Department of Counselor Education and School Psychology

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

Student Handbook

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

* Programs in School Counseling and Mental Health Counseling Accredited under the 2009 CACREP Standards

Revised August 2015
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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. Plymouth State University was founded in 1871 as an institution for teacher training. Today, PSU is a rich, student-focused learning environment that offers 55 undergraduate majors and 6 graduate degrees with over 75 concentrations and 23 certificate programs. The Counselor Education and School Psychology Department offers Masters of Science, Education and Arts, a Certificate of Graduate Study (CAGS), graduate certificate, and professional certification programs. We are located on the 3rd floor of Samuel Read Hall Building.

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 Education, Health, and Human Services 2015-2016 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, CFT 5030, or SY 6010 instructor. He or she will place the signed sheet in your file.

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

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An Overview of Department Programs and 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 coursework 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.

Couples and Family Therapy

The Plymouth State University (PSU) Master of Science (MS) in Couples and Family Therapy provides the knowledge and skills needed to become licensed marriage and family therapist and an American Association of Marriage and Family Therapy (AAMFT) Clinical Fellow. This 60-credit degree program and 15 credit degree certificate prepares graduates for work in private practice, counseling centers, mental health agencies, hospitals, family service clinics, shelters, and other settings.

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and state departments for children and family services. The PSU program provides students with the education and clinical training to provide therapy to adults, adolescents, children, and groups, and in-depth study and clinical practice in couple, family, parenting, and network therapeutic modalities.

Couples and family therapy is one of the core mental health disciplines, and is based on the research and theory that mental illness and family issues are best treated in a systemic context. Therapists in this area, focus on understanding their clients’ symptoms and interaction patterns within their existing environment. All licensed marriage and family therapists are trained and licensed to, independently, treat mental health, relationship, and substance abuse issues within an individual, couple, and family format.

In practice, marriage and family therapists primarily help with relationships and interaction from a systemic perspective. Thus, the practice of marriage and family therapy requires special conceptualization and procedures that are different from individually oriented therapies. It is the specific expertise in interpersonal relationships, interaction, and systems theory that qualifies a professional as a marriage and family therapist. Additionally, the PSU Couples and Family Therapy program provides practitioners with useful, research-based tools and techniques to help couples, families, parents, children, and adolescents through a variety of social, emotional, behavioral, and learning difficulties.

**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, and 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

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- Provide individual or group counseling to help resolve social 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
- Use evidence-based research to develop and/or recommend effective academic or behavioral interventions.

School psychologists are highly prepared in psychology, education, and counseling. 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).

**Human Relations**

The Master of Arts (MA) in Human Relations 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, and business professionals. The program is built on foundational core courses in human development, social behavior and diversity, research design, counseling or educational theories, and a practicum field experience.

**Personal and Organizational Wellness**

The Master of Arts (MA) in Personal and Organizational Wellness provides adult learners with opportunities for personal and professional growth based in a holistic perspective of the human experience. The concepts and applications of good intention, open mind, and compassionate heart provide the foundations for course work. Personal and/or organizational applications of
transpersonal and global awareness will be explored and developed in a rigorous academic context. Learners are provided with intensive, community-based experiential learning opportunities and a contemplative approach for examining the paradigms of personal and organizational transformation and healing. This program is appropriate for professionals across many disciplines, including business, government, social services, allied health, education, science, and leadership.

**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 initial CACREP accreditation in January 2007. Since that time, the department has changed the name of the Mental Health Counseling concentration to Clinical Mental Health Counseling in anticipation of the 2009 CACREP Standards. The Counseling Programs are accredited through March, 2017.

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 (NCE) 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.

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Counselor Education and School Psychology Departmental Structure

Department Vision, Mission and Process Statements

Vision

The Department envisions a world where there is more social justice 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.

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 2006

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

Clinical Mental Health Counseling Graduates:
Percent employed in Mental Health and Related Fields: 90%

School Counseling Graduates:
Percent employed as School Counselors: 83%

School Psychology Graduates:
Percent employed as School Psychologists: 100%

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**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 Program 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.

**Counselor Education Core Courses**

The Counselor Education department is made up of Clinical Mental Health Counseling and School Counseling. Both tracks of study include a core group of counseling courses, and a group of specialty courses related to the chosen field. The core courses must be taken by both school counseling students and clinical mental health counseling students. The core courses, as well as the term and days that they were offered in the 2014-2015 school year are listed below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class was Scheduled in 2014-2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5010</td>
<td>Professional Orientation, Ethics, and Advocacy</td>
<td>3</td>
<td></td>
<td>F, Sp</td>
<td>Fall(Tues&amp;Sat); Spring(Mon)</td>
</tr>
<tr>
<td>CO 5020</td>
<td>Counseling Skills</td>
<td>3</td>
<td>CO 5010</td>
<td>F, Sp, SuEven</td>
<td>F(Wed); Sp (Thur); SuEven(TBD)</td>
</tr>
<tr>
<td>CO 5040</td>
<td>Social Behavior and Diversity</td>
<td>3</td>
<td>F, Sp, Su</td>
<td>F&amp;SP(Tues); Su(Tues&amp;Thurs)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Days</td>
<td>Corequisites</td>
<td>Schedule</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>CO 5050</td>
<td>Advanced Human Development</td>
<td>3</td>
<td>W, Su</td>
<td></td>
<td>Sat (hybrid)</td>
</tr>
<tr>
<td>CO 5070</td>
<td>Research Design for the Helping Professions</td>
<td>3</td>
<td>F, W, Sp</td>
<td>CO 5010 (or coreq.)</td>
<td>Fall(Thurs Hybrid); W&amp;Sp(Wed hybrid)</td>
</tr>
<tr>
<td>CO 5230</td>
<td>Career Counseling and Development</td>
<td>3</td>
<td>W, SuOdd</td>
<td></td>
<td>W (Mon); SuOdd(TBD)</td>
</tr>
<tr>
<td>CO 5260</td>
<td>Theories of Counseling and Personality</td>
<td>3</td>
<td>F, Su</td>
<td></td>
<td>F (Mon); Su (TBD)</td>
</tr>
<tr>
<td>CO 5430</td>
<td>Assessment and Consultation</td>
<td>3</td>
<td>CO 5010</td>
<td></td>
<td>Sp(Thur); SuEven(TBD)</td>
</tr>
<tr>
<td>CO 5460</td>
<td>Group Counseling</td>
<td>3</td>
<td>W, SuOdd</td>
<td>CO 5010 (or coreq.); CO 5260 (or coreq.)</td>
<td>W(Tues); SuOdd(TBD)</td>
</tr>
<tr>
<td>CO 5100</td>
<td>Practicum</td>
<td>3</td>
<td>F, Sp</td>
<td>All courses and Intent to Enroll form submitted</td>
<td>F(Tues); Sp(Wed)</td>
</tr>
<tr>
<td>Total Core Credits:</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Days that courses are offered are subject to change!! This schedule lists the days on which the classes have been offered in the most recent terms. This is NOT a guarantee of when classes will be offered, but is provided as a guide to help with student class scheduling and program design. Please check http://www.plymouth.edu/webapp/course-search/ to determine the exact day the course will be offered in the upcoming term.

**School Counseling Program: Objectives, Courses, and Certifications**

**School Counseling Program (CACREP Accredited)**

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. Students need to take and pass the Praxis Core exam in order to eligible for state certification. Once that requirement is met, students are eligible upon graduating from the Master’s program to apply for and gain certification as a K-12 school counselor in the state of New Hampshire. The certification is reciprocal with most contiguous states, although Maine requires a specific course in special education. 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.

