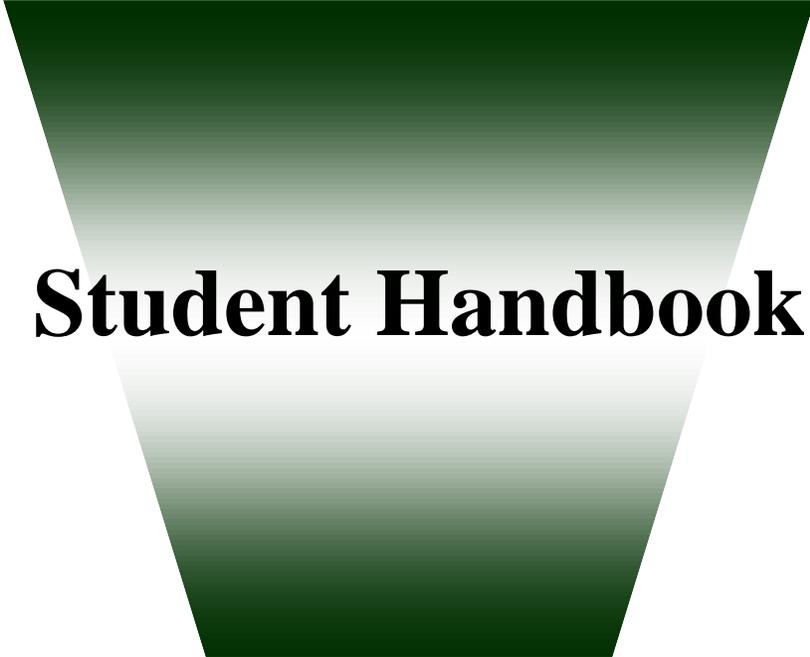




Plymouth State
UNIVERSITY

COLLEGE OF GRADUATE STUDIES



Student Handbook

**Programs in *Counselor Education*, School Psychology,
Human Relations, and Personal and Organizational Wellness**

*** Programs in School Counseling & Mental Health Counseling
Accredited under the 2001 CACREP Standards**

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Welcome to the Counselor Education and School Psychology Department

We are delighted that you have chosen to enroll in the Counselor Education and School Psychology Department at Plymouth State University. Historically, Plymouth State University was founded in 1871 as an institution for teacher training. Today, PSU is a rich, student-focused learning environment that offers 48 undergraduate majors and 6 graduate degrees with over 75 concentrations and 15 certificate programs. The Counselor Education and School Psychology Department offers Master's, CAGS, graduate certificate, and professional certification programs.

This handbook is designed to provide you with the information you need to know in order to be an informed and successful student. It also serves as a supplement to the College of Graduate Studies 2013-2014 Catalog, so please become familiar with that publication as well. (The Catalog can be viewed at <http://www.plymouth.edu/graduate/academics/catalog/>). 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 or SY 6010 instructor or your instructor during orientation. He or she will place the signed sheet in your file.

Again, welcome to the Counselor Education and School Psychology Department.

An Overview of the Counseling and School Psychology Professions

Counseling

Counseling is a way of helping others with social and emotional issues. The word *counseling* was adopted in the mid-1900s 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 and School Psychology 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. Clinical mental health counselors work in a number of different settings with various populations and age groups. They often work in agencies or private practice settings conducting counseling and psychotherapy. Individuals who are involved in other counseling concentrations typically work in community or higher education settings.

School Psychology

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home and school for all students. School psychologists work to find the best solution for each student and situation; they use different strategies to address student needs and to improve school and

district-wide support systems. They also work with students individually and in groups, develop programs to train teachers and parents about effective teaching and learning strategies as well as techniques to manage behavior at home and in the classroom. They work with students with disabilities or with special talents, address abuse of drugs and other substances, and prevent and manage crises. School psychologists collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems; help others understand child development and how it affects learning and behavior; strengthen working relationships between teachers, parents, and service providers in the community; evaluate eligibility for special services; assess academic skills and aptitude for learning; determine social-emotional development and mental health status; evaluate learning environments; provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance; work directly with children and their families to help resolve problems in adjustment and learning; provide training in social skills and anger management; help families and schools manage crises such as death, illness, or community trauma; design programs for children at risk of failing at school; promote tolerance, understanding, and appreciation of diversity within the school community; develop programs to make schools safer and more effective learning environments; collaborate with school staff and community agencies to provide services directed at improving psychological and physical health; develop partnerships with parents and teachers to promote healthy school environments; evaluate the effectiveness of academic and behavior management programs; identify and implement programs and strategies to improve schools; and use evidence-based research to develop and/or recommend effective interventions.

School psychologists are highly trained in both psychology and education. They must complete a minimum of a Master's-level degree program that includes a 1,200-hour internship and emphasizes preparation in the following: data-based decision making, consultation and collaboration, effective instruction, child development, student diversity and development, school organization, prevention, intervention, mental health, learning styles, behavior, research, and program evaluation.

School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB).

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. Since that time, the department has changed the name of the "mental health counseling" to clinical mental health counseling in anticipation of the 2009 CACREP Standards.

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

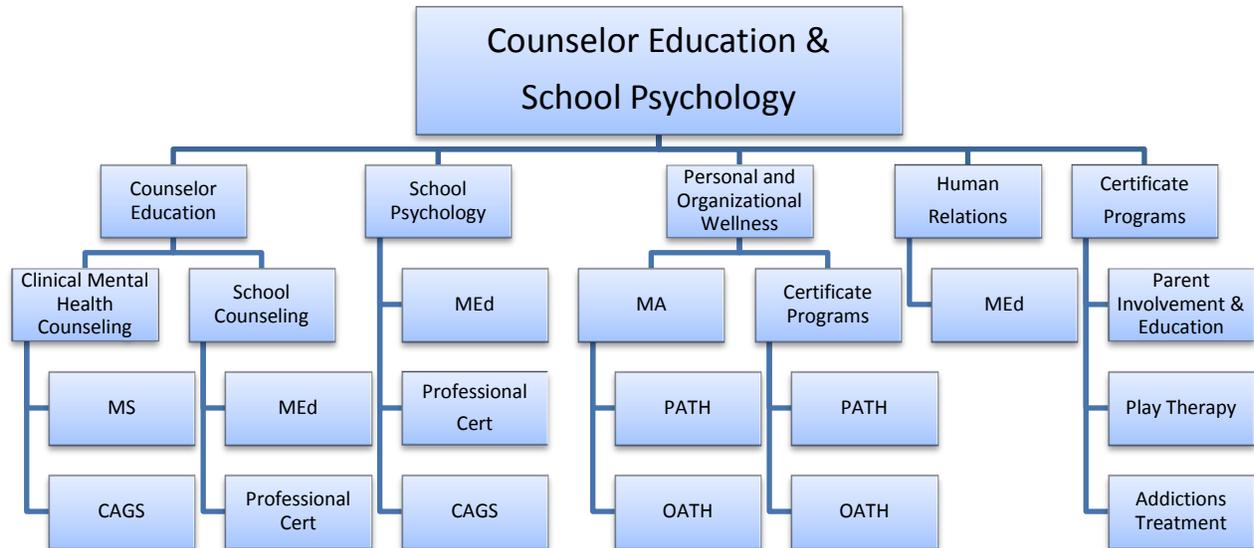
- Institutional support including library, faculty support, technical, and financial support
- Program objectives and the curriculum
- Clinical instruction
- Faculty expertise and staffing levels
- Program evaluation and improvement documentation

Two particular benefits are afforded to students enrolled in CACREP-accredited counseling programs. The first is that students are able to sit for the National Board for Certified Counselors national examination (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 able to host a chapter of Chi Sigma Iota, the International Honor Society for counseling students. In 2011, the Counselor Education and School Psychology Department chartered a chapter of Chi Sigma Iota – Upsilon Pi. Select students are inducted into this honor society every year. To be eligible for invitation, students must possess at least nine academic credits as a matriculated student in either the School Counseling or Clinical Mental Health Counseling program; possess at least a 3.5 grade point average; and exhibit promise on academic and interpersonal dimensions as determined by faculty members.

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

Counselor Education and School Psychology Departmental Structure



Counselor Education and School Psychology Mission Statement

Vision

The Department envisions a world where there is less social injustice and more compassion, human rights, and human dignity. This can be accomplished by greater democratic participation, appreciation of diversity, and a commitment to the common good.

Mission

The Department seeks to prepare professionals 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 society and through the development of skills necessary to implement interventions aimed at the positive transformation of people and systems.

Process

In order to accomplish our mission and vision, the Department actively encourages students to have a voice in the development of policies and procedures at the department, program, and classroom levels. Moreover, a focus of instruction is to promote systemic change, advocacy, client empowerment/self-advocacy, theory-practice connections, critical thinking, and evolving consciousness.

Counselor Education and School Psychology Department Goals

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 or school psychologist.
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 and school psychologists.
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.

Employment Information for Clinical Mental Health and School Counseling Graduates since 2004

*Please note that these statistics are approximate and subject to change.

Clinical Mental Health Counseling Graduates:

Percent employed in Mental Health and Related Fields: 72%

Revised September 2013

School Counseling Graduates:

Percent employed as School Counselors: 79%

Counselor Education Program Mission Statement

The Counselor Education Program seeks to prepare 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 society and through the development of skills necessary to implement interventions aimed at the positive transformation of people and systems.

Counselor Education Programs Objectives

Counselor Education conceptually includes the School Counseling and Clinical Mental Health Counseling programs. The general objectives for these programs are based upon the core standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These objectives include the following:

Students will be able to:

1. Articulate and assume the professional and ethical role of a counselor.
2. Discuss and demonstrate techniques of cross-cultural counseling and advocate on behalf of multicultural populations.
3. Describe the role that human growth and development plays in counseling interventions and modify these interventions as appropriate.
4. Explain theories of career development and implement career interventions.
5. Define and utilize counseling skills and advanced counseling interventions.
6. Articulate theories of group counseling and utilize leadership skills in facilitating various types of groups.
7. Identify and utilize various types of counseling assessments.
8. Describe and conduct methods of research and program evaluation.

