



STUDENT HANDBOOK

March 2018

Counselor Education & Student Affairs

Graduate Programs

Clinical Mental Health Counseling, M.S.

School Counseling PreK-6, M.S.

School Counseling 7-12, M.S.

Student Affairs, M.S.

**DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY (CSP)
UNIVERSITY OF NEBRASKA AT KEARNEY**

**COUNSELING/STUDENT AFFAIRS GRADUATE STUDENT
RESPONSIBILITY FORM**

I understand that I am responsible for the information presented in the Counselor Education Program (Clinical Mental Health Counseling, School Counseling-Elementary/Secondary or Student Affairs) Student Handbook.

I have reviewed these materials carefully; and if I have questions concerning these materials, I will ask for clarification from my assigned advisor or the Counselor Education or Student Affairs Graduate Program Chair.

I acknowledge that I have read, understand and agree to the Counselor Education and Student Affairs Program Student Handbook. I understand that I am responsible for all of the information presented therein.

Student's Printed Name

Student Signature

Date

Advisor Signature

Date

Distribution:

Original: CSP Department Student File

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COLLEGE OF EDUCATION
Department of Counseling & School Psychology

Welcome!

Congratulations on your admission to the Counselor Education Program in the Department of Counseling and School Psychology. We hope that our passion for serving children, adults, couples, families, schools and communities inspires you to achieve academic excellence and strong clinical skills. You are a part of what we believe is an outstanding group of graduate students who, like you, have shown through the admissions process that you have the potential for becoming a passionate, professional counselor. The counselor education faculty is honored to join you on your career journey and look forward to your contributions to our programs as you work to enhance your ability to be useful to others.

Again, welcome to our program and UNK. This is a warm and friendly university that is glad you're here. You have a supportive faculty and study body eager to get acquainted with you and ready to embrace your involvement in the program. The opportunities are here. Now it is up to you.

Sincerely,
Counselor Education Program Faculty
Department of Counseling and School Psychology
University of Nebraska at Kearney

Dr. Christine Chasek, Ph.D., LIMHP, LADC

Dr. David Hof, Ed.D., LIMHP

Dr. Grace Anne Mims, Ph.D., LIMHP, LPC,
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THE DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY UNIVERSITY OF NEBRASKA AT KEARNEY

History and Philosophy of the Department

Courses in the discipline were first offered during the late 1950's within the (then) Department of Education. It was not until the late 1960's that the program was housed within its own Department of Counseling and Educational Psychology. During the early 1970's, the program option for community counseling was added. A system of selective admissions was adopted in the early 1970's and the criteria for admission have continued to be modified since that time. In 1975, the Specialist Degree in School Psychology was approved.

The Department offers the Education Specialist Degree in School Psychology, the Master's Degree in Counseling with an emphasis in Clinical Mental Health Counseling School Counseling, and Student Affairs. The focus of the program is student-centered with the intention of helping students develop their own unique counseling style and the ability to create a therapeutic environment that promotes personal growth. The Department's ethical principles are: a) Do no harm, b) prevent harm, c) promote growth, and d) promote self-determination. The National Association of School Psychology (NASP) and American Counseling Association (ACA) Codes of Ethics and Standards of Practice guide faculty and students.

The Department of Counseling and School Psychology (CSP) offers professional training programs with more than 160 active graduate students working to complete Masters Degrees in School Counseling, Clinical Mental Health Counseling, Student Affairs, or the Specialist Degree in School Psychology. These programs meet the entry-level educational requirements for licensure by the Nebraska Department of Health and Human Services in mental health practice, and for endorsement by the Nebraska Department of Education in School Counseling or School Psychology.

The Department offers new challenges and opportunities for students interested in these fields. The focus of each program is student-centered with the goal of enabling students to develop their own unique professional style. Program graduates are working successfully in a wide range of important settings, such as: elementary and secondary schools, educational service units, college counseling centers, college student affairs divisions, private counseling agencies and practices, mental health centers and hospitals, and churches.

The Department promotes a field-based scientist/practitioner model of training that utilizes a collaborative approach, promoting the development of the consultative and cooperative skills necessary for graduates to work successfully in the profession. Interaction with practicing professionals and direct work with outstanding faculty are the focus of these educational experiences. Our success is related to three significant strengths: our students—we attract outstanding graduate students; our faculty—department faculty members offer a wide range of interests and expertise; our mission—involves working together to become even more effective at being useful to our clientele.

CSP Mission Statement

The Department of Counseling and School Psychology (CSP) promotes a field-based scientist/practitioner model in order to prepare culturally competent and compassionate professionals at the graduate level to provide service and leadership in school psychology, clinical mental health counseling, school counseling and student affairs. The focus of the scientist/practitioner model within the CSP department is to create practitioners who understand, critically evaluate and effectively use the research base within their profession in order to make decisions and guide practice. CSP is an interdisciplinary department committed to work towards equity and social justice within the College and University, our professions, and throughout the broader society. (revised January 2014).