Revised August 2015
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 Specialty Courses

In addition to the Counselor Education Core Courses listed above, School Counseling students must also complete the following specialty courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class was Scheduled in 2014-2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5030</td>
<td>Foundations of School Counseling</td>
<td>3</td>
<td>CO 5010</td>
<td>F</td>
<td>F(Thurs)</td>
</tr>
<tr>
<td>CO 5650</td>
<td>Critical Issues in Schools</td>
<td>3</td>
<td>CO 5010</td>
<td>F</td>
<td>F(Sat. hybrid)</td>
</tr>
<tr>
<td>CO 5780</td>
<td>Working with Youth and Systems</td>
<td>3</td>
<td>CO 5010, CO 5260, CO 5050, CO 5020, or permission of the instructor.</td>
<td>Sp, Su(Odd)</td>
<td>Sp(Mon); Su(TBD)</td>
</tr>
<tr>
<td>CO 5080</td>
<td>The Counselor in the Classroom</td>
<td>3</td>
<td>For students without teaching experience</td>
<td>W</td>
<td>W(Wed)</td>
</tr>
<tr>
<td>CO 5850</td>
<td>Seminar and Internship in School Counseling</td>
<td>6</td>
<td>All courses and Intent to Enroll form submitted</td>
<td>F, W, Sp</td>
<td>F(Thurs); W(Thurs); Sp(Thur)</td>
</tr>
<tr>
<td>****</td>
<td>Elective</td>
<td>3</td>
<td>For students with teaching experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Counselor Education Core Credits 30

School Counseling Specialty Credits 18

Total Credits Required for School Counseling Degree 48
Certification

Prior to completing and internship, school counseling candidates must demonstrate basic skills in reading, writing, and mathematics by passing the Praxis Core Academic Skills for Educators exam. The NH Department of Education determines the passing scores. For more information on the certification process, please visit the following website:

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 (LCMHCs) 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. Students may extend their internship to 900 hours as needed to meet other states’ licensing requirements.

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:

Revised August 2015
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 Specialty Courses**

In addition to the Core Counselor Education courses listed above, Clinical Mental Health Counseling students must also complete the following specialty courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class was scheduled in 2014-2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5130</td>
<td>Psychopharmacology and the Biological Basis of Mental Health</td>
<td>3</td>
<td></td>
<td>Sp, SuEven</td>
<td>SP(Mon); SuEven(TBD)</td>
</tr>
<tr>
<td>CO 5600</td>
<td>Foundations of Mental Health Counseling</td>
<td>3</td>
<td>CO 5010</td>
<td>W</td>
<td>W (Mon)</td>
</tr>
<tr>
<td>CO 5670</td>
<td>Working with Children and Families</td>
<td>3</td>
<td>CO 5010; CO 5260</td>
<td>Sp</td>
<td>Sp(Tues)</td>
</tr>
<tr>
<td>CO 5710</td>
<td>Crisis and Trauma Counseling</td>
<td>3</td>
<td>CO 5010</td>
<td>F</td>
<td>F(Wed)</td>
</tr>
<tr>
<td>CO 5720</td>
<td>Addictions and Related Disorders</td>
<td>3</td>
<td>CO 5010</td>
<td>Sp</td>
<td>Sp (Wed. hybrid)</td>
</tr>
<tr>
<td>CO 5770</td>
<td>Psychopathology: Disorders of Childhood, Adolescence, and Adulthood</td>
<td>3</td>
<td>F, SuEven</td>
<td>F(Mon. hybrid); SuEven (TBD)</td>
<td></td>
</tr>
<tr>
<td>CO 5790</td>
<td>Assessment, Diagnosis, and Treatment Planning</td>
<td>3</td>
<td>COS020; COS260; COS770</td>
<td>W</td>
<td>W(Thurs. hybrid)</td>
</tr>
<tr>
<td>CO 5880</td>
<td>Seminar and Internship in Mental Health Counseling</td>
<td>6-9</td>
<td>All courses and Intent to Enroll form</td>
<td>F, W, Sp, Su</td>
<td>F(Mon); W(Thurs); Sp(Thurs); Su(Thurs)</td>
</tr>
<tr>
<td>****</td>
<td>Elective(s)</td>
<td>3-6</td>
<td></td>
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</table>

**Counselor Education Core Credits**  30

**CMHC Specialty Credits**  27-30 (depends on seminar and internship credits: 6 or 9)

**Elective Credits**  3-6

**TOTAL credits required for CMHC Degree**  63

* Days that courses are offered are subject to change!! This schedule lists the days on which the classes have been offered in the most recent terms. This is NOT a guarantee of when classes will be offered, but is provided as a guide to help with student class scheduling and program design. Please check http://www.plymouth.edu/webapp/course-search/ to determine the exact day the course will be offered in the upcoming term.

Revised August 2015
New Hampshire State Clinical Mental Health Counseling Licensure 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.


Comprehensive Assessment: CPCE and Reflective Portfolio Requirements

All School Counseling and Clinical Mental Health Counseling 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 $50. 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 M.Ed and Professional Certification programs are required to complete a Reflective Portfolio in Mahara as part of their internship experience. This

Revised August 2015
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 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, Courses, and Certification**

**School Psychology Program**

The School Psychology program is designed for individuals who desire certification in School Psychology at the state and/or national level. The School Psychology program may 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 and psychological wellbeing of children in direct ways, but also through consultation and the initiation of systemic change. In addition, this program aims to nurture social and emotional development and increase democratic participation and intellectual curiosity in both graduate students and the students they serve. 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, students are expected to develop an electronic portfolio based on the New Hampshire state standards for school psychology and the NASP 2010 Practice Model. This portfolio will be reviewed and completed during Internship.

*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. Students need to take and pass the Praxis Core exam in order to graduate from the program.*

**School Psychology Program Objectives**

Students will demonstrate knowledge, skills, and competencies in the following domains as outlined in the NASP 2010 Model for Professional Practice:

- **Domain 1:** Data-Based Decision Making and Accountability
- **Domain 2:** Consultation and Collaboration
- **Domain 3:** Interventions and Instructional Support to Develop Academic Skills
- **Domain 4:** Interventions and Mental Health Services to Develop Social and Life Skills
- **Domain 5:** School-Wide Practices to Promote Learning