School Counseling Program: Objectives and Courses

School Counseling Program (CACREP Accredited)

Revised September 2013

Students in the 48-credit School Counseling program develop basic counseling skills and their professional identity as a school counselor through core counselor education courses, as well as 15 credits of specialized school counseling courses. The program emphasizes the school counselor as a leader, advocate, and direct service provider. Graduates are professionals who are dedicated to fostering holistic development in K-12 students. They have the knowledge and expertise to facilitate change in school systems that supports their institutional mission of educating students to lead productive and satisfying lives.

Plymouth State University's School Counseling program is approved by the New Hampshire Department of Education, such that upon graduating from the Master's program students are able to gain certification as a K-12 school guidance counselor in the state of New Hampshire. The certification is reciprocal with all contiguous states. Students who plan to work in other states should contact the board of education in the state in which they hope to work to ascertain reciprocity.

School Counseling Program Objectives

School Counseling students master the following objectives in addition to the departmental goals and Counselor Education objectives described above.

Students will be able to:

1. Articulate and apply foundational knowledge of school counseling.
2. Articulate and demonstrate various types of counseling, prevention, and intervention – including methods of program development and crisis response.
3. Discuss issues of multiculturalism, demonstrate multicultural competency skills, and advocate on behalf of multicultural populations in school counseling settings.
4. Analyze and utilize various types of school counseling assessments.
5. Critically evaluate and utilize research methods in the practice of school counseling.
6. Describe methods of promoting academic development.
7. Demonstrate methods of effective collaboration and consultation with school staff, students, parents, and community members.
8. Explain the importance of and assume leadership roles in their respective schools.

School Counseling Courses

Counselor Education Core

Course Number	Course Title	Credits	Prerequisites	Terms Offered
CO 5010	Professional Orientation, Ethics, and Advocacy	3		F, Sp
CO 5050	Advanced Human Development	3		W, Su
CO 5040	Social Behavior and Diversity	3		F, Sp, Su
CO 5070	Research Design for the Professions	3	CO 5010 (or coreq.)	F, W, Sp
CO 5230	Career Counseling and Development	3		W, SuOdd
CO 5260	Counseling Theories	3		F, Su
CO 5020	Counseling Skills	3	CO 5010	F, Sp, SuEven
CO 5430	Assessment and Consultation	3	CO 5010	Sp, SuEven
CO 5460	Group Counseling	3	CO 5010 (or coreq.); CO 5260 (or coreq.)	W, SuOdd
CO 5100	Practicum in Counseling	3	All courses and Intent to Enroll form submitted	F, Sp

School Counseling Specialization Courses

Course Number	Course Title	Credits	Prerequisites	Terms Offered
CO 5030	Foundations of School Counseling	3	CO 5010 (or coreq.)	F
CO 5650	Critical Issues in Schools	3	CO 5010 (or coreq.)	F
CO 5780	Counseling Youth	3	CO 5010; CO 5260, CO 5020; CO 5050	Sp, Su
CO 5850	Seminar and Internship in School Counseling K-12	6	All courses and Intent to Enroll form submitted	F, W, Sp
CO 5080	The Counselor in the Classroom	3	CO 5010	W
	TOTAL CREDITS	48		

Clinical Mental Health Counseling Program: Objectives, Courses, and Licensure

Clinical Mental Health Counseling Program (CACREP Accredited)

Students in the 63-credit Clinical Mental Health Counseling program develop basic counseling skills and their professional identity as a clinical mental health counselor through core counselor education courses, as well as additional credits in intensive clinical coursework. The program emphasizes clinical mental health counselors as ethical professionals who provide comprehensive and holistic services to children, adolescents, and adults in various professional settings. Additionally, they possess the knowledge and expertise to advocate for their clients and the profession on an individual, community, and system-wide basis.

The Clinical Mental Health Counseling program is designed to provide educational experiences necessary for graduates to qualify as Licensed Clinical Mental Health Counselors in New Hampshire. Graduates become eligible for licensure if they meet the post-degree experience (3,000 hours) and supervision (100 hours) requirements set forth in NH RSA 330-A (see below). These post-degree hours are typically accomplished during the first two years of graduates' full-

time employment. Unlike the School Counseling program, there is no specific between-state reciprocity; however, the Clinical Mental Health Counseling program was developed with an understanding of adjoining states' licensure requirements. Questions about specific state's requirements should be addressed to the specific state licensing board.

Clinical Mental Health Counseling Program Objectives

In addition to mastering the departmental goals and Counselor Education objectives listed above, Clinical Mental Health Counseling students will also master the following program objectives:

Students will be able to:

1. Articulate and apply foundational knowledge of clinical mental health counseling.
2. Articulate and demonstrate various types of counseling, consultation, prevention, and intervention – including response to crisis and trauma and addiction.
3. Discuss issues of multiculturalism, demonstrate multicultural competency skills, and advocate on behalf of multicultural populations in clinical mental health counseling settings.
4. Analyze and utilize various types of clinical mental health counseling assessments.
5. Critically evaluate and utilize research methods in the practice of clinical mental health counseling.
6. Describe and employ principles of case conceptualization, diagnosis, and treatment planning with a variety of populations.

Clinical Mental Health Counseling Courses

Counselor Education Core

Course Number	Course Title	Credits	Prerequisites	Terms Offered
CO 5010	Professional Orientation, Ethics, and Advocacy	3		F, Sp
CO 5050	Advanced Human Development	3		W, Su
CO 5040	Social Behavior and Diversity	3		F, Sp, Su
CO 5070	Research Design for the Professions	3	CO 5010 (or coreq.)	F, W, Sp
CO 5230	Career Counseling and Development	3		W, SuOdd
CO 5260	Counseling Theories	3		F, Su
CO 5020	Counseling Skills	3	CO 5010	F, Sp, SuEven
CO 5430	Assessment and Consultation	3	CO 5010	Sp, SuEven

CO 5460	Group Counseling	3	CO 5010 (or coreq.); CO 5260 (or coreq.)	W, SuOdd
CO 5100	Practicum in Counseling	3	All courses and Intent to Enroll form submitted	F, Sp

Clinical Mental Health Counseling Specialization Courses

Course Number	Course Title	Credits	Prerequisites	Terms Offered
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3		Sp, SuEven
CO 5600	Foundations of Mental Health Counseling	3	CO 5010	W
CO 5670	Working with Children and Families	3	CO 5010; CO 5260	Sp
CO 5710	Crisis and Trauma Counseling	3	CO 5010	F
CO 5720	Addictions and Related Disorders	3	CO 5010	Sp
CO 5790	Assessment, Diagnosis, and Treatment Planning	3	CO 5020; CO 5260; CO 5770	W
CO 5880	Seminar and Internship in Mental Health Counseling	6-9	All courses and Intent to Enroll form submitted	F, W, Sp, Su
*CO 5770 or Elective	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood (if not already taken)	3		F, SuEven
*	Elective	3-6		
	TOTAL CREDITS	63		

New Hampshire State Clinical Mental Health Counseling Licensing Requirements

RSA 330-A:19 Clinical Mental Health Counselors. – The board shall issue a clinical mental health counselor license to any person who meets all of the following requirements or their equivalent:

- I. Has a 60 credit master's or doctoral degree in clinical mental health counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited institution or its equivalent which has received regional accreditation from the Association of Secondary Schools and Colleges.
- II. Has passed the clinical mental health counselor's proctored examination of the National Board for Certified Counselors, Inc.
- III. Has completed a minimum of 2 years of post-masters experience including completion of a minimum of 3,000 hours of post-masters, supervised clinical experience.

Source. 1998, 234:1, eff. Oct. 31, 1998. 2010, 244:14, eff. July 1, 2010.

Retrieved 4/9/12 from: <http://gencourt.state.nh.us/rsa/html/XXX/330-A/330-A-19.htm>

Comprehensive Assessment: CPCE and Reflective Portfolio Requirements

Revised September 2013

Beginning in Fall 2012 all students are required to take and pass the Counselor Preparation Comprehensive Examination (CPCE) and complete a Reflective Portfolio.

Counselor Preparation Comprehensive Examination (CPCE)

Developed by the National Board for Certified Counselors (NBCC), this exam is designed to measure students' content knowledge in the following eight areas: Professional Orientation and Ethics, Human Growth and Development, Social and Cultural Foundations, Career and Lifestyle Assessment, Helping Relationships, Group Work, Appraisal, and Research and Program Evaluation. Students must take the CPCE after they have completed related coursework. The test is administered twice a year during the Fall and Spring terms. The examination fee is approximately \$45. To successfully complete this requirement, students must receive an overall passing score. Passing scores are determined each year based upon national norms. Students who do not pass the test must retake it. If they fail to pass a second time, they will be required to meet with their advisors to discuss a remediation plan. Satisfactory completion of the exam or remediation plan is a requirement for graduation. To learn more about the CPCE, students are encouraged to visit NBCC's website at <http://www.cce-global.org/Org/CPCE>.

Reflective Portfolio

In addition to the CPCE, students enrolled in the MS in the Clinical Mental Health Counseling, CAGS programs, and School Counseling MEd are required to complete a Reflective Portfolio in Mahara as part of their internship experience. This activity requires students to demonstrate successful application of concepts learned throughout their program. The Reflective Portfolio will be graded on a pass/fail basis. Directions to help you successfully complete your portfolio are posted on the CESP Moodle 2 page.

Students who do not successfully pass this requirement will be required to meet with their advisors to develop a remediation plan. Successful completion of the Reflective Portfolio or remediation plan is required for graduation.

School Psychology Program, Objectives, and Courses

School Psychology Program

The School Psychology program 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 program may also be pursued as a 69-credit Master of Education program with certification or through the Certificate of Advanced Graduate Studies (CAGS) program. The program emphasizes those abilities that 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. In addition, this program aims to nurture social and emotional development and increase democratic participation and intellectual curiosity. A particular emphasis of the program is on working as a member of a collaborative team.

Field experiences are provided at local schools under the supervision of certified school psychologists and university professors who are likewise trained and certified.

While enrolled in the program, candidates are expected to develop a portfolio based on the New Hampshire state standards for school psychology. This portfolio will be reviewed and completed during Internship.

Students with degrees in non-related areas complete the full program minus equivalent transfer courses. Students with related Master's degrees take only the courses needed for the program of professional certification.

