings (through negative behaviors) rather than articulating them. Expressions of feeling were inappropriate to the setting.	Expressions of feeling usually appropriate to the setting – and responsive to supervision when not appropriate.	Expression of own feelings was consistently appropriate to the setting.
Was resistant to discussion of feelings in supervision.	Willing to discuss own feelings in supervision when directed.	Initiated discussion of own feelings in supervision.

<b>9. Attention to ethical and legal considerations (1 = inattentive to 5 = attentive)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Unresponsive or defensive to supervision regarding personal boundary confusion.	Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.	Maintained clear personal-professional boundaries with clients.

Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.	Was responsive to supervision for occasional insensitivity to diversity in professional interactions.	Demonstrated consistent sensitivity to diversity.
Endangered the safety and well-being of clients.	Used judgment that could have put client safety and well-being at risk.	Satisfactorily ensured client safety and well-being.

<b>10. Initiative and motivation (1 = poor initiative and motivation to 5 = good initiative and motivation)</b>		
<i>Unacceptable professional performance</i>	<i>Acceptable professional performance</i>	<i>Excellent professional performance</i>
Often missed deadlines and classes.	Missed the maximum allowable classes and deadlines.	Met all attendance requirements and deadlines.
Rarely participated in class activities.	Usually participated in class activities.	Regularly participated in class activities.
Often failed to meet minimal expectations in assignments.	Met only the minimal expectations in assigned work.	Met or exceeded expectations in assigned work.
Displayed little or no initiative and creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.

With minor additions, this rubric is from:

McAdams, C.R. III, Foster, V.A., & Ward, T.J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*(3), 212-229.

**INTENT TO ENROLL IN THE COUNSELING PRACTICUM CO 5010**

Please fill out the following information and submit this form to the Counselor Education Practicum Clinical Director, Tonya Tookes-Reznik, at least 6 months prior to the semester in which you plan to enroll in the Counseling Practicum.

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Date: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Preferred E-Mail Address: \_\_\_\_\_

Circle the Concentration you are enrolled in: School Counseling    Mental Health  
Counseling

**Counseling Practicum Prerequisite Courses Completed**

<b>Course</b>	<b>School Semester</b>	<b>Year</b>	<b>Grade</b>
CO 5050 - Advanced Human Development			
CO 5010 - Foundations of the Counseling Profession			
CO 5260 - Counseling Theories			
CO 5460 - Group Counseling			
CO 5020 - Counseling Skills			
ED 5030 – Research Design			
CO 5780 - Counseling & Consulting Interventions for Children and Adolescents <sup>1</sup>			
CO 5790 - Interventions in Mental Health Counseling <sup>2</sup>			
CO 5770 – Psychopathology <sup>3</sup>			

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Professor/Clinical Director Signature \_\_\_\_\_

Date \_\_\_\_\_

Your signature indicates that you have successfully completed the above requirements.

<sup>1</sup> Pre or co-requisite for the Mental Health Counseling Program students.

<sup>2</sup> Pre or co-requisite for School Counseling Program students.

<sup>3</sup> Pre or co-requisite for Mental Health Counseling Program students.

## **Intent to Register for Internship**

Students must complete all coursework prior to enrolling in Internship. Students need to meet with the Internship supervisor by February 1 for fall enrollment and September 15 for spring enrollment.

## **Practicum and Internship: Insurance Issues**

All students enrolled in practicum and internship are provided with minimum liability coverage by Plymouth State University. However, in keeping with professional standards, all students must show evidence that they have purchased *their own* professional counseling liability insurance prior to being able to see clients in practicum or internship. Insurance can be purchased through professional associations, specifically ACA, ASCA (free to student members), and AMHCA. Rates are quite reasonable.

Contact information for the above professional associations is available on pages 32-33 of this handbook.

## **Statement on Personal Growth Expectations and Recommendation to Participate in Personal Counseling**

Counselors help people grow and develop. They assist people who are having specific difficulties in life. Counselor education students are drawn to the profession for many reasons. It is not uncommon for students to have had some challenges in their lives (that they may have overcome, are working on, or have yet to address or acknowledge.) All students in counselor education programs are expected to be open to their own growth. They need to be curious as to their own processes and will be expected to critically examine their own growth, development, and issues. It is the ethical responsibility of counselor education students to maintain and enhance their own mental health. The faculty strongly recommends that counselor education students participate as clients in their own counseling. Free individual counseling is available for all counselor education students through the Plymouth State University's Counseling and Human Relations Center (535-2461).