Revised August 2015
## School Psychology Schedule of Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class Was Scheduled in 2014-15*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5050</td>
<td>Advanced Human Development</td>
<td>3</td>
<td>W, Su</td>
<td>Sat (hybrid)</td>
<td></td>
</tr>
<tr>
<td>CO 5040</td>
<td>Social Behavior and Diversity</td>
<td>3</td>
<td>F, Sp, Su</td>
<td>F&amp;SP(Tues); Su(Tues&amp;Thurs)</td>
<td></td>
</tr>
<tr>
<td>CO 5070</td>
<td>Research Design for the Helping Professions</td>
<td>3</td>
<td>SY 6010 (or coreq.)</td>
<td>F, W, Sp</td>
<td>Fall(Thurs Hybrid); W&amp;S(Wed hybrid)</td>
</tr>
<tr>
<td>CO 5260</td>
<td>Theories of Counseling and Personality</td>
<td>3</td>
<td>F, Su</td>
<td>F (Mon); Su (TBD)</td>
<td></td>
</tr>
<tr>
<td>CO 5020</td>
<td>Counseling Skills</td>
<td>3</td>
<td>SY 6010</td>
<td>F(Wed); Sp (Thur); SuEven(TBD)</td>
<td></td>
</tr>
<tr>
<td>ED 5060</td>
<td>Theories of Learning and Cognitive Development</td>
<td>3</td>
<td>Spring, Summer</td>
<td>Sp(Wed hybrid); Su (TBD)</td>
<td></td>
</tr>
<tr>
<td>SE 5600</td>
<td>Language and Learning Disabilities</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Fall(Tues); Sp(online); Su (TBD)</td>
<td></td>
</tr>
<tr>
<td>CO 5130</td>
<td>Psychopharmacology and the Biological Basis of Mental Health</td>
<td>3</td>
<td>Sp, SuEven</td>
<td>Sp(Mon); SuEven(TBD)</td>
<td></td>
</tr>
<tr>
<td>SY 5300</td>
<td>Foundations and Multicultural Aspects of Parenting</td>
<td>3</td>
<td>Spring</td>
<td>Sat (hybrid)</td>
<td></td>
</tr>
<tr>
<td>SY 6010</td>
<td>Foundations of School Psychology</td>
<td>3</td>
<td>Fall</td>
<td>Fall(Thurs); Winter (online); Spring (Mon hybrid)</td>
<td></td>
</tr>
<tr>
<td>SE 5400</td>
<td>Classroom Intervention and Special Education Strategies</td>
<td>3</td>
<td>Fall, Winter, Spring</td>
<td>Fall(Thurs); Winter (online); Spring (Mon hybrid)</td>
<td></td>
</tr>
<tr>
<td>CO 5770</td>
<td>Psychopathology: Disorders of Childhood, Adolescence, and Adulthood</td>
<td>3</td>
<td>F, SuEven</td>
<td>F(Mon hybrid); SuEven (TBD)</td>
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</tr>
<tr>
<td>CO 5780</td>
<td>Working with Youth and Systems</td>
<td>3</td>
<td>SY 6010; CO 5260, CO 5020; CO 5050</td>
<td>Sp, SuOdd</td>
<td>Sp(Mon); Su(TBD)</td>
</tr>
<tr>
<td>SY 6200</td>
<td>Behavioral Assessment, Analysis, and Intervention</td>
<td>3</td>
<td>SY 6010</td>
<td>Spring</td>
<td>Sp(Wed hybrid)</td>
</tr>
<tr>
<td>SY 6300</td>
<td>Social/Emotional/Behavioral Assessment</td>
<td>3</td>
<td>SY 6010 and admittance into program</td>
<td>Spring</td>
<td>Sp (Mon)</td>
</tr>
<tr>
<td>SY 6400</td>
<td>Administering Individual Intelligence Tests</td>
<td>3</td>
<td>SY 6010 and admittance into program</td>
<td>Fall</td>
<td>Fall (Thurs)</td>
</tr>
<tr>
<td>SY 6500</td>
<td>Educational Testing and Consultation</td>
<td>3</td>
<td>SY 6010 and admittance into program</td>
<td>Winter</td>
<td>Winter(Tues)</td>
</tr>
</tbody>
</table>

Revised August 2015
### SY 6700
**Practicum I: Assessment, Intervention, and Consultation**
3 credits
- Most courses (May be taken concurrently with SY 6500) and Intent to Enroll form submitted
- Winter, Summer
- TBD

### SY 6710
**Practicum II: Integration and Case Studies**
3 credits
- Most courses (May be taken concurrently with SY 6300) and Intent to Enroll form submitted
- Spring, Summer
- TBD

### SY 6800
**School Psychology Internship and Seminar 4 credits per semester**
12 credits
- All courses and Intent to Enroll form submitted
- Fall, Winter, Spring, Summer
- TBD

**TOTAL CREDITS**
69

*Days that courses are offered are subject to change!! This schedule lists the days on which the classes have been offered in the most recent terms. This is NOT a guarantee of when classes will be offered, but is provided as a guide to help with student class scheduling and program design. Please check [http://www.plymouth.edu/webapp/course-search/](http://www.plymouth.edu/webapp/course-search/) to determine the exact day the course will be offered in the upcoming term.*

### Professional Certification in School Psychology

This non-degree program of study is for students who already have a Master’s degree in a related field who wish to become certified as school psychologists. The professional certification program is therefore flexible to meet the needs of incoming professionals. Prospective School Psychology Certification students show that they have met the necessary competencies by completing an electronic portfolio that documents NH state school psychology competencies. Prospective School Psychology students demonstrate competency by taking and passing the Praxis II exam and complete all required field experiences. It is the goal of the Counselor Education and School Psychology faculty to facilitate the professional certification process for interested and qualified students.
Couples and Family Therapy: Objectives, Courses, and Licensure

Couples and Family Therapy Program Objectives

Students in the 60 credit Master of Science (MS) in Couples and Family Therapy program develop the knowledge and skills needed to become a licensed marriage and family therapist and an American Association of Marriage and Family Therapy (AAMFT) Clinical Fellow. This program will prepare graduates to work in a variety of settings, including (but not limited to): private practice, counseling centers, mental health agencies, hospitals, family service clinics, shelters, and state departments for children and family services. According to the U.S. Labor Department, jobs in marriage and family therapy are expected to increase by more than 40 percent over the next decade (US News and World Report, 2014).

Students enrolled in the Couples and Family Therapy program typically have a passion for systemic work and believe that therapists produce better client outcomes when they apply therapies and techniques to system. Further, marriage and family therapists typically have a passion for working with children, families, couples, parents, groups, and individuals in a community based context. This high-impact form of therapy is an emphasis of the PSU Couples and Family Therapy Program, and upon graduation, students will find they are sought out for this niche in the mental health marketplace.