CE Program Mission, Goals, Objectives, and Student Learning Outcomes

Graduate students will be engaged learners who meet and aspire to exceed the CACREP-based professional competencies and performance standard. CE program mission, goals, objectives and student learning outcomes for graduates of the University of Nebraska at Kearney Counselor Education program are based on the eight core areas of study and Clinical Mental Health Counseling program area standards as designated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Professional identity	Social & cultural diversity	Research & program evaluation	Human growth & development
Career development	Assessment	Helping relationships	Group work

CE Program Mission Statement

The mission of the Counselor Education Program at the University of Nebraska at Kearney is to graduate knowledgeable and clinically skilled professional counselors who are competent to work with and advocate for diverse clients in a variety of settings, with special emphasis in rural mental health. The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. (approved February 2014)

CE Program Goals, Objectives and Student Learning Outcomes (21 SLOs)

1. Counseling Discipline (SLO #4, 6, 8, 9, 10, 13, 14)

Graduates will have knowledge of theory and core concepts in the counseling discipline including:

4. Counseling culturally diverse populations and multicultural competencies
6. Human development theories, the impact of atypical development resilience/wellness factors, crisis/trauma, and neurobiological behavior
8. Theories of addiction and addictive behaviors
9. Career development, theories, and assessments
10. Major individual, group, couple, and family counseling theories and their use in the conceptualization of client concerns

13. Statistical concepts related to assessment and research
14. Basic concepts of standardized and non-standardized testing and assessment

2. Clinical Competence (SLO #5, 6, 7, 8, 9, 11, 15, 16)

Graduates will gain the ability to perform a wide range of therapeutic services for diverse client populations in a variety of settings including:

5. Theoretical concepts, skills, and strategies to counsel and/or advocate for culturally diverse clients
6. Applies human development to develop differentiated interventions to treat various client populations
7. Diagnostic process and role of psychopharmacological medications and applies that knowledge in the prevention and treatment of mental and/or emotional disorders
8. Strategies for prevention, intervention and treatment of addiction
9. Skills and strategies of career development in addressing client concerns
11. Individual, couple, family, and group counseling theories, assessments, and interviewing skills to address client concerns
15. Administering assessments including diagnostic interviews and mental status exams
16. Differentiated interventions and evidence-based practices to treat various client populations

3. Professional Identity and Ethical Practice (SLO #1, 2, 18, 19, 20, 21)

Graduates will possess a strong counselor identity, professionalism and ethical practice including:

1. Professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing
2. ACA ethical standards, including those specific to the practice of clinical mental health counseling; applies them in an exceptionally professional manner
18. Professional strengths and limitations
19. Collaboration with professional colleagues
20. Communicates respectfully
21. Commitment to professional growth and wellness

4. Professional Practice (SLO #3, 12, 17)

Graduates will demonstrate knowledge and skills related to the operation of mental health services and various professional counselor roles.

3. Roles in various practice settings, including responsibilities in interdisciplinary treatment teams, expert witness status, and crisis management
12. The use of consultation/clinical supervision in the counseling process
17. The administrative/business aspects of public and private mental health agencies including program development and service delivery and clinical record keeping

CE Program Evaluation and Student Progress Assessment Plan

The Counselor Education program conducts systematic and continuous assessment based on program evaluation and student progress assessments. Program mission, goals, objectives and student learning outcomes are developed, assessed and revised as necessary through self-study on a regular schedule. The results of all program reviews are distributed to the CE Program Committee and are used on numerous occasions for discussion and evaluation. This systematic program evaluation process is based on input from current and former students, program faculty, Counselor Education Advisory Council members (e.g., public, institutional administrators), and

cooperating agencies (e.g., site- supervisors, employers). The results are used to inform program modifications and distributed to key stake holders via reports disseminated through annual program review for NCA, NCATE/CAEP, Nebraska Department of Education Endorsement, student orientation meetings, annual CE Advisory Council meeting, and posted on Counselor Education Program website. The Dean of the College of Education, Vice Chancellor for Academic Affairs and Dean of Graduate Studies and Research receive all review documents. Students are made aware of the documents through Flashpoint emails, announcements in classes and are available for student perusal on the CE Program website. CE program mission, goals, objectives and student learning outcomes are measured by the following:

Program Evaluation Assessments	Student Progress Assessments
1. CE/COE Graduate Exit Survey	1. Admission evaluation of each candidate
2. CE/COE Site Supervisor/Employer Survey	2. Minimum average 3.0 GPA
3. CE Professional & Student Advisory Council	3. Student Learning Outcome's a. Benchmark Assignments & Rubrics b. Student Progress Review (SPR) i. Clinical Course Sequence ii. Grade of B or higher
4. Internship Supervisor Evaluations	4. CPCE Results
5. CPCE & NCE Results	5. Comps Case Study Exam
6. Comps Case Study Exam	6. Internship Supervisor Evaluation

College of Education Conceptual Framework

The UNK College of Education's Conceptual Framework is a shared vision across all departments in the College that identifies technology, diversity and a commitment to leadership to sustain a social and political democracy as critical content areas of student mastery. The nine desired outcomes for students listed below are believed to be necessary to prepare students to work effectively with persons in family, school, and community environments. These outcomes provide direction for programs, courses, teaching, and student performance and are reflected in the objectives on all course syllabi and area assessed. Knowledge, Skills, and Disposition Outcomes:

- Candidates will demonstrate understanding of subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge). (NCATE 1a, 1e)
- Candidates will demonstrate understanding of purposes of schooling and professional practice in a diverse and democratic society. (NCATE 1c, 4a)

- Candidates will demonstrate understanding of concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization. (NCATE 1d, 1f)
- Candidates will demonstrate understanding of tools of inquiry and research for expanding knowledge and/or solving problems in the workplace. (NCATE 1c, 1e)
- Candidates will demonstrate skills to collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners. (NCATE 1d, 1f)
- Candidates will demonstrate skills to utilize technology appropriate to area of specialization to deliver instruction and manage information. (NCATE 1b, 1e)
- Candidates will demonstrate ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings. (NCATE 1d, 1f, 1g, 4a)
- Candidates will demonstrate ability to independently evaluate impact of instruction/treatment (intervention)/or management decisions on the welfare of those served. (NCATE 1g, 1c, 1f, 4a)
- Candidates will demonstrate responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society. (NCATE 1f, 1g, 1d, 4a)

Office of Graduate Studies and Research Mission

The mission of the Office of Graduate Studies and Research (GSR) is to promote, support, and advance an inclusive community of scholars and learners who participate in high quality graduate programs. More specifically, the GSR's mission includes:

- Providing support for graduate programs through the leadership of the Dean and the Graduate Council, representing the graduate faculty;
- Ensuring the quality of graduate programs through support for program self-assessment and through regular program review;
- Meeting the needs of qualified students by providing access to graduate programs and opportunities for continued professional and personal development; and
- Stimulating and supporting creative, scholarly, and research activity.

CE Program Accreditation (CACREP, IRCEP, NCATE, NDE, NCA)

Masters in Education Degree in Community Counseling: The 48-hr. M.S.Ed. in Community Counseling program at the University of Nebraska at Kearney was accredited under the 2001 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through October 31, 2015. Accredited status indicates to the public at large that the UNK Community Counseling program has accepted and is fulfilling its commitment to educational quality. The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Student Learning Outcomes are assessed throughout the process. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies; educational institutions; private practice; and government, business, and industrial settings.

In 2009 CACREP standards were revised and at that time CACREP decided to discontinue accrediting Community Counseling programs and instead accredit only 60-hr. Clinical Mental Health Counseling programs. The CE Program Committee transitioned from a 48-hr. M.S.Ed. in Community Counseling program to a 60-hr. M.S.Ed. in Clinical Mental Health Counseling

program beginning in Fall Semester 2011 to implement this change prior to CACREP re-accreditation in 2015. Students who matriculated in Fall Semester 2011 entered the 60-hr. Clinical Mental Health program.

Accreditation Implications:

Students who graduate before June 2015 in the 48-hr. program can say they graduated from a CACREP-accredited Community Counseling program. CACREP allows students who graduate within one year prior to when a program is accredited to say they graduated from that CACREP-accredited program. Therefore, assuming the 60-hr. Clinical Mental Health program is accredited in June 2015, students who graduate during or after June 2014 from the 60-hr. program can say they graduated from a CACREP-accredited Clinical Mental Health Counseling Program. If students graduate before June 2014 from the 60-hr. program, they can say they graduated from a 60-hr. CACREP-accredited Community Counseling program.

Licensure Implications:

Licensure standards in Nebraska are being revised to parallel the CACREP standards change to a 60-hr. Clinical Mental Health Counseling program.

Due to its CACREP status the UNK Community Counseling program was invited to apply for International Registry for Counselor Education Programs (IRCEP) which it did Fall 2010. IRCEP approval was granted in January 2011. IRCEP was developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to respond to a growing request for an international recognition review process for counselor education programs around the world. By obtaining the IRCEP the Counseling Program hopes to promote the ongoing development and recognition of the UNK counseling program worldwide and engage in ongoing international quality assurance essential to the education and training of counselors regardless of culture, country, region, work setting, or educational system.