*Note: The national certification is granted by the authority of the National School Psychology Certification Board and is called NCSP (Nationally Certified School Psychologist). The PSU program for New Hampshire state certification is approved by the New Hampshire Department of Education.

School Psychology Program Objectives

School Psychology students master the following objectives in addition to the core objectives described above.

Students will:

1. Demonstrate knowledge, skills, and competencies in the foundations, professional orientation, and ethical standards of school psychology and education.
2. Demonstrate knowledge, skills, and competencies in delivering services as a school psychologist.
3. Demonstrate knowledge, skills, and competencies in various forms of psychological evaluation and assessment.
4. Demonstrate knowledge and competency in various types of psychological intervention with a variety of ages and populations.
5. Demonstrate knowledge of research and statistics and apply this knowledge to work in the field.

School Psychology Courses

Foundation Courses

Course Number	Course Title	Credits	Prerequisites	Terms Offered
CO 5040	Social Behavior and Diversity	3		F, Sp, Su
CO 5050	Advanced Human Development	3		W, Su
CO 5070	Research Design for the Professions	3	SY 6010 (or coreq.)	F, W, Sp

Revised September 2013

ED 5060	Theories of Learning and Cognitive Development	3		Sp, Su
CO 5260	Counseling Theories	3		F, Su
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3		Sp, SuEven
SE 5600	Language and Learning Disabilities -- Or --	3		W, Sp, Su
SE 5601	Advanced Psychoeducational Assessment of Learning Disabilities and Exceptionalities	3		F
CO 5670	Working with Children and Families -- Or --	3	SY 6010; CO 5260	Sp
CO 5300	Foundations and Multicultural Aspects of Parenting	3		Sp, SuEven

Professional Courses

Course Number	Course Title	Credits	Prerequisites	Terms Offered
SY 6010	Foundations of School Psychology	3		F
CO 5020	Counseling Skills	3	SY 6010	F, Sp, SuEven
ED 5570	Classroom Intervention and Special Education Strategies	3		Sp, Su
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3	SY 6010	F, SuEven
CO 5780	Counseling Youth	3	SY 6010; CO 5260, CO 5020; CO 5050	Sp, Su
SY 6200	Behavioral Assessment, Analysis, and Intervention	3	SY 6010	Sp
SY 6300	Social/Emotional/Behavioral Assessment	3	SY 6010	W
SY 6400	Administering Individual Intelligence Tests	3	SY 6010 and admittance into program	F
SY 6500	Educational Testing and Consultation	3	SY 6010 and admittance into program	W
SY 6700	Practicum I: Assessment, Intervention, and Consultation	3	All courses and Intent to Enroll form submitted	W
SY 6710	Practicum II: Integration and Case Studies	3	All courses and Intent to Enroll form submitted	Sp
SY 6800	School Psychology Internship and Seminar	12	All courses and Intent to Enroll form submitted	F, W, Sp
	TOTAL CREDITS	69		

Human Relations Program, Objectives, and Courses

Human Relations Program

The Human Relations degree program offers students advanced study in the theoretical and pragmatic nuances of human relationships. Designed for students who do not wish to obtain counseling licensure or certification, this degree program is appropriate for a variety of helping professionals including, but not limited to, teachers, administrators, clergy members, business professionals, etc. The program is built on foundational core courses in human development, social behavior and diversity, research design, counseling or educational theories, and a capstone field experience. One of the major benefits of the program is its flexibility. Along with the foundational core courses, students are granted 18 credits of electives, which they tailor to their individual interests. Student may choose to focus on health and healing, parenting education, leadership, etc.

Human Relations Program Objectives

1. Students will be able to articulate theoretical and practical processes of human development.
2. Students will be able to discuss theories of social behavior and diversity and apply associated skills to a multicultural society.
3. Students will be able to analyze, design, and implement research methods.
4. Students will be able to identify and apply educational and/or counseling theories.
5. Students will supplement human relations knowledge with an individualized focus (through elective courses).
6. Students will be able to apply concepts to a practical setting (capstone field experience).

Human Relations Courses

Counselor Education Core

Course Number	Course Title	Credits	Prerequisites
CO 5050	Advanced Human Development	3	
CO 5040 or ED 5000	Social Behavior and Diversity or Social Behavior in a Diverse Society	3	
CO 5070 or ED 5030	Research Design for the Professions or Research Design	3	
CO 5260 or ED 5060	Counseling Theories or Theories of Learning and Cognitive Development	3	
HR 5800 or ED 6900	Human Relations Practicum or Graduate Capstone Project	3	All courses

Human Relations Specialization Courses (To be discussed with advisor)

Course Number	Course Title	Credits	Prerequisites
		3	

		3	
		3	
		3	
		3	
		3	
	TOTAL CREDITS	33	

* May be fulfilled through certificate programs in PATH, OATH, or Parent Involvement and Education.

Certificate of Advanced Graduate Study (CAGS) Programs

Clinical Mental Health Counseling

The Certificate of Advanced Graduate Studies (CAGS) in Clinical Mental Health Counseling is a post-Master's 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 New Hampshire. It is also designed to provide advanced training or specialized preparation to currently licensed clinical mental health counselors. This degree contains a minimum of 33 credits. Core courses include a focus on supervision, ethics, and systematic qualitative inquiry. Additional courses needed for license eligibility or to support students' educational and professional goals are determined during an individualized review of the applicant's previously completed Master's coursework and needs. See the 2013-2014 Graduate Catalog for more information (<http://www.plymouth.edu/graduate/academics/catalog/>).

School Psychology

The Certificate of Advanced Graduate Study (CAGS) degree in School Psychology is designed for students who already have a Master's degree in School Psychology or in a discipline related to School Psychology. This flexible degree program contains a minimum of 33 credits, but may include upwards of 60 credits depending on the relatedness to school psychology of candidates' previous Master's degrees. See the 2013-2014 Graduate Catalog for more information (<http://www.plymouth.edu/graduate/academics/catalog/>).

Professional Certification and Certificate Programs

Professional Certification in School Counseling or School Psychology

These non-degree programs of study are for students who already have Master's degrees in related fields who wish to become certified as school counselors or school psychologists. The professional certification programs are therefore flexible to meet the needs of incoming professionals. Prospective School Psychology students show that they have certain necessary

competencies by completing an electronic portfolio which documents NH state school psychology competencies. Prospective School Counseling students demonstrate competency by taking and passing the CPCE and by completing the School Counseling Reflective Portfolio requirements. It is the goal of the Counselor Education and School Psychology faculty to facilitate the professional certification process for interested students.

Non-Degree Certificate Programs

PATH Institute: Personal 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 Institute's courses are cross listed with Counselor Education and School Psychology.

OATH Institute: Organizational Approaches to Transformation and Healing

The *OATH Institute* is a 12-credit certificate program that challenges traditional models and examines the implications of emerging paradigms for organizational health. It places emphasis on interpersonal relationships, social responsibility, and self-reflection. The program also integrates holistic approaches to leadership and seeks to help students become agents of change.

Parent Involvement and Education

A certificate in *Parent Involvement and 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

The *Play Therapy* post-master's certificate provides school and mental health counselors and school psychologists with useful, research-based tools and techniques to help children and adolescents through a variety of social, emotional, behavioral, and learning difficulties, including post-traumatic stress disorder, conduct disorder, aggression or impulsive anger, anxiety, depression, ADHD, and low self-esteem.

PSU's play therapy courses prepare post-master's counseling professionals and master's degree students with prior coursework in counseling children with the necessary 150 educational hour requirement to move toward acceptance as a *Registered Play Therapist* through the *Association for Play Therapy*.

Registered Play Therapists and *Registered Play Therapists-Supervisors* are licensed or certified practitioners, including school based counselors, who have earned a master's degree or advanced mental health degree; have taken 150 or more hours of specialized play therapy training; and have documented 500 hours of clinical and play therapy-specific experience under supervision with a Registered Play Therapist-supervisor. Supervision is not provided by the University, but is available from Registered Play Therapist Supervisors in the area. *Play Therapy* is an 8 credit certificate program.

Addictions Treatment

PSU's CESP Department offers a three course certificate program in *Addictions Treatment* that provides educational coursework that aligns with NH's Master's Licensed Alcohol and Drug Counselor (MLDAC) certification. The certificate program is designed for licensed clinical professionals in the field who would like to add this professional credential. The program also serves Clinical Mental Health Counseling students who want to add these courses so as to attain the educational requirements for this credential. These students can do so within the confines of their 63 credit MS program.

This certificate program provides specialized education to treat individuals with addictions and related disorders and is in alignment with the professional licensing standards for alcohol and other drug abuse counselors. The *Addictions Treatment* certificate program is nine credits.

Departmental News and Communications

Faculty members in the Counselor Education and School Psychology Department regularly communicate with students. Approximately every week, students receive an informational e-mail (called the *Grapevine*), which includes news and information about the Department. Students are responsible for checking their Plymouth e-mail accounts and reading this document.

Additionally, all handbooks, forms, presentations, and policies can be found on the Counselor Education and School Psychology Moodle page.

Advisors, Program Contracts, and Program Change Request Form

Upon formal acceptance to a graduate program in the Counselor Education and School Psychology Department, students are assigned an advisor that they meet with approximately bi-annually. Students need to meet with their advisors to develop a program contract within the first three months of graduate study that details what classes will be taken during which graduate terms. If students decide to change their program for any reason, they must fill out a "Program of Study Change Request Form" and submit it to the Counselor Education and School Psychology Administrative Assistant. This form can be found on the Counselor Education and School Psychology Moodle 2 page.

Course Delivery Formats

Within the Department, there are three formats for course delivery: face-to-face, online, and hybrid. The face-to-face instructional approach typically includes ten sessions of traditional class time at either the Plymouth or Concord location. Conversely, the online instructional approach takes place entirely on Plymouth State University's learning management system (Moodle 2). Hybrid courses meet face-to-face a few times throughout the term and deliver the remainder of the coursework online. Students are encouraged to take note of these course delivery options when registering for classes.

Course Offerings Schedule

The schedule below represents anticipated and not guaranteed offerings. The Department strives to follow these guidelines, but unanticipated changes may periodically require minor adjustments in this schedule. If and when such changes are required, every effort will be made to inform students.