Couples and Family Therapy Schedule of Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class Was Scheduled in 2014-15*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFT 5010</td>
<td>Foundational Methods in Couples and Family Therapy</td>
<td>3</td>
<td></td>
<td>W</td>
<td>W(Wed hybrid)</td>
</tr>
<tr>
<td>CFT 5020</td>
<td>Current Issues in Couples and Family Therapy</td>
<td>3</td>
<td></td>
<td>W</td>
<td>W (TBD)</td>
</tr>
<tr>
<td>CFT 5030</td>
<td>Foundations and Ethics in Couples and Family Therapy</td>
<td>3</td>
<td></td>
<td>F</td>
<td>F(Tues hybrid)</td>
</tr>
<tr>
<td>CO 5020</td>
<td>Counseling Skills</td>
<td>3</td>
<td>CFT 5030</td>
<td>F, Sp, SuEven</td>
<td>F(Wed); Sp (Thur); SuEven(TBD)</td>
</tr>
<tr>
<td>CO 5040</td>
<td>Social Behavior and Diversity</td>
<td>3</td>
<td>F, Sp, Su</td>
<td>F&amp;SP(Tues); Su(Tues&amp;Thurs)</td>
<td></td>
</tr>
<tr>
<td>CO 5050</td>
<td>Advanced Human Development</td>
<td>3</td>
<td></td>
<td>W, Su</td>
<td>W&amp;S Su Sat (hybrid)</td>
</tr>
<tr>
<td>CO 5070</td>
<td>Research Design for the Helping Professions</td>
<td>3</td>
<td>CFT 5030</td>
<td>F, W, Sp</td>
<td>Fall(Thurs Hybrid); W&amp;S(Wed hybrid)</td>
</tr>
<tr>
<td>CO 5130</td>
<td>Psychopharmacology and the Biological Basis of Mental Health</td>
<td>3</td>
<td>Sp, SuEven</td>
<td>SP(Mon); SuEven(TBD)</td>
<td></td>
</tr>
<tr>
<td>CO 5260</td>
<td>Theories of Counseling and Personality</td>
<td>3</td>
<td>F, Su</td>
<td>F (Mon); Su (TBD)</td>
<td></td>
</tr>
<tr>
<td>SY 5300</td>
<td>Foundations and Multicultural Aspects of Parenting</td>
<td>3</td>
<td>Sp</td>
<td>Sp (Sat hybrid)</td>
<td></td>
</tr>
<tr>
<td>CO 5430</td>
<td>Assessment and Consultation</td>
<td>3</td>
<td>CFT 5030</td>
<td>Sp, SuEven</td>
<td>Sp(Thur); SuEven(TBD)</td>
</tr>
<tr>
<td>CO 5670</td>
<td>Working with Children and Families</td>
<td>3</td>
<td>CFT 5030; CO 5260</td>
<td>Sp</td>
<td>Sp(Tues)</td>
</tr>
<tr>
<td>CO 5720</td>
<td>Addictions and Related Disorders</td>
<td>3</td>
<td>Sp</td>
<td>Sp (Wed. hybrid)</td>
<td></td>
</tr>
<tr>
<td>CO 5770</td>
<td>Psychopathology: Disorders of Childhood, Adolescence and Adulthood</td>
<td>3</td>
<td>F, SuEven</td>
<td>F(Mon. hybrid); SuEven (TBD)</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 2015
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5700</td>
<td>Working with Youth and Systems</td>
<td>3</td>
<td>CO 5700, CO 5720, CO 5740, or permission of the instructor.</td>
<td>Sp, Su(odd)</td>
</tr>
<tr>
<td>CO 5790</td>
<td>Assessment, Diagnosis, and Treatment Planning</td>
<td>3</td>
<td>CO 5020; COS 5260; COS 5770</td>
<td>W</td>
</tr>
<tr>
<td>CO 5100</td>
<td>Practicum</td>
<td>3</td>
<td>All courses and Intent to Enroll form submitted</td>
<td>F, Sp</td>
</tr>
<tr>
<td>CFT 5900</td>
<td>Seminar and Internship in CFT</td>
<td>9</td>
<td>All courses and Intent to Enroll form submitted</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits 60**

* Days that courses are offered are subject to change!! This schedule lists the days on which the classes have been offered in the most recent terms. This is NOT a guarantee of when classes will be offered, but is provided as a guide to help with student class scheduling and program design. Please check http://www.plymouth.edu/webapp/course-search/ to determine the exact day the course will be offered in the upcoming term.

**New Hampshire State Marriage and Family Therapy Licensure Requirements**

**330-A:21 Marriage and Family Therapists.** – The board shall issue a marriage and family therapist license to any person who meets all of the following requirements or their equivalent:

I. Has a master's degree or a doctorate degree in marriage and family therapy from a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education, or has a master's degree or a doctorate degree with a concentration in the field of marriage and family therapy from a regionally accredited institution, or has clinical membership in the American Association for Marriage and Family Therapy.

II. Has passed the national proctored examination of the Association of Marital and Family Therapy Regulatory Boards.

III. Has completed a minimum of 2 years of post-master's experience in a mental health counseling setting, including completion of a minimum of 1,000 hours of supervised practice of marriage and family therapy under supervision approved by the American Association of Marriage and Family Therapy or the board, and has completed 200 hours of face-to-face supervision by a supervisor approved by the American Association of Marriage and Family Therapy or the board. Supervision standards shall be equivalent to an American Association of Marriage and Family Therapy approved supervisor, or approved alternate supervision as defined by the American Association of Marriage and Family Therapy Commission on Supervision.

Revised August 2015
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 Schedule of Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Terms Offered</th>
<th>Day Class Was Scheduled in 2014-15*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 5090</td>
<td>Introduction to Human Relations</td>
<td>3</td>
<td>Sp</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>CO 5050</td>
<td>Advanced Human Development</td>
<td>3</td>
<td>W, Su</td>
<td></td>
<td>Sat (hybrid)</td>
</tr>
<tr>
<td>CO 5040 or</td>
<td>Social Behavior and Diversity</td>
<td>3</td>
<td>F, Sp, Su</td>
<td>F&amp;SP(Tues); Su(Tues&amp;Thurs)</td>
<td></td>
</tr>
<tr>
<td>or ED 5000</td>
<td>or Social Behavior in a Diverse Society</td>
<td></td>
<td></td>
<td>F, W, Sp, Su</td>
<td></td>
</tr>
<tr>
<td>CO 5070 or</td>
<td>Research Design for the Helping Professions</td>
<td>3</td>
<td>F, W, Sp</td>
<td>Fall(Thurs Hybrid); W&amp;Sp(Wed hybrid)</td>
<td></td>
</tr>
<tr>
<td>or ED 5030</td>
<td>Research Design</td>
<td></td>
<td>F, W, Sp, Su</td>
<td>F(Thurs); W(Tues hybrid &amp;Online); Sp(Thurs hybrid &amp;online); Su(Online)</td>
<td></td>
</tr>
</tbody>
</table>
The Master of Arts (MA) in Personal and Organizational Wellness provides adult learners with an opportunity for personal, intellectual, and professional growth and development through a curriculum based in a holistic perspective of the human experience. The concepts and applications of good intention, open mind and compassionate heart provide the foundations for course work. Personal and/or organizational applications of transpersonal and global awareness will be explored and developed in a rigorous academic context. Learners are provided with intensive, community-based experiential learning opportunities and a contemplative approach for examining the paradigms of personal and organizational transformation and healing. This program is appropriate for growth-oriented individuals, professionals from business, government, and social services, allied health, education, science, and those in leadership roles.

**Note:** Licensed Registered Nurses may gain contact hours (CEUs) for courses in this program. One academic credit equals 15 contact hours in New Hampshire. Please consult an advisor for more information.

### Personal and Organizational Wellness Program Objectives

1. Articulate health concepts that consider the whole person—physical, emotional, mental, social, intellectual and spiritual.
2. Identify health concepts that positively impact organizations.
3. Investigate the difference between healing and curing, and the interface of alternative and conventional approaches to health and healing.
4. Analyze, design, and implement research methods.
5. Examine the expanding paradigms of personal and organizational wellness.
6. Discuss and apply transformational skills for the individual and for organizations.

The MA in Personal and Organizational Wellness has two concentrations:

**Revised August 2015**
- Organizational Approaches to Transformation and Healing (OATH)
- Personal Approaches to Transformation and Healing (PATH)