Masters in Education Degree in School Counseling (PK-6 and 7-12 level endorsements): The Department's 43-hour Master's Degree Program in School Counseling was re-accredited in the Fall 2010 by The National Council for the Accreditation of Teacher Education programs (NCATE) as a program included in the College of Education Unit. Moreover, this program was also approved to prepare students for state endorsement as a School Counselor (PK-6, 7-12, K-12) by the Nebraska Department of Education (NDE) in July 2010. The University of Nebraska at Kearney was recently re-accredited by the North Central Association (NCA) in the Fall 2014.

ADMISSION, SELECTION, AND ADVISEMENT

Affirmative Action/Equal Opportunity

The University of Nebraska at Kearney affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. The Office of Affirmative Action/Equal Opportunity is responsive to University issues which support a diverse work and academic environment free from discrimination against any person upon the basis of race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status. The

University affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. University employees, students and others associated with the University who have not received the benefits of these policies, are encouraged to contact the [Human Resources/Affirmative Action Director](#).

Recruitment Of Diverse Student Body

The Department of Counseling and School Psychology is committed to recruiting a culturally diverse student body. To this end, an on-going comprehensive recruitment campaign has been implemented that targets undergraduate human services (education, psychology, family studies, social work, criminal justice, women, gender and ethnic studies, etc.) from UNK and Nebraska colleges and universities around the state. Rural Frontier Nebraska colleges and universities are specifically targeted to increase recruitment of rural Nebraska students who represent a growing minority and culturally diverse population thereby enhancing a rural mental health workforce much needed in the state. Faculty members are committed to providing all persons equal access to all academic programs in the CSP Department without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling) and, identification as a disabled veteran.

Admission to Pursue a Degree

Those planning to be full-time students in the Clinical Mental Health Counseling, School Counseling, or Student Affairs programs should obtain full admission to their chosen program of study the semester prior to their full-time enrollment by completing the following steps:

1. Complete the UNK Department of Graduate Studies online application and upload requested materials including:
 - \$45 non-refundable application fee
 - Academic history—transcripts of all previous academic work
 - Vita with requested information
 - “Motivation to become a counselor” essay
 - Responses to three diversity vignettes
 - Three Electronic Reference Forms (provide email addresses)
2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicant meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.
3. Participate in the Department admission interview/intake process available each semester. When the application is complete, the CSP Department secretary will confirm interview/intake process via email.
4. Department recommendations for admissions are submitted to the Office of the Dean of Graduate Studies.
5. Applicants receive a letter from the Office of the Dean of Graduate Studies indicating admission status (i.e. an unconditional/full status, conditional/provisional status, or denial)

NOTE: The Graduate Record Examination (GRE) is NOT required for Admissions.

Admission Status

When admitted as a degree student, the applicant will be placed in one of the following categories:

1. Unconditional (Full) Admission: This status will be granted to the applicant who satisfies all of the following conditions:
 - a. Application for admission has been filed;
 - b. Official transcripts of all college work have been received by the UNK Office of Graduate Studies to verify a baccalaureate degree from a regionally accredited college or university;
 - c. All other Departmental requirements for full admission to a degree program have been met. This might include but is not limited to: academic deficiencies, an interview, area or subjects tests, advanced tests, a portfolio or performance, grade point average, or letters of recommendation.
2. Conditional (Provisional) Admission:
 - a. A student who has completed the admission process as described above but has been granted conditional/provisional status, is encouraged to continue in his/her studies. The student MUST meet with his/her advisor to discuss the reasons for provisional status. The student may enroll in classes and is recommended to take CSP 855, Techniques of Counseling, as soon as possible. When the Application for Candidacy is filed upon completion of half of the student's program hours, the student's progress will be reviewed and the admission status will be reconsidered by the Counselor Education Committee. It is the responsibility of the advisor of the student with provisional status to bring the Application for Candidacy before the Counselor Education Committee.
3. Denial. There is no right to a due process hearing with respect to denial of admission of a graduate student. Therefore, there is no appeal procedure for applicants of graduate programs.

Felony/Misdemeanor and Mental Health Status

All students must complete a "Self Reporting Form" concerning any felony convictions or misdemeanor convictions involving abuse, neglect or sexual misconduct as well as evidence of emotional or mental capacity conditions before any field experience can begin. This form is completed at the end of the Intake process. It can also be obtained from the student's advisor.

Background Check Policies

UNK Counseling and School Psychology students are required to complete a background check process upon entering the program. The purpose of this check is to evaluate the background of students with respect to their ability to successfully meet licensure requirements. Many internship sites are now requiring that a background check be completed.