Graduate Fall Term Offerings (September 1-November 30)

CO 5070 Research Design for the Helping Professions
CO 5010 Professional Orientation, Ethics, and Advocacy
CO 5020 Counseling Skills
CO 5030 Foundations of School Counseling
CO 5040 Social Behavior and Diversity
CO 5100 Practicum in Counseling
CO 5260 Counseling Theories
CO 5650 Critical Issues in Schools
CO 5710 Crisis and Trauma Counseling (effective Fall 2013)
CO 5770 Psychopathology: Disorders of Childhood, Adolescence, and Adulthood
CO 5850 Seminar and Internship in School Counseling K-12
CO 5880 Seminar and Internship in Mental Health Counseling
ED 5570 Classroom Intervention and Special Education Strategies
SE 5570 Autism and Spectrum Disorders
SE 5600 Language and Learning Disabilities
SE 5601 Advanced Psychoeducational Assessment of Learning Disabilities and Exceptionalities
SY 6010 Foundations of School Psychology
SY 6400 Administering Individual Intelligence Tests
SY 6800 School Psychology Internship and Seminar

Graduate Winter Term Offerings (December 1-February 28)

Revised September 2013

CO 5050 Advanced Human Development
CO 5070 Research Design for the Helping Professions
CO 5080 The Counselor in the Classroom
CO 5230 Career Counseling and Development
CO 5460 Group Counseling
CO 5600 Foundations of Mental Health Counseling
CO 5790 Assessment, Diagnosis, and Treatment Planning
CO 5850 Seminar and Internship in School Counseling K-12
CO 5880 Seminar and Internship in Mental Health Counseling
CO 5300 Foundations and Multicultural Aspects of Parenting
SY 6300 Social/Emotional/Behavioral Assessment
SY 6500 Educational Assessment and Consultation
SY 6700 Practicum I: Assessment, Intervention, and Consultation
SY 6800 School Psychology Internship and Seminar
SE 5600 Language and Learning Disabilities

Graduate Spring Term Offerings (March 1-May 31)

CO 5010 Professional Orientation, Ethics, and Advocacy
CO 5020 Counseling Skills
CO 5040 Social Behavior and Diversity
CO 5070 Research Design for the Helping Professions
CO 5100 Practicum in Counseling
CO 5130 Psychopharmacology and the Biological Basis of Mental Health
CO 5430 Assessment & Consultation
CO 5670 Working with Children and Families
CO 5780 Counseling Youth
CO 5720 Addictions and Related Disorders
CO 5850 Seminar and Internship in School Counseling K-12
CO 5880 Seminar and Internship in Mental Health Counseling
ED 5060 Theories of Learning and Cognitive Development
ED 5570 Classroom Intervention and Special Education Strategies
SY 6200 Behavior Assessment, Analysis, and Intervention
SY 6710 Practicum II: Integration and Case Studies in School Psychology
SY 6800 School Psychology Internship and Seminar
SE 5570 Autism and Spectrum Disorders
SE 5600 Language and Learning Disabilities

Graduate Summer Term Offerings – Even Years (14, 16, 18, 20)

CO 5020 Counseling Skills
CO 5040 Social Behavior and Diversity
CO 5050 Advanced Human Development
CO 5130 Psychopharmacology and the Biological Basis of Mental Health

CO 5260 Counseling Theories
 CO 5300 Foundations and Multicultural Aspects of Parenting
 CO 5430 Assessment & Consultation
 CO 5770 Psychopathology: Disorders of Childhood, Adolescence, and Adulthood
 CO 5780 Counseling Youth
 CO 5880 Seminar and Internship in Mental Health Counseling
 CO 7120 Professional, Legal, and Ethical Issues in Counseling
 ED 5060 Theories of Learning and Cognitive Development
 ED 5570 Classroom Intervention and Special Education Strategies
 SE 5600 Language and Learning Disabilities

Graduate Summer Term Offerings – Odd Years (13, 15, 17, 19)

CO 5040 Social Behavior and Diversity
 CO 5050 Advanced Human Development
 CO 5230 Career Counseling and Development
 CO 5260 Counseling Theories
 CO 5460 Group Counseling
 CO 5780 Counseling Youth
 CO 5880 Seminar and Internship in Mental Health Counseling
 ED 5060 Theories of Learning and Cognitive Development
 ED 5570 Classroom Intervention and Special Education Strategies
 SE 5600 Language and Learning Disabilities

- *CO 5800 Human Relations Practicum and ED 6900 Graduate Capstone are offered as needed.
- *CO 7300 Counseling Supervision is offered during spring term odd years only.
- *Specialty electives are offered at various times and terms. Check with your advisor.

Counselor Education and School Psychology Faculty

Full Time Counselor Education & School Psychology Faculty

Name of Faculty Member	Source of Doctoral Degree	Teaching Areas	Research and Professional Interest Area
Gary Goodnough, Ph.D., National Certified Counselor, Licensed Clinical Mental Health Counselor Counselor Education & School Psychology Chair Core Counselor Education Professor	University of Virginia	Foundations of School Counseling Career Counseling Professional Orientation, Ethics, and Advocacy Internships in School & Clinical MH Counseling	Group Counseling in Schools Leadership and Advocacy in School Counseling Career Development Ethics Preparing School

Coordinator of the School Counseling Program		Legal, Ethical and Professional Issues in Counseling	Counselors Seminar & Internship in Mental Health Counseling
Leo Sandy, Ed.D., NASP Certified School Psychologist Co-coordinator of Parent Involvement and Education Certificate Professor (half-time)	Boston University	Foundations of School Psychology Advanced Human Development Counseling Theories Foundations & Multicultural Parenting Assessment and Consultation Social, Emotional and Behavioral Assessment Critical Issues in Schools	Social Justice Parent Involvement & Education Peace Education
K. Hridaya Hall, Ph.D., National Certified Counselor, Licensed Professional Counselor (NC), Licensed Clinical Mental Health Counselor Core Counselor Education Assistant Professor Coordinator of the Clinical Mental Health Counseling Program	University of North Carolina - Greensboro	Counseling Skills Group Counseling Counseling Supervision Counseling Practicum Seminar & Internship in Mental Health Counseling	Mindfulness, Breath & Body Awareness Counselor Professional Identity and Wellness Counseling Supervision
Stephen Flynn, Ph.D., National Certified Counselor, Licensed Professional Counselor (CO & SD), Licensed Marriage and Family Therapist, AAMFT-Approved Clinical Supervisor Coordinator of Counseling Practicum, Co-Coordinator of Parent Involvement and Education Certificate Core Counselor Education	University of Northern Colorado	Counseling Practicum Working with Children and Families Counseling Youth Counseling Skills	Altruism and Self-Interest Adventure-Based Counseling

Assistant Professor			
Cynthia Waltman, Ph.D., Licensed Psychologist, Nationally Certified School Psychologist Coordinator of the School Psychology Program Associate Professor	University of Connecticut	Foundations of School Psychology Administering Individual Intelligence Tests Assessment and Consultation School Psychology Practicum I & II	Services for people with learning and/or behavioral needs

Full Time Faculty who Teach Counselor Education and School Psychology Courses

Name of Faculty Member	Source of Doctoral Degree	Teaching Areas	Research and Professional Interest Area
Michael Fischler, Ed.D. Professor	University of Colorado	Social Behavior and Diversity	Diversity Studies

Adjunct Counselor Education and School Psychology Faculty

Name of Faculty Member	Source of Highest Degree	Teaching Areas
Jeanette Nogales, M.Ed., CAGS, Licensed Clinical Mental Health Counselor	Plymouth State University	Crisis and Trauma
Christine Miller, Ed.M. Licensed Clinical Mental Health Counselor	Boston University	Psychopharmacology and the Biological Bases of Mental Health
Phillip Sanguedulce, Psy.D. State Certified School Psychologist	Antioch NE Graduate School	Psychopathology
Robert Ulman, M.Ed. Licensed Clinical Mental Health Counselor, Master Licensed Alcohol and Drug Counselor (MLDAC)	University of Maine, Orono	Addictions and Related Disorders
Jennifer Whitcher, M.Ed.	Plymouth State University	Clinical Mental Health Internship
Shirley Jacob, M.Ed.	Plymouth State University	School Counseling Internship
Sandra Spiro, M.Ed.	Plymouth State University	School Counseling Internship
Celia J. Gibbs, MA Licensed Clinical Mental Health Counselor	University of New Hampshire	Foundations of Mental Health Counseling
Jonas Taub, MA NASP Certified School Psychologist	Bradley University	School Psychology Practica and Internship
John Webb, M.Ed.	University of New Hampshire	Counseling Theories
Dee Dee Nold, MSW, Registered	Barry University	Play Therapy

Play Therapist-Supervisor		
Aimee Kolomick, M.Ed., Registered Play Therapist	Plymouth State University	Play Therapy
Robin Hogan, M.Ed., CAGS,	Plymouth State University	Counseling Practicum, The Counselor in the Classroom
Barbara Mason, MA, ATR	Vermont College of Norwich University	The Counselor in the Classroom

Personal Approaches to Transformation and Healing (PATH) and Organizational Approaches to Transformation and Healing (OATH) Faculty

Name of Faculty Member	Source of Highest Degree	Teaching Areas
Nancy Puglisi, Ph.D. Coordinator of the PATH and OATH programs	Union Institute and University	Topics in Alternative Health and Healing Transformation and Healing Creating Organizational Health Full Spectrum Leadership
Pamela Clark, Ph.D.	University of New Hampshire	Transpersonal Leadership Work as a Personal Journey
Rebecca Brown, Ed.D.	Brigham Young University	Body Centered Therapies Social Justice at Work
Regina Kelly, Ph.D.	San Diego University for Integrative Studies	The Circle of Life
Barbara McCahan, Ph.D.	University of California, Santa Barbara	Topics in Alternative Health and Healing Transformation and Healing

Admissions Policy

Admissions criteria include consideration of the applicant's (1) potential success in forming effective and culturally-relevant interpersonal relationships, (2) aptitude for graduate-level study, and (3) career goals. For this reason, admission into the Counselor Education Master's, CAGS, and Professional Certification programs; Human Relations Master's program; and the School Psychology M.Ed., CAGS, and Professional Certification programs involves a two-part process where these criteria are assessed. Prospective students apply to the College of Graduate Studies as outlined in the Graduate Catalog and they participate in the Counselor Education and School Psychology Group Admissions Interview (Human Relations applicants need not attend the group interview). The Group Admissions Interview is a 1/2 day event held four times a year and involves an informational session and group 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 by the full Counselor Education and School Psychology faculty 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 review of the prospective student's application, which includes faculty evaluation of the candidate based on a group interview.