PATH and OATH Schedule of Required Course Offerings

<table>
<thead>
<tr>
<th>Core Courses (required for all PATH and OATH students)</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>PreReqs</td>
<td>Terms Offered</td>
</tr>
<tr>
<td>HH 5180</td>
<td>Exploring Personal and Organizational Health</td>
<td>3</td>
<td></td>
<td>Sp</td>
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<tr>
<td>OH 5180</td>
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<tr>
<td>BU 5180</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>HH 5570</td>
<td>Mindfulness Meditation: Theory and Practice</td>
<td>3</td>
<td>W, Su</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>CO 5570</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH 5590</td>
<td>Transpersonal Psychology</td>
<td>3</td>
<td>Sp</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>CO 5590</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH 5630</td>
<td>Transformational Inquiry and Collaborative Research</td>
<td>3</td>
<td>Sp</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>ED 6900</td>
<td>Graduate Capstone Project</td>
<td>3</td>
<td>All</td>
<td>Arranged</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>15</td>
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<table>
<thead>
<tr>
<th>PATH Component</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>PreReqs</td>
<td>Terms Offered</td>
</tr>
<tr>
<td>HH 5620</td>
<td>Spiritual Health</td>
<td>3</td>
<td></td>
<td>Su</td>
</tr>
<tr>
<td>CO 5620</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH 5610</td>
<td>Circle of Life</td>
<td>3</td>
<td>F</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>CO 5610</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH 5600</td>
<td>Energy, Body, and Health</td>
<td>3</td>
<td>Sp</td>
<td>Weekend Course</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
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<table>
<thead>
<tr>
<th>OATH Component</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>PreReqs</td>
<td>Terms Offered</td>
</tr>
<tr>
<td>OH 5100 or OH 5820</td>
<td>Full Spectrum Leadership</td>
<td>3</td>
<td>F</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>or BU 5820</td>
<td>Women as Leaders</td>
<td></td>
<td>F, Sp</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>OH 5400</td>
<td>Evolutionary Change for a Sustainable Future</td>
<td>3</td>
<td>F</td>
<td>Weekend Course</td>
</tr>
<tr>
<td>OH 5200</td>
<td>Creating Socially Responsible Organizations</td>
<td>3</td>
<td>F</td>
<td>Weekend Course</td>
</tr>
</tbody>
</table>

Revised August 2015
**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 licensure 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. As of January 2022, the state of NH will no longer license new CAGS students. Please see the 2015-2016 Graduate Catalog for more information (https://www.plymouth.edu/graduate/files/2015/07/Grad_Catalog2015-16.pdf)

**School Psychology**

The Certificate of Advanced Graduate Studies (CAGS) in School Psychology is designed for students who already have a master’s degree in a discipline related to school psychology. This degree program contains a minimum of 33 credits, but may include up to 57 credits depending on the relatedness to school psychology of the candidate’s previous master’s degree. Please see the School Psychology Master of Education program for a complete listing of courses needed to become certified as a school psychologist. Courses that meet NH Standards for school psychology certification are the same for MEd and CAGS programs. CAGS students are required to take and pass the PRAXIS II and complete an e-portfolio, practica, and 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.

Revised August 2015
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 that documents NH state school psychology competencies and by taking and passing the Praxis II exam and completing all required field experiences. 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 and qualified 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.

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 clinical master’s degree students with prior coursework in counseling children with the necessary 150-hour educational requirement to move toward acceptance as a Registered Play Therapist through the Association for Play Therapy.

Revised August 2015
Registered Play Therapists and Registered Play Therapist Supervisors are licensed or certified practitioners and/or those 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 Level Alcohol and Drug Counselor (MLADC) 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 in order 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. Department students are automatically enrolled in program and department email distribution lists. Students will regularly receive informational e-mails which include news and information about the Department. Students are responsible for checking their Plymouth e-mail accounts and reading the faculty and department staff emails.

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

Advisors, Curriculum Guides, 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 curriculum plan 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

Revised August 2015
Psychology Moodle page. Students admitted for Fall 2014 and later can follow their progress toward their degree on Degree Works, which is available from the PSU MyPlymouth web portal.

**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). 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.

**Counselor Education and School Psychology Faculty**

**Full-Time Counselor Education & School Psychology Faculty**

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Source of Highest Degree</th>
<th>Teaching Areas</th>
<th>Research and Professional Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gary Goodnough, Ph.D., National Certified Counselor, Licensed Clinical Mental Health Counselor</strong></td>
<td>University of Virginia</td>
<td>Foundations of School Counseling</td>
<td>Group Counseling in Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Counseling</td>
<td>Leadership and Advocacy in School Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Orientation, Ethics, and Advocacy</td>
<td>Career Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internship in School Counseling</td>
<td>Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal, Ethical and Professional Issues in Counseling</td>
<td>Preparing School Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Christina Flanders, Psy.D. Contract Faculty in School Psychology</strong></td>
<td>University of Southern Maine</td>
<td>Educational Assessment and Consultation</td>
<td>Evidence-based interventions in school settings for academic and social/emotional learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administering Individual Intelligence Tests</td>
<td>Principles of applied behavioral analysis to support behavioral management strategies in schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioral Assessment, Analysis, and Intervention</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 2015
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Courses</th>
<th>Specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Flynn, Ph.D.</td>
<td>University of Northern Colorado</td>
<td>Working with Children and Families, Working with Youth in Their Systems, Counseling Skills, Research Design for the Helping Professions, Assessment, Diagnosis, and Treatment Planning, Seminar and Internship in Clinical MH Counseling</td>
<td>Altruism and Self-Interest, Adventure-Based Counseling</td>
</tr>
<tr>
<td>Michael Mariska, Ph.D.</td>
<td>Idaho State University</td>
<td>Counseling Skills, Practicum, Theories of Counseling and Personality, Diversity</td>
<td>Counselor Education, Nonverbal Communication and Counseling, Neuroscience, Basic Skills Training, Empathy Development, and Self-Efficacy, Mindfulness and Acceptance</td>
</tr>
<tr>
<td>Leo Sandy, Ed.D.</td>
<td>Boston University</td>
<td>Advanced Human Development, Foundations &amp; Multicultural Parenting</td>
<td>Social Justice, Parent Involvement &amp; Education</td>
</tr>
</tbody>
</table>
Involvement and Education Certificate  
Professor (half-time)  

<table>
<thead>
<tr>
<th>Critical Issues in Schools</th>
<th>Peace Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Connecticut</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td>Foundations of School Psychology</td>
<td>Violence Prevention</td>
</tr>
<tr>
<td>Administering Individual Intelligence Tests</td>
<td>Ethics</td>
</tr>
<tr>
<td>Assessment and Consultation</td>
<td>The role and function of the School Psychologist</td>
</tr>
<tr>
<td>School Psychology Practicum I &amp; II</td>
<td></td>
</tr>
</tbody>
</table>

### Full-Time Faculty who Teach Counselor Education and School Psychology Courses

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Source of Doctoral Degree</th>
<th>Teaching Areas</th>
<th>Research and Professional Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Fischler, Ed.D. Professor</td>
<td>University of Colorado</td>
<td>Social Behavior and Diversity</td>
<td>Diversity Studies</td>
</tr>
</tbody>
</table>

### Counselor Education and School Psychology Teaching Lecturers

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Source of Highest Degree</th>
<th>Teaching Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Dyer, MSW, LICSW, LADC, RYT</td>
<td>Ohio State University</td>
<td>Addictions Treatment</td>
</tr>
<tr>
<td>Robin Hogan, M.Ed., CAGS,</td>
<td>Plymouth State University</td>
<td>Practicum</td>
</tr>
<tr>
<td>Shirley Jacob, M.Ed.</td>
<td>Plymouth State University</td>
<td>School Counseling Internship</td>
</tr>
<tr>
<td>Aimee Kolomick, M.Ed., LCMHC Registered Play Therapist Supervisor</td>
<td>Plymouth State University</td>
<td>Play Therapy</td>
</tr>
<tr>
<td>Christine Miller, Ed.M. LCMHC</td>
<td>Boston University</td>
<td>Psychopharmacology and the Biological Basis of Mental Health</td>
</tr>
<tr>
<td>Jeanette Nogales, M.Ed., CAGS, Licensed Clinical Mental Health Counselor</td>
<td>Plymouth State University</td>
<td>Crisis and Trauma</td>
</tr>
<tr>
<td>Dee Dee Nold, MSW, Registered Play Therapist-Supervisor</td>
<td>Barry University</td>
<td>Play Therapy</td>
</tr>
<tr>
<td>Phillip Sanguedulce, Psy.D. NH Certified School Psychologist</td>
<td>Antioch NE Graduate School</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>Jonas Taub, MA NH Certified School Psychologist</td>
<td>Bradley University</td>
<td>School Psychology Internship Social Emotional Assessment</td>
</tr>
</tbody>
</table>