Candidates will be responsible for completing the on-line process required to initiate the background check: (www.onesourcebackground.com; go to Quick Links at lower right, choose Student Login, select UNK, and then 'Counseling and School Psychology') paying background check fee currently \$27.75 (fee is subject to change). Payments will be made directly to the vendor.

The background checks MUST be completed upon entry into the program directly following the initial meeting with the advisor and prior to seeing any students or clients for observations, assessments, or counseling sessions. If it has not been completed a delay in the clinical course sequence will result.

To complete the background check process, candidates will be asked to access the vendor's website where they will provide information regarding current/previous addresses (for the past 7 years), social security number, birth date, previous names/aliases, driver's license number, telephone number and email address. This data will be electronically stored in a secured server maintained by the vendor. CSP will request the vendor to conduct or "run" the background check. The vendor will then use the data the student has provided to conduct a variety of database searches (listed below). If a student has a copy of a previous background check, it cannot be submitted in lieu of the established UNK CSP student background check. Internship or other placements may also request additional background checks according to their agency, school, or site policies.

The vendor contracted to conduct the UNK Counseling and School Psychology background checks is One Source – The Background Check Company. Many counseling agencies, Nebraska school districts, and state entities also use this vendor to conduct background checks on prospective employees, interns, and student teachers. One Source will be conducting a background check that is similar to those used by non-profit organizations and many K-12 school districts.

The background check includes:

- Social Security Number (SSN) Verification:
This search verifies all previous addresses and aliases used by the applicant for the past seven years based on that applicant's SSN.
- Child Abuse Registry Search:
This name-based search lists individuals whose names appear on the Health and Human Services (HHS) Child Abuse Registry for the State of Nebraska.
- County-Based Criminal History Search (statewide if available):
A name-based search in all counties including all legal names found in the counties in which those names were used.
- Sex Offender Registry Check:
A search of the sex offender databases for all 50 states and the District of Columbia based on current legal name.
- Nationwide Alert:
A current legal name-based search, supported by SSN, of local municipalities, counties and state facilities for criminal conviction records dating back as far as 1950.
- Global Report Search:
This search includes the following U.S. and foreign sanctions and watch lists, additional sanctions and watch lists will be added as they are released. These lists currently include:
 1. OFAC Specially Designated Nationals (SDN) & Blocked Persons
 2. OFAC Sanctioned Countries, including Major Cities and Ports
 3. Non-Cooperative Countries and Territories***
 4. Department of State Trade Control (DTC) Debarred Parties
 5. U.S. Bureau of Industry & Security (Formerly BXA)
 - a. Unverified Entities List
 - b. Denied Entities List
 - c. Denied Persons List
 6. FBI Most Wanted Terrorists & Seeking Information

7. FBI Ten Most Wanted
8. INTERPOL Most Wanted List
9. Bank of England Sanctions List
10. OSFI- Canadian Sanctions List
11. United Nations Consolidated Sanctions List
12. Politically Exposed Persons List
13. European Union Terrorism List
14. World Bank Ineligible Firms

Once the database searches are completed, the vendor will forward each background check report to the department coordinator. Students who have violations will be instructed to work with their advisor and licensing division to resolve any issues that might interfere.

Licensure/Certification is the responsibility of the Department of Health and Human Services or Nebraska Department of Education, and while UNK will assist graduates in applying, it is ultimately between the student and DHHS or NDE. The student may have to meet with DHHS licensure officers or NDE certification officers to clarify the situation prior to applying for licensure or certification. Licensure or Certification is NOT necessary for graduation from the UNK Counseling and School Psychology program. The Department of Education is the certification officer for school psychologist and school counselors.

The UNK College of Education screening criteria is determined by the standards set by the Nebraska Department of Education in Rule #20 and #21 and is outlined below. Students who have an offense that may preclude them from receiving a license/certification will be:

- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE for further clarification regarding licensure/certification eligibility.
- required to inform current or future educational placement, determine fitness relative to site's policy and possibly withdraw.

In such incidences, districts/organizations where placement may have previously been arranged will be informed that the student did not meet the UNK requirements for the educational placement.

Students who have an offense which would not preclude them from receiving a license but had not previously been reported to the Counseling and School Psychology Department via the Rule #20 and #21 self-disclosure form will be:

- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE office for further clarification regarding licensure/certification eligibility.
- informed that they may a remediation plan and/or face removal from program for withholding necessary information.