New Student Orientation

As part of their first course (either CO 5010 or SY 6010) or during a separate meeting, students participate in a new student orientation. This orientation provides information about program requirements, logistical information (e.g., student IDs, parking permits, registration, class scheduling), financial aid, Moodle 2, student monitoring forms, departmental communication procedures, honor society participation, and student wellness opportunities. Students also have an opportunity to ask questions.

Transfer Credit

Transfer credits from other accredited institutions are limited to nine graduate-level credit hours. Grades for transfer courses must be at the B level or higher and appropriate to the Counselor Education or School Psychology program as determined by the program advisor and faculty. Courses more than six years old at the time of acceptance may not be counted toward or transferred to the program. Courses already counted toward other completed degrees cannot be transferred. An official transcript must be on file before credits can be considered for transfer. Course descriptions and/or course outlines may be requested in order to determine credit consideration. Further information on graduate transfer credit may be found in the PSU Graduate Catalog (<http://www.plymouth.edu/graduate/academics/catalog/>).

Counselor Education and School Psychology 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 and School Psychology students are continuously monitored while they are enrolled in Counselor Education and School Psychology courses. This

review is done at regularly scheduled faculty meetings by the Counselor Education and School Psychology faculty in consultation with adjunct faculty. All students' academic, personal, and professional progress is reviewed at the end of each academic term.

Academic Review

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 are required to meet with their advisors to develop a plan for increased academic success and are placed on academic probation. If at the end of the next term, the student's grade point average remains below a 3.0, the student is subject to dismissal from their program. The CESP faculty review students' grade point averages on a quarterly basis. Students should review the graduate catalog for additional information about maintaining successful academic progress.

Personal and Professional Review

As part of the regular review of students' personal and professional performance, faculty members note personal and professional issues that significantly affect students' ability to function adequately as counselors, graduate students, and professionals. The Counselor Education and School Psychology faculty delineate specific action steps for students as needed. The students' advisors (perhaps in conjunction with the Department Chair) meet with students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from their Counselor Education or School Psychology program. For those continuing in their program, a schedule of follow-up meetings occurs 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.

Personal and Professional Performance Rubric

The following form is used by Counselor Education and School Psychology faculty as a guide to monitor students' personal and professional performance (as described above). Unacceptable professional performance on the part of students leads to a meeting with instructors, advisors, or the Department Chair.

1. Openness		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Often dogmatic about own perspective and ideas	Amenable to discussion of perspectives other than own	Solicits others' opinions and perspectives about own work

Shows resistance to learning new perspectives or ideas	Shows some receptiveness to learning new perspectives or ideas	Shows strong evidence of openness to learn new perspectives or ideas

2. Cognitive flexibility and acceptance of ambiguity		
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<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences rigidity of thought	Committed to developing own cognitive flexibility although struggles at times	Regularly demonstrates appropriate cognitive flexibility
Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work	Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work	Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work
Evidences difficulty understanding or accepting ambiguity	Sometimes understands and accepts ambiguity	Fully accepts ambiguity

3. Cooperation		
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<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities	Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities	Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities
Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel	Demonstrates collaboration with peers, faculty, and/or site personnel	Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel
Often fails to contribute own perspectives in cooperative activities	Sometimes contributes own perspectives in cooperative activities	Regularly contributes own perspectives in cooperative activities in a respectful manner

4. Reflectivity and use of feedback		
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<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Rarely seeks feedback	Sometimes seeks feedback	Actively seeks feedback
Infrequently receptive to feedback	Generally receptive to feedback	Receives, reflects, and responds to feedback effectively and appropriately
Infrequently engages in reflective practice regarding own content knowledge and behavior patterns	Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns	Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns

5. Awareness of own impact on others

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Words and actions reflect little or no awareness for how others are impacted or influenced by one's own speech or behavior	Demonstrates effort to determine how own words and actions impact or influence others	Consistently and accurately recognizes how own words and actions impact or influence others

6. Cultural awareness and diversity

<i>Does not meet target</i>	<i>Does not meet target</i>	<i>Does not meet target</i>
Shows little understanding or appreciation for one's own cultural heritage or for the cultural differences of others	Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others	Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own
Demonstrates little awareness of own culture or a desire to learn about other cultures	Generally demonstrates respect for the needs and differences of others	Actively works to understand the cultural backgrounds of others and uses this to respond appropriately
Shows some insensitivity to individual differences and diversity	Generally accepts values and beliefs different from own	Assertively respects the fundamental rights, dignity, and worth of all people

7. Managing conflict

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of managing differences and misunderstandings with respect and skill	Generally manages differences and misunderstandings with respect and skill	Regularly manages differences and misunderstandings with respect and skill
Rarely examines own role in conflict or considers perspectives of others	Generally examines own role in conflict and considers others' points of view	Regularly examines own role in conflict and considers others' points of view

8. Personal responsibility

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Struggles with punctuality, preparedness, and meeting deadlines	Generally punctual, prepared, and meets deadlines	Punctual, prepared, and meets all deadlines
Shows little evidence of taking personal responsibility for expanding own knowledge base	Generally takes personal responsibility for expanding own knowledge base	Regularly takes personal responsibility for expanding own knowledge base
Tends not to accept personal responsibility for mistakes, frequently blames others	Generally accepts personal responsibility for mistakes	Accepts personal responsibility for mistakes

9. Emotional self-expression

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner	Generally articulates own feelings in an effective and appropriate manner	Consistently articulates the full range of own feelings in an effective and appropriate manner
Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and

		manages them effectively
Infrequently or inadequately demonstrates skillful self-disclosure	Generally demonstrates skillful self-disclosure	Regularly demonstrates skillful self-disclosure

10. Attention to professional, ethical, and legal considerations

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of incorporating professional, ethical, and legal considerations in coursework or fieldwork experiences	Fully committed to ethical practice and generally evidences professional, ethical, and legal behavior	Behaves in a professional, ethical, and legal manner at all times
Has not adequately developed a strong sense of professional judgment	Generally demonstrates a strong sense of professional judgment	Has developed a strong sense of professional judgment
Evidences gaps in ethical knowledge and practice that could potentially endanger the safety and well-being of clients	Appropriately identifies and seeks feedback regarding ethical concerns, but relies heavily upon supervisors to reach sound decisions	Evidences increasingly appropriate levels of independence in navigating ethical concerns to ensure client safety and well-being

11. Initiative, motivation, and engagement

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities
Displays little motivation to grow professionally	Displays motivation to grow professionally	Clearly motivated to grow professionally

12. Academic Performance

<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Written and oral communication reflects difficulties in using discipline-specific style and language	Written and oral communication reflects acceptable skill in using discipline-specific style and language	Written and oral communication reflects excellence in using discipline-specific style and language
Shows little evidence of synthesizing information and relevant research in a coherent and logical manner	Generally demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner	Consistently demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner
Demonstrates little evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Generally demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences	Regularly demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences

Student Monitoring Form

The following form is used by Counselor Education and School Psychology faculty to review specific performance objectives of students. The form is subsequently reviewed by the Counselor Education and School Psychology faculty in consultation with adjunct faculty at the conclusion of each academic term. The form can be found on the Counselor Education and School Psychology Moodle 2 page.

Student: _____
 Course: _____

Term: _____
 Faculty: _____

Student Monitoring Dimensions	1 Does not meet target	2 Approaches target	3 Meets target	Comments
1. Openness				
2. Cognitive flexibility and acceptance of ambiguity				
3. Cooperation				
4. Reflectivity and use of feedback				

5. Awareness of own impact on others				
6. Cultural awareness and diversity				
7. Managing conflict				
8. Personal responsibility				
9. Emotional self-expression				
10. Attention to professional, ethical, and legal considerations				
11. Initiative, motivation, and engagement				
12. Academic performance				

Statement on Personal Growth and Counseling Recommendation

Counselors and school psychologists help people grow and develop. They assist people who are having specific difficulties in life. Counselor Education and School Psychology students are drawn to their 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 and School Psychology programs need to be curious as to their own processes and are expected to critically examine their own growth, development, and issues. It is the ethical responsibility of Counselor Education and School Psychology students to maintain and enhance their own mental health. The faculty strongly recommend that Counselor Education and School Psychology students participate as clients in their own counseling. Counseling services are available for Plymouth State University students at the University's Counseling and Human Relations Center. Visit <http://www.plymouth.edu/office/counseling/> for additional information.

Counseling services at Plymouth State University's Counseling and Human Relations Center are paid through student activity fees and there is no additional cost for these services. However, students accessing services through the University's Counseling and Human Relations Center are not eligible to for graduate assistantship, practicum, internship, or employment placements with this center. Students wishing to receive counseling services off-campus can consult with the Counseling and Human Relations Center staff for a listing of local mental health providers.

Policy on Faculty Endorsement for Employment and Licensure

The Counselor Education and School Psychology program includes several levels of endorsement.

- Upon submitting their application and participating in a group interview, qualified students are admitted into the College of Graduate Studies and the Counselor Education and School Psychology program.
- Students continue taking courses and are academically, professionally, and personally monitored throughout the program.
- Concerns raised about students are handled through the monitoring and dismissal policy.
- Students enrolled in the School Counseling and Clinical Mental Health Counseling programs take and must pass the Counselor Preparation Comprehensive Exam (CPCE) around the time that they enter *Practicum in Counseling*.
- Counselor Education and School Psychology students enroll in either *Practicum in Counseling* or *Practicum in School Psychology*. Students who pass the course are endorsed into the various internships and monitored throughout the internship experience. Students who successfully complete their internships and the academic programs graduate. Students in the Human Relations program complete their own individualized field experiences before graduation.