## **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education (from page 15 of the Graduate Catalog).

## **Academic Appeal/Grievance Procedure**

Graduate students who wish to initiate a grievance on academic grounds should begin by consulting with the professor of the course in which the complaint has arisen. If the situation cannot be resolved, or if the nature of the problem precludes discussion with the professor, students may bring the matter to the attention of their advisor and the Associate Vice President for Graduate Studies. At all levels, the review will consider both matters of procedure and substance.

## **New Hampshire State Clinical Mental Health Counseling Licensing Requirements**

### **330-A:19 Clinical Mental Health Counselors. –**

I. The board shall issue a clinical mental health counselor license to any person who meets all of the following requirements or their equivalent:

(a) Has a master's degree or a doctorate degree in counseling from a regionally accredited institution whose graduate program meets the guidelines set forth by the National Academy of Certified Clinical Mental Health Counselors or the National Board for Certified Counselors, Inc. or has a master's degree or doctorate degree with a concentration in the field of counseling or psychology from a regionally accredited institution. After July 1, 1995, the master's degree shall include at least a 2-year master's degree program with a minimum of 60 hours of graduate credit.

(b) Has passed the clinical mental health counselor's examination of the National Board of Certified Counselors, Inc.

(c) Has completed a minimum of 2 years of paid, post-master's experience in a mental health counseling setting, including completion of a minimum of 3,000 hours of supervised clinical work in no less than a 2-year period and in no more than a 5-year period, and was supervised by a nationally-certified or state-licensed mental health professional, including 100 hours of face-to-face supervision by a licensed mental health professional

retrieved 3/30/04 from: <http://gencourt.state.nh.us/rsa/html/XXX/330-A/330-A-19.htm>

## **Professional Counseling Organizations**

### **National Professional Associations**

American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)

Association of Counselor Education and Supervision (ACES) <http://www.acesonline.net/>

National Career Development Association (NCDA) <http://ncda.org/>

Association of Specialists in Group Work (ASGW) <http://www.asgw.org/>

Counselors for Social Justice (CSJ) <http://www.counselorsforsocialjustice.org/>

Association for Assessment in Counseling (AAC) <http://aac.ncat.edu/>

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

American Rehabilitation Counseling Association <http://www.nchrtn.okstate.edu/arca/>

Association for Spiritual, Ethical & Religious Values in Counseling  
<http://www.counseling.org/site/PageServer?pagename=aservic>

International Association of Marriage and Family Counselors <http://www.iamfc.com/>

National Employment Counseling Association  
<http://www.geocities.com/Athens/Acropolis/6491/neca.html>

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

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

### **State Professional Associations**

New Hampshire School Counselors Association <http://www.nhschoolcounselor.org/>

Vermont School Counselor Association  
<http://enosburg.k12.vt.us/vsca/index.htm>

Maine Clinical Counselors Association (MCCA) <http://home.maine.rr.com/mcca/>

Massachusetts Mental Health Counselor's Association (MaMHCA)  
<http://www.mamhca.org/>

New Hampshire Mental Health Counselors' Association (NHMHCA)  
<http://www.nhnhca.org/>

Vermont Mental Health Counselors Association (VTMHCA)  
<http://www.vtmhca.org/>

### **Other Professional Counseling Organization**

Council on Accrediting Counseling and Related Educational Programs (CACREP)  
<http://www.counseling.org/cacrep/default.htm>

National Board for Certified Counselors and Affiliates  
<http://www.nbcc.org/>

Students are encouraged to join professional counseling organizations. Attending conferences and reading professional journals are excellent means by which to deepen and solidify professional identity and skills.

## Agreement Contract

To be placed in student's file.

I, \_\_\_\_\_ have received, printed out, and read the Student Handbook from the Plymouth State University Counselor Education Program. I understand the policies and procedures as stated in the handbook and assume full responsibility to follow the policies as described in this handbook. As well, I have received and reviewed the College of Graduate Studies Catalog and agree to abide by the student provisions described therein.

I agree to use my Plymouth email address for university business and to check this email address regularly. I further agree to provide my phone number and address to the Counselor Education Department. If I change my phone number or address, I will let the Department know.

I understand and agree that the faculty has the right and the ethical responsibility to monitor my academic performance, personal behavior, and professional development throughout my enrollment.

I agree to abide by the decision of the faculty if, after I have exercised my due process rights, it is the opinion of the faculty that I not continue in the program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date