Subsequent Violation Following the Background Check

In addition to the required background check, a student in the CSP program must notify their advisor in writing within 48 hours if any of the following events occur:

- Any arrest or citation in lieu of arrest of the student, not including a Class C misdemeanor traffic offense
- Any criminal case filed against the student
- Any criminal conviction, including a Class C misdemeanor traffic offense
- Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)

Failure to notify your advisor of any situation described above within 48-hour time period may result in disciplinary action by the School Psychology or Counselor Education Program Committees, which may include dismissal from the CSP program.

Counselor Education Background Check Screening

If a conviction is discovered, the UNK Counselor Education Committee conducts an initial targeted screening considering the nature of the crime, the time elapsed, age at the time of the offense, and whether the conviction is related to the position for which the individual is applying or would present safety or security risks for the student's future counseling job/work setting. The CE Committee considers these records on a case-by-case basis and conducts an individualized assessment of an applicant's criminal record and that person's behavior since the offense occurred and since acceptance into the program. An individualized assessment provides a way for the CE Committee to ensure that they are not mistakenly screening out qualified students based on incorrect, incomplete, or irrelevant information, and for individuals to correct errors in their records. If a student's background check is flagged, the advisor will communicate with the student and implement the CE Committee's directives.

An applicant or students past criminal history may limit or disallow practicum and internship placement sites. Criminal history may affect ability to gain employment and to obtain licensure and/or certification/endorsement. Students with criminal records are advised to contact state and national certification and/or licensure boards to render eligibility to hold credentials in light of the criminal record.

Academic Advising

Advising is conducted using combination individual student and large group orientations. Announcements of curricular changes, professional development and job opportunities, and important student information are also communicated weekly through the CSP Flashpoint emails sent to students UNK Loper email accounts and postings on CSP Facebook.

Individual advising is the primary method for new student orientation as it facilitates immediate contact with the advisor. As CE faculty believes that orientation is a process not an event, the advisor/advisee relationship is seen as essential to new and on-going student orientation. Upon acceptance into the program, the student is mailed a letter from the UNK Graduate Dean indicating admission status (full or provisional admission status) and the assigned advisor. Students are responsible for making contact with their advisor for orientation as a new student. Not seeking timely advising could result in delays in completing a program of study schedule.

Advisors provide an individualized orientation for advisees to discuss admission status, expectations, and review the Counselor Education Student Handbook including program mission, objectives, student learning outcomes, student progress review, academic policies, procedures, requirements, deadlines, availability of services, and the professional orientation

information for CSI, ACA, NCA and professional ethics (ACA, NBCC, AMHCA, ASCA, etc). Advisors explain the required course work, course rotation, prerequisites, and courses that require a at least a B Grade or higher. Together the student and advisor create an individualized course schedule/program of study. The advisor reserves a seat for the student in the clinical course sequence (i.e., CSP 855 Techniques in Counseling; CSP 865 Group Counseling; CSP 885 Practicum; CSP 866 Advanced Practicum; CSP 892 Internship in CMHC). Professional Orientation is also provided regarding the American Counseling Association, the Nebraska Counseling Association and professional ethics.

Advisors assist new students in understanding their responsibilities sufficient to make well-reasoned and well-informed choices. Even so, the student is responsible for knowing the guidelines, deadlines and other information found in this CE Student Handbook and the Graduate Catalog. All new students are required to sign the Counseling Graduate Student Responsibility Form (pg. 3) of the CE Student Handbook stating understanding of and agreement with all information presented therein as a requirement new student orientation. Advisors are responsible for filing the Application for Candidacy, monitoring advisees progress, reporting student progress or deficiency concerns to the Counselor Education Committee, monitoring admission into restricted classes and other advising responsibilities. When faculty members have concerns about a student, the faculty advisor is contacted first and becomes a part of the amelioration process.

Students are encouraged to keep regular contact with their advisors to avoid unnecessary delays in completing the scheduled program of study. Students need to take advantage of early registration since class sizes are often limited. To maintain accurate student records, students need to notify the University of any change of name, address, phone number or place of employment, by changing this information in MyBlue. Students are strongly encouraged to check their UNK Loper student email frequently for updates from the Department.

On-going large group orientation is held as needed to inform students of policy and/or program changes, course schedule changes and to provide intentional opportunities for student to interact with faculty and each other. Student input and recommendations for program improvement is sought as part of group orientation.

International Student Advising

Federal law and regulations require Designated School Officials (DSOs) to update and maintain the SEVIS (Student and Exchange Visitor Information System) records of nonimmigrant students in F-1 visa status. Many times students make decisions regarding their class schedules that put them out of status; ISS does not discover this until after registration closes; and reinstatement of status is a unique, costly and complicated process. The points listed below are situations that international students and the advisor must consider:

- “Incomplete” grade: International students must be enrolled full-time each semester; therefore, if they accept an incomplete contract they will need to complete this in addition to a full-time load the next semester.