It is the policy of the Counselor Education and School Psychology Department that those students successfully completing the School Counseling and School Psychology programs receive faculty endorsement for NH state certification as K-12 School Counselor or K-12 School Psychologist. Students who complete the Clinical Mental Health Counseling program are immediately eligible to begin employment to start the two years of post-graduate work required for clinical mental health counseling licensure. Clinical Mental Health Counseling program graduates must be supervised for two years in an employment setting and pass the clinical mental health counselor's examination of the National Board of Certified Counselors, Inc., in addition to other requirements. See <http://www.nh.gov/mhpb/laws.html> for all post-graduate requirements. The above endorsements are given through written letters of recommendation and initiating contact with state certifying and licensing boards as necessary.

Individual Counseling Skills Evaluation Rubric

The counseling skills evaluation rubric takes into account both the numerical score and an overall analysis of counseling skills. It considers strengths, emerging skills, and skills that have yet to be demonstrated. Thus, it will be viewed both qualitatively and quantitatively to determine the successful completion of the courses in which it is used. In general, if a student receives a rating of Poor (i.e., average of 1) for any dimension (e.g., invitational skills) on their final evaluation for a clinically oriented course (e.g., counseling skills, practicum, or internship) they will likely have to retake the course. If a student receives a total score (all dimensions combined) of 6 or less on the evaluation rubric they will likely have to retake the course. In some cases, where appropriate, a plan of action will be developed to address skills that are essential to the counseling process and required to pass the course.

INDIVIDUAL COUNSELING SKILLS EVALUATION RUBRIC

Trainee: _____ Supervisor: _____ Date: _____ (circle one) Counseling Skills Practicum Internship Other: _____
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Part A: Use the scale below to rate the trainee’s skill level and provide a supporting example per rating. As applicable, provide a recommendation for improving a respective rating. Calculate the group score by summing ratings per section and dividing by the number of items not receiving “NA.”

Score	Description of Score
4	Superior skill: is consistently present and used intentionally with superior precision, and is an advanced facilitation for the client.
3	Excellent skill: is consistently present and usually used intentionally with excellent precision, and is an effective facilitation for the client.
2	Acceptable skill: is used somewhat intentional, with some precision, and is an acceptable facilitation for the client.
1	Poor skill: does not enhance counseling and may be hurtful to client; not performed correctly and/or understood.
NA	Skill not applicable at this time/ has not been introduced.

Skill	Description	1	2	3	4	N A	Example	Recommendation
INVITATIONAL SKILLS								
In addition to understanding invitational skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.								
Nonverbal Communication	Is culturally and contextually appropriate with eye contact, facial expression, posture, gestures, and spatial distance; maintains open and relaxed posture; conveys professional dress. Flexibly uses variations in nonverbal communication given client’s multicultural background.							
Encouragers	Uses nonverbal minimal encouragers including elaborating/ attending behavior, natural body style of encouragement, congruency with client’s bodily movement, leaning forward, and head nodding; verbal minimal encouragers used (e.g., Oh?, So?, Then?, And?, Umm-hmm, uh-huh, tell me more, repetition of key words).							
Skill	Description	1	2	3	4	N A	Example	Recommendation
Vocal Tone	Uses vocal tones appropriate for the session and goals. Communicates							

	<p>caring, acceptance, and congruence with the context of the session. Comprehends multicultural nuances in vocal tone and makes the appropriate adjustment.</p>							
Observation	<p>Observes and conveys awareness of differences in counselor and client verbal and nonverbal behavior within key areas (e.g., client speech, grooming, posture, build, gait, choking, hesitation, stammer). Is able to filter observation through a multicultural lens and understands culturally bound verbal and nonverbal behavior.</p>							
Silence	<p>Uses unfilled pauses or periods of silence to serve various functions in the counseling sessions (e.g., reducing own level of activity, slowing down session pace, giving client time to think, and returning responsibility to the client).</p>							
							GROUP SCORE:	
ATTENDING SKILLS								
<p>In addition to understanding attending skills, trainees recognize the appropriate occasions to use them, frequency of use, multicultural, developmental, and contextual issues that may serve as a benefit or negative consequence to the use of the skill.</p>								
Open-Ended Questioning	<p>Asks open questions that encourage client disclosure; understands types of questions (i.e., what, how, when, where, who, could, would); avoids overuse.</p>							
Close-Ended Questioning	<p>Uses closed ended questions to obtain particular information. Close-ended questions begin with words such as: are, do, can, is, and did, and they can be answered with yes, no, or another short response.</p>							
Clarification	<p>Asks the client to elaborate on vague, ambiguous, or implied statements, with the request for clarification usually expressed as a question beginning with phrases such as “Are you saying this” or “Could you try to describe that” or “Can you clarify that.”</p>							
Skill	Description	1	2	3	4	N A	Example	Recommendation
Paraphrasing	<p>Rephrases the client’s primary words and thoughts, paying selective attention to the content part of the message and translates the client’s key ideas into their own words.</p>							
Summarizing	<p>Ties together multiple elements of</p>							

	client's message, identifying themes or patterns; skill used as a tool for feedback or as a focusing method for interrupting client "storytelling."								
Normalizing	Noting appropriately commonality of issues without inappropriately minimizing important issues. This often starts with phrases like, "It is normal" or "Most people would."								
Reflecting of Feelings	States succinctly the feeling and the content of the problem expressed by the client, adding to a paraphrase an emotional tone or feeling word (e.g., hurt, mad, sad, jealous, confused, terrified, and scared).								
								GROUP SCORE:	
INFLUENCING SKILLS									
In addition to understanding influencing skills, trainees recognize the appropriate occasions to use them, frequency of use, and multicultural, developmental and contextual issues that may serve as a benefit or negative consequence to the use of the skill.									
Advocacy	Advocates for the welfare of clients, groups, and the counseling profession within systems. Seeks to eliminate obstacles and hindrances that prevent access, progress, and development.								
Immediacy	Recognizes here and now feelings, expressing verbally something occurring at a particular moment within the session; makes note of patterns, themes, client/counselor relationship issues, and discussion of currently experienced emotions.								
Challenging/Pointing out Discrepancies	Describes appropriately discrepancies, conflicts, and mixed messages apparent in the client's feelings, thoughts, and action.								
Skill	Description	1	2	3	4	N A	Example	Recommendation	
Feedback	Provides concrete and honest reactions based on observation of client's behavior to foster awareness of how client appears to others.								
Reflecting Meaning and Values	Reflects underlying spoken or unspoken meanings (i.e., core experiences) accurately to client, in a manner that extends beyond paraphrasing.								
Reframing	Encourages client to see issue, feeling, or behavior from a different perspective to challenge client meaning effectively.								
Interpretation	Identifies and reflects behaviors,								

	patterns, goals, wishes, and feelings that are suggested or implied by the client's communication; uses hunches to make implied client messages more explicit.							
Self-Disclosure	Provides both direct and indirect self-disclosure appropriately in a manner that fosters rapport building, promotion of feelings of universality, increases in therapeutic trust, and instillation of hope.							
Psychoeducation	Provides psychoeducation for the purpose of awareness, clarification, and the achievement of goals; discusses pragmatic behaviors involved in the psychoeducation; plans how to generalize the learning to daily life.							
Homework	Assigns or collaborates on the creation of behaviorally-specific and goal-related activities to complete between sessions and/or over time; reviews homework at the start of counseling session; effectively discusses issues surrounding homework non-completion (if relevant).							
Directives	Provides a direct suggestion (e.g., I suggest...) and/or activity (e.g., role play, empty chair) to the client, which provide new options without taking away client choice and freedom.							
							GROUP SCORE:	

Part B: Use the scale below to rate the trainee's ability to intervene appropriately at various phases of counseling, providing a supporting example per rating. As applicable, provide a recommendation for improving a respective rating. Calculate the group score by summing ratings per section and dividing by the number of items not receiving "NA."

Score	Description of Score
4	Superior ability to provide appropriate skills and techniques associated with various phases of counseling.
3	Excellent ability to provide appropriate skills and techniques associated with various phases of counseling.
2	Acceptable ability to provide appropriate skills and techniques associated with various phases of counseling.
1	Poor ability to provide appropriate skills and techniques associated with various phases of counseling; phases of counseling not performed but had opportunities to do so.
NA	Phases of counseling not applicable at this time.

Skill	Description	1	2	3	4	NA	Example	Recommendation
Phases of Counseling								

Phases of counseling include macro sessions (e.g., intake and termination) and aspects of each session (e.g., opening, directing, and closing the counseling session). In addition to understanding the essence of the phases of counseling, trainee displays multicultural competency, engages client in a developmentally appropriate manner, and understands contextual issues that may serve as a benefit or negative consequence within a particular phase of counseling.								
Intake Session	Conducts basic functions of an intake session, including (but not limited to) orienting client to the counseling process, goal setting, reviewing client rights and limits to confidentiality, and conducting initial assessments (intake, mental status examination, screenings, environmental).							
Opening the Session	Warmly greets client, offers summary of last session (if applicable) and applies theoretically consistent transitions into the working part of session.							
Directing the Session	Explores story, develops understanding, demonstrates clear evidence of working with interventions, creating change, evaluating progress relative to goals, and providing resources and referrals if necessary.							
Skill	Description	1	2	3	4	NA	Example	Recommendation
Closing the Session	Has timely ending of session, summarizes session, and plans for future sessions if needed.							
Termination Session	Is able to conduct all of the basic functions of a termination session, including (but not limited to), evaluation of what was completed in counseling, informing client of changes that occurred, describing with client any acquisition of new skills, reiterating achieved goals, what would need to happen to undo changes, and hopes for the future. Trainee must understand how to conduct a collaborative termination and a unilateral termination							
							GROUP SCORE:	

Additional Comments:

Recording and Technology Policy

The Plymouth State University Counselor Education and School Psychology Department includes courses that combine didactic and experiential methods in the training of counselors and school psychologists. These courses require the use of digital recording and transporting technology.

Ethical and Legal Requirements Underlying the Policy

Sharing confidential counseling session recordings with unauthorized parties is unethical and unlawful.

Hardware Requirements

Students are required to own a digital camera, tripod, and 32 GB flash drive. **Cell phones are not an acceptable alternative for recording sessions.** In addition, all students must have reliable internet access. Students will need to own their computer and create a unique login and username that only they have access to. In addition, as the sole proprietor of their computers students will be the only individuals with administrator access to their computers. Students may **not** utilize public space/computers for this process.