Revised August 2015
Robert Ulman, M.Ed.  
LCMHC, Master Licensed Alcohol and Drug Counselor (MLDAC)  
University of Maine, Orono  
Addictions and Related Disorders

John Webb, M.Ed.  
University of New Hampshire  
Group Counseling

Peter Whelley, MS  
NASP-Certified School Psychologist  
University of Dayton  
Administering Individual Intelligence Tests

Jennifer Whitcher, M.Ed., LCMHC  
Plymouth State University  
Practicum

<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Source of Highest Degree</th>
<th>Teaching Areas</th>
</tr>
</thead>
</table>
| Nancy Puglisi, Ph.D.         | Union Institute and University                | Mindfulness Meditation:  
                             |                                                               | Theory and Practice  
                             |                                                               | Full Spectrum Leadership  
                             |                                                               | Spiritual Health  
                             |                                                               | Exploring Personal and Organizational Health  
                             |                                                               | Women as Leaders  
| Rebecca Brown, Ed.D.         | Brigham Young University                      | Energy, Body and Health  
                             |                                                               | Women as Leaders  
| Pamela Clark, Ph.D.          | University of New Hampshire                   | Evolutionary Change for a Sustainable Future  
                             |                                                               | Work as a Personal Journey  
                             |                                                               | Transformational Inquiry and Collaborative Research  
                             |                                                               | Transpersonal Psychology  
| Annette Holba, Ph.D.         | Duquesne University                           | Creating Socially Responsible Organizations  
| Regina Kelly, Ph.D.          | San Diego University for Integrative Studies | The Circle of Life  
                             |                                                               | Transpersonal Psychology  
| Judith Lister, Ed.D.         | UMass Amherst                                 | Creating Socially Responsible Organizations  
| Barbara McCahan, Ph.D.       | University of California, Santa Barbara       | Exploring Personal and Organizational Health  
                             |                                                               | Women as Leaders  

**Admissions Policy**

Admissions criteria include consideration of the applicant’s (1) potential success in forming effective and culturally skilled interpersonal relationships, (2) aptitude for graduate-level study, and (3) career goals. Admission into the Department’s programs involves a variety of processes where these criteria are assessed. Prospective students submit a formal application, three letters of recommendation, a letter of intent, their transcripts, and a resume. Applicants for the Counselor Education and School Psychology programs (but not Human Relations or Personal and Organizational Wellness) also participate in a Group Admissions Interview. This is a half-day event held four times a year and involves an informational session and an opportunity for faculty and prospective students to meet and learn about each other. It is also an opportunity for
faculty to assess prospective students’ potential for forming effective and culturally sensitive interpersonal relationships. Participation in the interview process is part of the application process; the application is not complete until the interview has taken place. An admissions decision will be made by the Counselor Education and School Psychology faculty upon completion of the full admissions process.

Prospective students are permitted to take up to 12 credits before completing the application process. However, it is important that students understand that successful completion of coursework is not a guarantee of admission into the Counselor Education and School Psychology Department. Further, federal financial aid is not available for students who have not been formally admitted. An admissions decision is rendered only after review of the prospective student’s application, which, except for Human Relations and Personal and Organizational Wellness, includes faculty evaluation of the candidate based on the group interview.

New Student Orientation

As part of their first course (either CO 5010, CFT 5030, 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, 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 a B 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 (https://www.plymouth.edu/graduate/files/2015/07/Grad_Catalog2015-16.pdf).

Counselor Education and School Psychology Policies

Plymouth State University’s Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which

Revised August 2015
students’ rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Counselor Education and School Psychology Monitoring and Dismissal Policy

Department 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 teaching lecturers. All students’ academic, personal, and professional progress is reviewed at the end of each academic term.

Academic Review

In accordance with the policy of the College of Education, Health, and Human Services, all graduate 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. School psychology students must earn a B or better in the assessment courses (SY 6300, SY 6400, SY 6500). Failure to do so will require repeating the course.

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 Dr. David Zehr, the Associate Vice President for Academic Affairs.

Revised August 2015
**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

<table>
<thead>
<tr>
<th>Does not meet target</th>
<th>Approaches target (acceptable)</th>
<th>Meets target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often dogmatic about own perspective and ideas</td>
<td>Amenable to discussion of perspectives other than own</td>
<td>Solicits others’ opinions and perspectives about own work</td>
</tr>
<tr>
<td>Shows resistance to learning new perspectives or ideas</td>
<td>Shows some receptiveness to learning new perspectives or ideas</td>
<td>Shows strong evidence of openness to learn new perspectives or ideas</td>
</tr>
</tbody>
</table>

### 2. Cognitive flexibility and acceptance of ambiguity

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

### 3. Cooperation

<table>
<thead>
<tr>
<th>Does not meet target</th>
<th>Approaches target (acceptable)</th>
<th>Meets target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities</td>
<td>Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities</td>
<td>Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities</td>
</tr>
</tbody>
</table>

Revised August 2015
<table>
<thead>
<tr>
<th>Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel</th>
<th>Demonstrates collaboration with peers, faculty, and/or site personnel</th>
<th>Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often fails to contribute own perspectives in cooperative activities</td>
<td>Sometimes contributes own perspectives in cooperative activities</td>
<td>Regularly contributes own perspectives in cooperative activities in a respectful manner</td>
</tr>
<tr>
<td>4. Reflectivity and use of feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Does not meet target</em></td>
<td><em>Approaches target (acceptable)</em></td>
<td><em>Meets target</em></td>
</tr>
<tr>
<td>Rarely seeks feedback</td>
<td>Sometimes seeks feedback</td>
<td>Actively seeks feedback</td>
</tr>
<tr>
<td>Infrequently receptive to feedback</td>
<td>Generally receptive to feedback</td>
<td>Receives, reflects, and responds to feedback effectively and appropriately</td>
</tr>
<tr>
<td>Infrequently engages in reflective practice regarding own content knowledge and behavior patterns</td>
<td>Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns</td>
<td>Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns</td>
</tr>
<tr>
<td>5. Awareness of own impact on others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Does not meet target</em></td>
<td><em>Approaches target (acceptable)</em></td>
<td><em>Meets target</em></td>
</tr>
<tr>
<td>Words and actions reflect little or no awareness for how others are impacted or influenced by one’s own speech or behavior</td>
<td>Demonstrates effort to determine how own words and actions impact or influence others</td>
<td>Consistently and accurately recognizes how own words and actions impact or influence others</td>
</tr>
<tr>
<td>6. Cultural awareness and diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Does not meet target</em></td>
<td><em>Approaches Target (acceptable)</em></td>
<td><em>Meets Target</em></td>
</tr>
<tr>
<td>Shows little understanding or appreciation for one’s own cultural heritage or for the cultural differences of others</td>
<td>Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others</td>
<td>Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own</td>
</tr>
</tbody>
</table>