- On-line classes: International students can only be enrolled in 1 on-line course that adds to full-time; i.e., 3 UNK classroom courses, 1 on-line. If they are enrolled in 4 or more classroom courses, they can take more than 1 on-line course.
- Work: international students cannot work without the permission of this office and/or USCIS; in addition, they are allowed 20 hours or less per week of on-campus work only.
- Internships or Curricular Practical Training (CPT:) International students must submit a Curricular Practical Training (CPT) form for internship that is an integral part of the program as listed in the catalog and credit hour enrollment.

Program of Study/Degree Audit

As per the UNK Graduate Catalog, The Office of Graduate Studies and Research sends a program of study to each student who is conditionally or unconditionally admitted to a graduate degree program. The program of study provides a summary of institutional requirements and program requirements. The approved program of study is sent along with the student's admission notification letter. After admission students may view their degree audit by logging into their MyBlue account. Requests for changes in a student's program must be submitted to the Counselor Education Committee by the student's advisor and approved prior to student enrollment in the substituted course(s).

Graduate Student Course Load

Nine hours per academic semester constitutes a full-time class load, with 12 hours constituting the recommended maximum class load. Permission of the advisor, Graduate Program Committee Chair or Department Chair, and Dean of Graduate Studies and Research are required to take more than 12 hours. Approval will not be granted for enrollment in more than 15 graduate hours. During the 12-week summer term, a student may enroll in a maximum of 6 hours per each four-week segment, a maximum of 9 hours per each eight-week segment, and no more than 12 graduate hours for the entire twelve-week session.

Transfer Credit

A total of nine (9) graduate credits (with a grade of at least a B) earned at another accredited college or university may be applied to the Program of Study as transferring credits. These must be individually evaluated and approved by the Counselor Education Program Committee and approved by the Office of Graduate Studies and Research before they can be applied to a Master's Degree program. The 9-hour limitation does not apply to graduate course work completed at any campus of the University of Nebraska. A waiver may be provided at the discretion of the advisor, subject to approval by the School Psychology Program Committee. A class syllabus and official transcript must be provided for the class(es) which the student wishes to have waived.

Clinical Coursework Transfer Policy

Clinical coursework from other universities will not be accepted so that program counseling faculty can assess and endorse the skill, dispositions and readiness for a student to be placed in internship working directly with clients or students. This assessment prior to internship placement is an accreditation and ethical expectation for counselor educators and supervisors.

Admission to a Second Master's Degree

A student who wishes to earn a second Master's Degree may apply for admission to the second program after receipt of the initial degree. All current admission requirements must be met at the time of application. Upon the recommendation of the major department and the approval of the Dean of Graduate Studies and Research, a maximum of 6 semester credit hours of course work from the first degree may be applied to the second degree.

Dual Degree Applied Coursework Policy

Graduates of the UNK School Psychology, Ed.S. program wishing to complete a second degree in School Counseling MS.Ed. or Clinical Mental Health Counseling MS.Ed. can request 12 credit hours rather than the 6 credit hours limited by the UNK Dual Master's Degree Policy. Common coursework for multiple programs include: CSP 957 Problem Solving Consultation, CSP 856 Multicultural Counseling, CSP 805 Child and Adolescent Development & Interventions, CSP 855 Techniques, CSP 802 Research Methods, CSP 901 Ethical, Legal, and Professional Practice in Schools, and CSP 905 Behavior Problem Solving Assessment.

Required Use of Student E-Mail Account

To ensure that all transactions are received and responded to in a timely manner, students are required to use their UNK student e-mail account to correspond with faculty, submit assignments and materials, and request information. Students assume all responsibility and consequences for failure access university email and act on information that is provided including deadlines. For more information on how to access your UNK student e-mail account from an off-campus location, please contact the UNK Help Desk at 308-865-8363.

Registration by MyBlue

Students register for classes using MyBlue, the interactive web interface. This system allows students to register, drop and add classes, check an existing class schedule, obtain information on registration holds and grades. MyBlue also offers additional features such as access to address information, the complete schedule of classes, account balance, degree audit and financial aid. To access MyBlue go to www.UNK.edu and select the MyBlue tab. To see the current published class schedule or go to <http://www.unk.edu/offices/registrar/> and click on "Registration Information" for upcoming registration dates and complete registration instructions.

Time Limit for Graduate Degrees

Students are allowed ten years to complete a degree program. Course work over 10 years old at the completion of the degree program will not be used for a Master's or Specialist Degree. The first day of class of the earliest course taken as a part of the student's program is the beginning of the student's graduate education.