Product Recommendations

Faculty members suggest that students purchase one of the SONY standard definition camcorders entitled the DCR Series. Many of these camcorders are inexpensive and provide software that allows the standard MP-2 video file to be converted to MOV, MP4, or WMV files. Specifically, the DCR-SX 44/L is a great option at a modest price. Many camcorders come with tripods or the tripods can be purchased separately. To convert your recordings into a WMV, MOV, or MP4 file, simply download the software that comes with your camcorder and once it starts installing, indicate the particular setting. For SONY technical support please call (800) 222-7669. For information on SONY camcorders you can visit their website: www.sonystyle.com. Students are responsible for making sure their computer specifications are at minimum standards (e.g. Explorer, Java, Word 2007, and Windows Media Player).

Recording, Storing, and Securing Confidential Digital Recording Files

Students will record mock/real life counseling sessions, convert their digital recording into a WMV, MOV, or MP4 file and upload the recorded file to their personal 32 GB flash drive. Following the successful uploading of counseling related digital recordings, students will secure the flash drive in a lockable box within a second locked space (e.g., trunk, cabinet w/lock, or closet). Students need to put forth effort to ensure the proper file has been uploaded to the flash drive. Students must then delete the session from their computer (including the trash folder) and from the digital camera. The only existing copy of the session should be on the flash drive and safely secured. To ensure both you and the instructor can identify the video file, it is essential

that students clearly label the file with the title of the project (as identified on the syllabus) and the date of its completion.

Transporting confidential digital recording files

As part of your training in the Counselor Education and School Psychology Department at Plymouth State University, you will be required to record sessions and transport various files. All students are required to adhere to the following rules while transporting confidential information and digital recordings.

- Label your video/audio recordings with codes you create; never a client/student's full name. Designate a secure place at your site for storing the audio/video recordings.
- HIPAA requires the use of a locked device for transporting files. This can include purchasing a new locked box or briefcase of some sort, or purchasing a lock for your book bag.

Submitting Secure Digitally Recorded Files

- Student case presentations/transcripts/tape reviews should be submitted to the instructor via the secure Moodle dropbox or by directly handing faculty a file via flash drive.
- Some faculty own PC computers while others own Macs. Certain digital formats work on one computer style and not the other. Please check with your instructor around file compatibility.
- If you have your own camcorder that formats digital recordings to WMV, MP4, or MOV files you are welcome to use it; however, be aware that instructors are not responsible for converting files or teaching students how to convert files with technology that are not promoted by the program.
- Students must not use flash drive online locking systems as these locking systems are very difficult to open for viewing purposes.

Maintaining and Erasing Digital Recording Files

- Keep all digital recordings and digital files of clients for a specified period of time that is acceptable to your site and university supervisors. In most cases, you should keep digital files of clients until you are no longer seeing them (e.g., the end of the term). In other cases, it will be appropriate to erase recordings after they have been discussed in supervision. Consult with your university supervisor before erasing files. Prior to leaving your site, you will need to erase or destroy all client recordings and/or digital files.
- PSU faculty will erase all of your digitally recorded sessions from your flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital

camcorder and personal computer. This includes emptying the trash bin and bringing your camera with you to class for instructors to inspect.

- Remember, after finishing the recording of a session onto your digital recorder, you will transfer the file to the computer, and then erase it off of the digital recorder (as few digital recorders have locking or pass-coding properties).
- When you download a digital recording onto your computer from your camcorder, monitor the program where it resides (i.e. Quicktime, PowerDVD, Windows Media Player, iTunes, etc.). Some of these programs create copies within the program that you will need to delete again.
- At the conclusion of courses that require digital recording, instructors will erase all of your video-taped sessions from your personal flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital recorder and personal computer.

If you encounter technology problems, please call PSU ITS at (603) 535-2929 or consult with the manufacturer of the technology.

Intent to Register for Field Experiences

Students must complete all (or close to all) coursework prior to enrolling in Practicum or Internship. Students must fill out an “Intent to Enroll” form with their advisor before entering field experiences. This form can be found on the Counselor Education and School Psychology Moodle 2 page. Additionally, they need to meet with the Practicum coordinator and Internship supervisor before entering field experiences by February 1st for Fall enrollment and September 15th for Spring enrollment

Practicum and Internship Liability Insurance

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 *their own* professional counseling liability insurance prior to being able to see clients in Practicum or Internship. Insurance can be obtained by joining professional associations, specifically ACA, ASCA, AMHCA and NASP, or purchased separately. Rates are quite reasonable and are typically included in student membership.

Policy Regarding Student Conduct at Field Placements

All students are required to follow their respective codes of ethics (i.e., ACA, ASCA, AMHCA, or NASP) during field placements. In the event that a Practicum or Internship student is

experiencing difficulty during the field placement that involves inappropriate conduct, the field supervisor meets with the student in order to attempt to resolve the problem. If the problem is not resolved, the field supervisor notifies the university supervisor to set up a meeting among the student, field supervisor, university supervisor, and program director to determine whether the student is able to continue at the field site. If it is determined that the student is able to continue in the placement, a plan is drafted to assist the student in correcting the behavior in question. If it is determined that the student should be terminated from the field placement due to the specific nature of the conduct, the student's case is brought to the next Counselor Education and School Psychology Department meeting, which the university supervisor attends and provides an overview of the case. At this meeting a decision is made to allow the student to be placed at another field site, to transfer to a different program if the student is matriculating for the Master of Education, or to terminate the student from the program. The student is notified that she or he has the right to appeal the decision.

Academic Integrity

(Taken directly from Plymouth State University website at <http://www.plymouth.edu/graduate/academics/policies/university/>)

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. Members of the academic community are expected to report all violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the policy by prosecuting all cases of violations of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable.

Visit <http://www.plymouth.edu/graduate/academics/policies/university/> for more information on University policies and procedures regarding academic integrity.

* Please review APA guidelines on what constitutes plagiarism.

* Counselor Education and School Psychology students are required to review a PowerPoint presentation on plagiarism in their first course or during a separate student orientation.

Academic Appeal and Grievance Procedure

Students who challenge a grade should begin by talking with the instructor of the course involved. If the situation cannot be resolved by that means, or if the nature of the problem precludes discussion with the instructor, students may bring the matter to the attention of the chair of the individual's department. The chair will attempt to resolve the matter either through discussion with the instructor alone or jointly with the student. If these meetings do not provide a solution satisfactory to all parties, the question may be taken to the associate vice president for

graduate studies, where the matter will be reviewed. Regardless of the outcome of these discussions, only the instructor of a course, using her/his professional judgment, can change a student's grade. If the associate vice president is not satisfied with the proceedings, the associate vice president can ask the Academic Affairs Committee to hear the matter.

Accommodations of Student Needs

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (603-535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a *Letter of Accommodation* for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations. For more information, visit the PASS website at <http://www.plymouth.edu/services/pass/>

Sensitive Material

Material in some courses, in some instances, may be sensitive or emotionally provocative. As students review syllabi, or at any time during courses, they are encouraged to let the instructor know if they anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with students' concerns can also be discussed.

Incomplete Grades

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F is recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

Late Assignments

Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these potentialities, students are advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer malfunctions will not delay assignments. If possible, the student should request an extension for the assignment from the instructor before the assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension is made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted are not accepted and result in a failing grade for the assignment.

Computers and Cell Phone Use in the Classroom

Computers and cell phones may be brought into the classroom, but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, and student presentations, they should not be open. Cell phones play an important role in emergency situations, but they should be kept on vibrate and not be used for receiving or sending text messages during the class meeting.

Informed Consent for Experiential Classroom Activities

Faculty in the Counseling and School Psychology Department at PSU are dedicated to the personal growth and development of our students. We consider personal development to be at least as important as educational development. The helping professions require that the use of self be fully integrated into therapeutic processes, and therefore, the personal characteristics of counselors are as critical as the knowledge and skills related to “being” an effective counselor. There will be an emphasis in many of your courses on identifying and exploring personal issues and concerns, especially those which may impede your effectiveness as a counselor.

It is not uncommon for people in our professions to feel uncomfortable with a focus on personal development even though, as counselors and school psychologists, we ask others to do that all the time. We believe that is essential to engage in such personal growth. While personal self-disclosures are, therefore, part of your coursework, only you can decide what aspects of your personal life you are willing to share. Creating comfort may not be the desired goal in your courses, yet creating safety is. PSU faculty are committed to creating a safe environment in which you can address personal concerns. We encourage you as a counselors-in-training to stretch and to risk more with us and your student colleagues than you might normally be prepared to do. In general, self-reflection is worth the discomfort in terms of the growth it can produce for you, and what it adds to your ability to be helpful to others.

The Counselor Education and School Psychology department includes courses that combine didactic and experiential methods in the training of counselors. We expect you to fully participate in the various experiences, both as a client and as a counselor under direct supervision. These supervised sessions allow for an integration of learning related process and the interpersonal styles of student participant-counselors. It is expected that your interactions in these activities will be real, and be based upon personal concerns that are meaningful to you; however, you are responsible for choosing the issues you bring up. You are encouraged to explore individual vulnerabilities that are likely to evoke unresolved personal issues and affect your work with clients. For example, if you had critical parents, and you are very anxious about making mistakes or are highly self-critical, this will likely impede your ability to make interventions with clients. If you recognize ways that you might engage in critical self-talk, you are in a position to begin to change your self-talk and also to change your behavior. In the experiential courses, you will also be expected to give feedback to others as well as listen to and consider feedback that you receive. For example, the overarching goal of the counseling skills course is to practice being a counselor/client in order to develop useful counseling skills; a secondary goal is the opportunity to identify areas for personal growth that will allow for personal exploration. Although the aim is not to resolve personal problems, a desired outcome is that you will have a clearer focus on your struggles that might be productively explored outside of the class setting in your personal counseling and/or clinical supervision. *Please note that it is not appropriate to discuss deep rooted psychological issues or unresolved severe trauma during this experience.* These experiences are more appropriately explored in a counseling setting with a licensed clinician (i.e., not with a novice counselor-in-training). While counseling and school psychology faculty respect practice session confidentiality, we are gatekeepers for our respective professions, and as such if we deem something discussed in session to be unethical or potentially harmful to your peers, the institution or the profession we will be ethically obligated to discuss the issue with program faculty to consider next steps. PSU counselor education and school psychology faculty believe that the most effective way to educate students is through an integration of knowledge and experience. And we hope that you will learn from and appreciate the value of these courses.