Revised August 2015
### 7. Managing conflict

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

### 8. Personal responsibility

<table>
<thead>
<tr>
<th>Does not meet target</th>
<th>Approaches target (acceptable)</th>
<th>Meets target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggles with punctuality, preparedness, and meeting deadlines</td>
<td>Generally punctual, prepared, and meets deadlines</td>
<td>Punctual, prepared, and meets all deadlines</td>
</tr>
<tr>
<td>Shows little evidence of taking personal responsibility for expanding own knowledge base</td>
<td>Generally takes personal responsibility for expanding own knowledge base</td>
<td>Regularly takes personal responsibility for expanding own knowledge base</td>
</tr>
<tr>
<td>Tends not to accept personal responsibility for mistakes, frequently blames others</td>
<td>Generally accepts personal responsibility for mistakes</td>
<td>Accepts personal responsibility for mistakes</td>
</tr>
</tbody>
</table>
### 9. Emotional self-expression

<table>
<thead>
<tr>
<th>Does not meet target</th>
<th>Approaches target (acceptable)</th>
<th>Meets target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner</td>
<td>Generally articulates own feelings in an effective and appropriate manner</td>
<td>Consistently articulates the full range of own feelings in an effective and appropriate manner</td>
</tr>
<tr>
<td>Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions</td>
<td>Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions</td>
<td>Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively</td>
</tr>
<tr>
<td>Infrequently or inadequately demonstrates skillful self-disclosure</td>
<td>Generally demonstrates skillful self-disclosure</td>
<td>Regularly demonstrates skillful self-disclosure</td>
</tr>
</tbody>
</table>

### 10. Attention to professional, ethical, and legal considerations

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

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

### 12. Academic Performance

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

A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. Please see a sample of the student monitoring form below.
### 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 teaching lecturers at the conclusion of each academic term. The form can also be found on the Counselor Education and School Psychology Department Moodle page.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Faculty:</td>
</tr>
</tbody>
</table>

**Student Monitoring Dimensions**

<table>
<thead>
<tr>
<th>Student Monitoring Dimensions</th>
<th>1 Does not meet target</th>
<th>2 Approaches target</th>
<th>3 Meets target</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Openness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>2. Cognitive flexibility and acceptance of ambiguity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>3. Cooperation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>4. Reflectivity and use of feedback</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>5. Awareness of own impact on others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>6. Cultural awareness and diversity</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>7. Managing conflict</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>8. Personal responsibility</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>9. Emotional self-expression</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>10. Attention to professional, ethical, and legal considerations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>11. Initiative, motivation, and engagement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>12. Academic performance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Revised August 2015
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 own lives. The benefits of personal counseling for counselors in training are many. Not only does it encourage the reflective practice necessary to become an effective counselor, but it also provides a different perspective of the counseling process when approached from the role of the client. The faculty strongly encourages all Counselor Education and School Psychology students to participate in personal counseling.

There are a variety of avenues through which a student in the Counselor Education and School Psychology department can seek counseling. Plymouth State University’s Counseling and Human Relations Center provides individual and group counseling, which is paid through student activity fees and imposes no additional cost to the student. To learn more, please visit http://www.plymouth.edu/office/counseling/.

While faculty encourages use of this resource, it is also understood that this may create a professional boundary issue for some. As such, please know that if a student seeks counseling through PSU’s Counseling and Human Relations Center, they will be ineligible for fieldwork, assistantship, or employment placement opportunities that may arise there. The Counseling and Human Relations Center will also ensure that Counselor Education and School Psychology Students will not receive counseling from faculty members or interns who also practice at the Counseling and Human Relations Center.

There are also other community resources, such as Genesis Behavioral Health, as well as counselors who privately practice in the community. Students who might be interested in seeking counseling are encouraged to speak to their advisor or another trusted faculty member for potential resources.

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 Education, Health, and Human Services 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.

Revised August 2015
Counselor Education and School Psychology students enroll in either Practicum (CO 5100) or the practicum courses in School Psychology. Students who pass the course(s) 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 capstone experience before graduation.

It is the policy of the Counselor Education and School Psychology Department that, pending a passing score on the Praxis Core Exams (and the Praxis II exam for School Psychologists), 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 National Clinical Mental Health Counseling Examination (NCMHCE) of the National Board of Certified Counselors, Inc., in addition to other requirements. See http://www.nh.gov/mhpb/index.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.

**Praxis Core Academic Skills for School Counselors and School Psychologists**

Effective July 1, 2015 the NH Department of Education requires all students enrolled in an educator preparation program leading toward educator certification are required to take and pass the PRAXIS Core Academic Skills for Educators Tests in reading, writing, and math prior to becoming certified. The minimum passing scores are as follows: reading 156, writing 162, math 150. A candidate for certification must pass all three tests. Should an individual fail one or more of the subtests (Reading #5712, Writing #5722, or Mathematics #5732), only the failed test(s) need to be retaken. Summative scores are maintained by ETS for a period of ten years. Candidates may be exempt if they passed another states’ basic skills testing for educators; OR performed at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing and mathematics such as, but not limited to, the SAT, GRE, or ACT.

**Praxis II Information**

School Psychology students are required to take and pass the Praxis II. This usually takes place after the practica and before or during the internship. The passing score is 147 for the NASP and the PSU school psychology program. Study materials and references are available on the NASP website (nasponline.org). Students are encouraged to form study groups to facilitate their preparation for this exam.

Revised August 2015
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: ____________

---

**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.”

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

---

**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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
<th>Example</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonverbal Communication</strong></td>
<td>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.</td>
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<tr>
<td><strong>Encouragers</strong></td>
<td>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).</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Example</td>
<td>Recommendation</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Vocal Tone</strong></td>
<td>Uses vocal tones appropriate for the session and goals. Communicates caring, acceptance, and congruence with the context of the session. Comprehends multicultural nuances in vocal tone and makes the appropriate adjustment.</td>
<td></td>
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</tr>
<tr>
<td><strong>Observation</strong></td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td><strong>Silence</strong></td>
<td>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).</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**GROUP SCORE:**

**ATTENDING SKILLS**

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 | Asks open questions that encourage client disclosure; understands types of questions (i.e., what, how, when, where, who, could, would); avoids overuse. |   |   |   |   |                                                                         |                 |
| Close-Ended Questioning | 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>
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
<th>Example</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification</td>
<td>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.”</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>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.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>Ties together multiple elements of client’s message, identifying themes or patterns; skill used as a tool for feedback or as a focusing method for interrupting client “storytelling.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Normalizing</td>
<td>Noting appropriately commonality of issues without inappropriately minimizing important issues. This often starts with phrases like, “It is normal” or “Most people would.”</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reflecting of Feelings</td>
<td>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).</td>
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</tr>
</tbody>
</table>

**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.                                                                 |   |   |   |   |    |         |                |

Revised August 2015
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
<th>Example</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediacy</td>
<td>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.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Challenging / Pointing out Discrepancies</td>
<td>Describes appropriately discrepancies, conflicts, and mixed messages apparent in the client’s feelings, thoughts, and action.</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Provides concrete and honest reactions based on observation of client’s behavior to foster awareness of how client appears to others.</td>
<td></td>
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</tr>
<tr>
<td>Reflecting Meaning and Values</td>
<td>Reflects underlying spoken or unspoken meanings (i.e., core experiences) accurately to client, in a manner that extends beyond paraphrasing.</td>
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</tr>
<tr>
<td>Reframing</td>
<td>Encourages client to see issue, feeling, or behavior from a different perspective to challenge client meaning effectively.</td>
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</tr>
<tr>
<td>Interpretation</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Self-Disclosure</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Psychoeducation</td>
<td>Provides psychoeducation for the purpose of awareness, clarification, and the achievement of goals; discusses pragmatic behaviors involved in thenewline content</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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.”