I understand and agree to participate in the experiential process responsibly, openly, and ethically.

Student Name/Date: _____

Fingerprinting and Criminal Background Check

In New Hampshire, students who work with children on an extended basis are required to submit to a Fingerprint/Criminal Records Check completed by the State of NH or local school districts. Therefore prior to practicum and internship experiences, school counseling and school psychology students (and perhaps some clinical mental health students) will need to communicate with their sites to learn about the process and cost involved. The cost of this process is the responsibility of the student.

Any student who fails to submit to or pass a background check may not be able to complete the program or be endorsed for certification or licensure. The Counselor Education and School Psychology Department bears no responsibility for a student's inability to complete the program, or obtain licensure or certification as a result not passing a background check.

Student Responsibilities in Monitoring Peer Professional Competency

As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. The ACA ethical codes highlight the importance of protecting the profession by recognizing unethical behavior, consulting with colleagues, and even reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the model below in dealing with this situation.

When dealing with a classmate's problem of professional competency (PPC), refrain from gossiping and be sure to adopt an attitude of support and concern for your peer rather than an attitude that is punitive or competitive. It is important that your concern for your peer's PPC comes from a reliable source; speculation and gossip are not reliable sources for PPC concerns.

Considerations prior to Action Steps

1. Determine the type of PPC (Brown-Rice & Furr, 2013)
 - Inadequate academic/clinical skills
 - a. Overestimation of clinical skills
 - b. Persistent reluctance to take risks
 - c. Failure to put client needs first
 - Inappropriate moral character
 - a. Ethical violation
 - b. Unethical behavior
 - c. Unprofessional demeanor
 - d. Poor judgment
 - e. Dual relationships
 - Personality/Psychological unsuitability
 - a. Personal and psychological wellness
 - b. Substance abuse

2. Identify any associated departmental characteristics
 - Openness
 - Cognitive flexibility and acceptance of ambiguity
 - Cooperation
 - Reflectivity and use of feedback
 - Awareness of own impact on others
 - Cultural awareness and diversity
 - Managing conflict
 - Personal responsibility
 - Emotional self-expression
 - Attention to professional, ethical, and legal considerations
 - Initiative, motivation, and engagement
 - Academic performance
3. Additional considerations
 - Cultural biases
 - Contextual factors
 - Single occurrence vs. pattern
 - Behavior's impact on clients
 - Potential benefits of behavior
 - Interpersonal issues/transference
 - Any ulterior motives
 - Would you still have the same level of concern if this behavior were evident in another student?

Action Steps

1. Option 1: If your peer's behavior remains a concern, approach him or her in a safe and neutral space where you can calmly voice your thoughts. Again, adopt an attitude of support and concern, and be specific about the behaviors you've observed. Be sure to tell your peer that you have a responsibility to protect the profession, and if necessary, you may need to voice your concern with professors. After you've spoken, be sure to listen to your peer's thoughts.

Option 2: If you feel threatened by your peer or uncomfortable talking to him or her, move directly to the next step.
2. If you remain concerned after a while, seek out a trusted faculty member with whom you can voice your thoughts. Once again, adopt an attitude of support and concern, and be specific about the behaviors you've observed. After vocalizing your concerns to the faculty member, be sure to listen to any feedback if any is given. Note that although faculty members have a responsibility to protect student information from other students, it is possible that your identity may be compromised pending the nature of your concern. Additionally, **you may not receive any information from the faculty member**. The CESP Department has an internal process in place for addressing student concerns that allows faculty members to

appropriately deal with the issue. If you feel as though the behavior has not been addressed or it is an ethical violation or it threatens client welfare, you are obligated to follow through with appropriate institutional hierarchies (e.g., Department Chair, Academic Dean, ACA Ethics Committee, etc.) (ACA, 2005, H.2.c.).

Lamson Library

Students have access to a multitude of learning resources within the institution's Lamson Library and Learning Commons. These resources include:

- A full electronic catalog that is capable of searching Plymouth State University's resources as well as resources located within other libraries
- Academic databases of electronic reserves
- A full listing of academic journals available electronically
- Access to reference e-books, course reserves, and Spinelli Archives
- Resources through InterLibrary Loan
- An information desk staffed with specialists
- Research tutorials
- A Writing Center staffed with individuals that assist both undergraduate and graduate students
- An office (Plymouth Academic Support Services) dedicated to supporting students with disabilities
- Resources in learning technology and online education

Technical Support

Plymouth State University offers a variety of learning technologies and online education resources. Information Technology Services (ITS) provides web development, technology infrastructure, system maintenance, client computing, and overall system support and advice. ITS also serves as the primary contact for student and faculty questions concerning the Learning Management System (Moodle), the e-portfolio system (Mahara), SMART Boards, and any other technology used for teaching and learning at PSU.

Financial Aid, Graduate Assistantships, and Student Scholarships

Students are encouraged to contact the financial aid office at <http://www.plymouth.edu/graduate/admissions/financial-aid/> for more information about financing graduate school. A few small graduate scholarships are available each year as are a few opportunities to serve as a graduate assistant or adjunct instructor. Applications are due by April 1st for Fall of each year. Please refer to this website for assistantship applications: <http://www.plymouth.edu/graduate/admissions/financial-aid/assistantships/> and this site for

scholarship applications: <http://www.plymouth.edu/graduate/admissions/financial-aid/scholarships/>.

Professional Organizations

Students are encouraged to join and become active in professional organizations. Attending annual conferences, presenting at conferences, joining subcommittees, participating in research, and reading professional journals are excellent means by which to deepen and solidify professional identity and skills.

The three primary counseling associations include the American Counseling Association (ACA), the American School Counselor Association (ASCA), and the American Mental Health Counselors Association (AMHCA). The primary professional association for school psychologists is the National Association of School Psychologists (NASP). Descriptions of each association and associated benefits are included below.

American Counseling Association (ACA)

www.counseling.org

As stated on their website, the American Counseling Association's mission statement is to "enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity." ACA offers many benefits to its members. By joining the association, students may:

- Attend and present at annual conferences
- Earn continuing education credits (both at the conference and online)
- Read professional journals and publications
- Participate in annual ethics competitions
- Join various subcommittees
- Participate in annual essay contests
- Earn scholarship funds
- Participate in dialogue about emerging issues in the field
- Gain access to career resources
- Participate in advocacy efforts on behalf of the organization
- Obtain professional liability insurance

American School Counselor Association (ASCA)

<http://www.schoolcounselor.org/>

The American School Counselor Association "supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society" (directly from website). With membership, students may:

- Attend and present at annual conferences
- Participate in webinar series
- Obtain career information and resources

- Participate in grant competitions
- Participate in dialogue about emerging issues in the field
- Network with other professionals
- Participate in research

American Mental Health Counselors Association (AMHCA)

<http://www.amhca.org/>

The mission of the American Mental Health Counselors Association is to “enhance the profession of clinical mental health counseling through licensing, advocacy, education and professional development” (directly from website). With membership in AMHCA, students may:

- Attend and present at annual conferences
- Affect public policy
- Participate in continuing education opportunities
- Participate in mentorship programs
- Obtain career information and resources
- Participate in graduate student committees
- Gain access to mental health counseling products and publications

National Association of School Psychologists (NASP)

http://www.nasponline.org/about_nasp/index.aspx

According to their website, the National Association of School Psychologists “represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.” With membership in NASP, students have opportunities to:

- Attend and present at annual conferences
- Gain access to periodicals and publications
- Connect with other professionals
- Advocate on behalf of the profession
- Participate in student development opportunities
- Apply for scholarships, research awards, and loan forgiveness
- Obtain career information and resources

In addition to ACA, ASCA, AMHCA, and NASP, there are many other professional associations that may be of interest to students depending on their areas of specialty. The following is a list of some of these organizations.

National Professional Organizations

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://counselorsforsocialjustice.com/>

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

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

American Rehabilitation Counseling Association (ARCA) <http://www.arcaweb.org/>

Association for Spiritual, Ethical & Religious Values in Counseling (ASERVIC)
<http://www.aservic.org/>

International Association of Marriage and Family Counselors (IAMFC)
<http://www.iamfconline.com/>

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

American Psychology Association Division 16 <http://www.indiana.edu/~div16/>

State Professional Organizations

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

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

New Hampshire Association of School Psychologists (NHASP) <http://www.nhaspweb.org/>

Vermont School Counselor Association (VTSCA)
<http://vtsca.cloverpad.org/>

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

Maine Clinical Counselors Association (MCCA) <http://www.mcca-info.org/>

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

Other Professional Counseling Organizations

North Atlantic Region Association for Counselor Education and Supervision (NARACES)
<http://www.naraces.org/>

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
<http://www.cacrep.org/template/index.cfm>

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

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Addictions Counseling Resources

National Association of Alcohol & Drug Abuse Counselors
www.naadac.org

The Code of Ethics for Addiction Counselors
www.naadac.org/membership/code-of-ethics

New Hampshire Alcohol & Drug Abuse Counselors Association
www.nhadaca.org

Volunteer Opportunities in Plymouth, NH

In addition to membership in professional associations, students are encouraged to volunteer in the community. Volunteering one's service is a beneficial way to deepen understanding of the helping professions.

Pemi Youth Center <http://www.pemiyouthcenter.org/>

The Bridge House <http://www.tbhshelter.org/index.htm>

Voices Against Violence http://voicesagainstviolence.net/?page_id=60

Parenting education programs in prisons.
Contact Dr. Leo Sandy at lsandy@plymouth.edu

Contact Information

Counselor Education & School Psychology Chair/School Counseling Program Coordinator

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Counselor Education & School Psychology Administrative Assistant

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tbd@

Agreement Contract

To be placed in student's file.

I, _____, have received and read the Student Handbook from the Plymouth State University Counselor Education and School Psychology Department. 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 e-mail 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 and School Psychology Department. If I change my phone number or address, I will let the Department know.

I understand that I am obligated to abide by ethical standards as outlined in my profession. I 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.

Printed Name

Signature

Date