<table>
<thead>
<tr>
<th>Score</th>
<th>Description of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Superior ability to provide appropriate skills and techniques associated with various phases of counseling.</td>
</tr>
<tr>
<td>3</td>
<td>Excellent ability to provide appropriate skills and techniques associated with various phases of counseling.</td>
</tr>
<tr>
<td>2</td>
<td>Acceptable ability to provide appropriate skills and techniques associated with various phases of counseling.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>NA</td>
<td>Phases of counseling not applicable at this time.</td>
</tr>
</tbody>
</table>

**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...
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
<th>Example</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening the Session</strong></td>
<td>Warmly greets client, offers summary of last session (if applicable) and applies theoretically consistent transitions into the working part of session.</td>
<td></td>
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</tr>
<tr>
<td><strong>Directing the Session</strong></td>
<td>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.</td>
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</tr>
<tr>
<td><strong>Closing the Session</strong></td>
<td>Has timely ending of session, summarizes session, and plans for future sessions if needed.</td>
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<td></td>
</tr>
<tr>
<td><strong>Termination Session</strong></td>
<td>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</td>
<td></td>
<td></td>
<td></td>
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**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 storage device. **Cell phones, Tablets, and Computers are not acceptable recording mediums for 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**

There are a number of possible recording devices that can be used to meet course requirements. One product line suggestion is the SONY standard definition camcorders from the HDR Series, which are inexpensive and record movies MP4 format. Other options exist, and you are permitted to research and choose your own, but be advised that some of the cheaper camcorders can have issues. For example – students have found that the Samsung F90, while inexpensive, seems to only record video in 20-minute chunks, which is not suitable for counseling sessions. Please be sure your review specifications and product reviews carefully before you make a choice. Many camcorders come with tripods or the tripods can be purchased separately, and package deals are often available. To convert your recordings into a MOV, MP4, or WMV file, simply download the software that comes with your camcorder and once it starts installing, indicate the particular setting. Students are responsible for making sure their computer specifications are at minimum standards to playback video recordings in these formats.

**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, a cabinet with a 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

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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, or tape reviews should be submitted to the instructor via the secure Moodle drop box 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 is not promoted by the program.
- Students must not use flash drive online locking systems; 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 videotaped 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 page. Additionally, counseling students need to meet with the Clinical Experiences Coordinator (Dr. Mariska) 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 or school psychology liability insurance prior to being able to see clients in Practicum or Internship, or for school psychologists prior to working in schools. 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. One possible course of action is as follows: 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 Program or 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 academic integrity 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 CESP department chair. 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 Learning Commons (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 a 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 possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. 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 will be 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 will not be accepted and will 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 remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate. It is inappropriate to read, receive, or send text messages during class meetings.
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 Signature: ____________________________ Date: __________________

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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 counseling 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. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and 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 policy in this handbook to guide you in ethically dealing with these situations.

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 Learning Commons**

Students have access to a multitude of learning resources within the Plymouth State University’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 across the country
- 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/.

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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 “is the foundation that expands the image and influence of professional school counselors through advocacy, leadership, collaboration and systemic change. ASCA empowers professional school counselors with the knowledge, skills, linkages and resources to promote student success in the school, the home, the community and the world” (directly from website). With membership, students may:

- Attend and present at annual conferences
- Participate in webinar series

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• 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

American Association of Marriage and Family Therapy (AAMFT)

http://www.aamft.org
The American Association of Marriage and Family Therapy “has been involved with the problems, needs and changing patterns of couples and family relationships. The association leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public's needs are met by trained practitioners. The AAMFT provides individuals with the tools and resources they need to succeed as marriage and family therapists” (directly from website). With membership in AAMFT, students may:
• Connect to other AAMFT members for resources and professional connections
• Obtain career information and other resources
• Participate in online continuing education
• Receive free ethical consultation time
• Obtain free liability insurance
• Gain access to familytherapyresources.net, with complete magazine and journal articles dating back to 1960 that are relevant to the couples and family therapy field

National Association of School Psychologists (NASP)

http://www.nasponline.org/
According to their website, the National Association of School Psychologists “empowers school psychologists by advancing effective practices to improve students’ learning, behavior, and mental health.” With membership in NASP, students have opportunities to:
• Attend and present and annual conferences

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- 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

American Psychological Association (APA)
http://www.apa.org
The American Psychological Association is the leading scientific and professional organization representing psychology in the United States. The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives. Student membership in APA includes:
- Access to journals and online databases at substantial discounts
- Access to scholarships and awards
- Career information and other resources including APA’s Online Career Center: PsycCareers.
- Special APA Annual Convention rates
- Access to gradPsych – magazine for APAGS members
- Representation in Congress, state legislature, and in major social and educational institutions

In addition to ACA, ASCA, AMHCA, NASP, and APA 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://www.counselorsforsocialjustice.net/
- Association for Assessment and Research in Counseling (AAC): http://aarc-counseling.org/
- 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/
- Association for Play Therapy: http://www.a4pt.org/

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State and Regional Professional Organizations

- North Atlantic Region Association for Counselor Education and Supervision (NARACES): http://www.naraces.org/
- New Hampshire School Counselors Association (NHSCA): http://www.nhschoolcounselor.org/
- New Hampshire Association of Marriage and Family Therapists (NHAMFT): http://www.nhamft.org/
- Vermont School Counselor Association (VTSCA): http://vtsc.cloverpad.org/
- Vermont Mental Health Counselors Association (VTMHCA): http://www.vtmhca.org/
- Vermont Association of School Psychologists (VASP): http://www.vasponline.org/
- Maine School Counselor Association (MESCA): http://meschoolcounselor.org/
- Maine Association of Marriage and Family Therapy (MEAMFT): http://www.meamft.org/
- Maine Association of School Psychologists (MASP): http://masponline.net/
- Massachusetts School Counselor Association (MASCA): http://masca.org/
- Massachusetts Mental Health Counselors Association (MaMHCA) http://www.mamhca.org/
- Massachusetts Association of Marriage and Family Therapy (MAMFT): http://www.mamft.org/
- Massachusetts School Psychologists Association (MSPA): http://www.mspa-online.com/

Other Professional Counseling Organizations

- Council for Accreditation of Counseling and Related Educational Programs (CACREP): http://www.cacrep.org/
- National Board for Certified Counselors (NBCC): http://www.nbcc.org/

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 New Hampshire

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. For a searchable database of volunteer opportunities (in addition to the list...
below), please visit VolunteerNH’s website:

- The Bridge House: http://tbhshelter.org/
- CASA (Court-Appointed Special Advocates): For a list of CASA offices throughout New Hampshire and their contact information, please visit http://www.casanh.org/contact
- Child Health Services: Contact Volunteer Coordinator at (603) 668-6629
- Communities for Alcohol- and Drug-Free Youth (CADY): info@cadyinc.org or
  o (603) 536-9793
- Genesis Behavioral Health: Contact Kristen Welch, Director of Development and Communications, at (603) 524-1100 x445 or kwelch@genesisbh.com
- Lakes Region Community Services: Contact Nicole Lemelin at (603) 524-8811.
- Margret & H.A. Rey Center: Visit http://www.thereycenter.org/volunteer.html, contact programs@thereycenter.org, or call (603) 236-3308.
- Parenting education programs in prisons: Contact Dr. Leo Sandy at lsandy@plymouth.edu
- Pemi Youth Center: http://www.pemiyouthcenter.org/
- Voices Against Violence: http://www.voicesagainstviolence.net/

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Revised August 2015
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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 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 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