Permit Restricted Courses

CSP 855 Techniques of Counseling, CSP 865 Group Counseling, CSP 885 Practicum, and CSP 886 Advanced Practicum are restricted-enrollment classes that require seat reservation. The advisor and student will complete a green reservation form for these classes at the same time the course schedule for the program of study is completed. Enrollment in these classes in the reserved semester requires a permit from the Department Chair prior to registration. It is the

student responsibility to check UNK Loper email for important and time sensitive communication regarding permit restricted course enrollment. Students who relinquish a reservation may delay graduation and should consult their advisor before doing so.

Application for Candidacy

According to the UNK Graduate Catalog, to be eligible for candidacy (i.e. approval to continue coursework and “stand” as a candidate for the degree program), the student must fulfill the following requirements:

- Course completion: the appropriate time to file for candidacy is after completing the first 1/3 of the program and prior to completing the last 2/3 of the program; these hours must be successfully completed through UNK. (For example, on a 36 hour program candidacy should be filed after completing 12 hours and prior to completing 24 hours.)
- Cumulative GPA must be at least 3.0.
- If conditionally admitted, this condition must be successfully completed. (Conditional admission is stated on the admission letter.)
- A student may be refused Admission to Candidacy if the previous college record, performance on departmental qualifying criteria, or quality of graduate work, indicates inability to satisfactorily pursue graduate study.

In addition to these requirements, graduate students admitted to a Counselor Education degree program must:

- Achieve a grade of B or higher in CSP 855 Techniques of Counseling with a B or higher.
- Demonstrate professional fitness and competencies.
- Adhere to ethical standards.

Application for Graduation

Prior to graduation, students must file an Application for Graduate Degree in MyBlue. Deadlines for filing occur early in each semester or session. Contact the Registrar’s Office for exact dates.

Independent Study

There are unlimited possibilities for learning through this process. For more information, please contact the your advisor. All independent study proposals must be submitted to the Counselor Education Committee by the student’s advisor or supervising department faculty member. Counselor Education Committee approval must be given before any activities related to the independent study are started. Guidelines for independent study proposal development may be obtained from the student’s advisor or the Department secretary.

ACADEMIC POLICIES

Academic Honesty

All students are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- Cheating: Unauthorized collaboration or use of external information during tests;
- Assisting a fellow student in committing an act of cheating;
- Falsely obtaining, distributing, using or receiving test materials;

- Submitting work as one's own when it has been prepared by another person;
- Improperly altering any academic record;
- Plagiarism: Intentional appropriation of the work without crediting the source.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the allegation of academic dishonesty, or is not satisfied with the sanction(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the UNK Department of Graduate Studies.

Incomplete Grade Policy

CSP 892 Internship is the only course for which a grade of "Incomplete" is routinely awarded as a part of how it is structured. For all other CSP coursework, it is at the discretion of the instructor whether a student who does not complete course requirements within the grading period will be awarded an "Incomplete" as a course grade. A grade of "Incomplete" is not allowed unless circumstances beyond the student's control result in inability to complete course requirements. It is the student's responsibility to meet with the instructor of record to determine the requirements necessary to complete the course. Faculty may use the 'Incomplete Contract' (<http://www.unk.edu/academicaffairs/handbook.aspx?id=2937#student>) to assist in documenting requirements and timeline. If the course is not completed within a year, the "Incomplete" grade will turn to an "F." In that eventuality, in order to receive credit for the course, the student must reregister for the course, pay tuition, and fulfill the requirements outlined by the instructor of record. At that point, the instructor of record may require the student to attend all class sessions and complete all course requirements to receive credit. With the exception of CSP 892, only one "Incomplete" is allowed at any one time in coursework included on a student's program of study. If a student has two concurrent "Incompletes" in coursework on his/her program of study, the student will not be allowed to register for additional coursework until one of the courses has been successfully completed.

Students with Disabilities or Those Who are Pregnant

Students with disabilities or those who are expecting are encouraged to contact their advisor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email brandtdl@unk.edu. For those needing accommodation due to pregnancy, you need to visit with Student Health. The following link provides information for students and faculty regarding pregnancy rights.

<http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>. The link to the above statement is:

<http://www.unk.edu/offices/disabilityservices.aspx?id=1>

Course Failure

If a student who is admitted to a Graduate Degree Program at UNK fails a course, s/he will be notified by the Dean of Graduate Studies and Research that s/he will be placed on academic

probation, regardless of her/his cumulative GPA, and will remain on probation until the course is retaken with a satisfactory grade. The failed course must be retaken at the earliest opportunity. Failure to earn an acceptable grade while on probation will automatically result in academic suspension and the student will not be allowed to matriculate and must reapply for admission should s/he wish to reenter a graduate program. Upon the department receiving Graduate Office notification of academic probation, the student must meet with the Counselor Education Committee. The Counselor Education Committee decision may be more restrictive than the Graduate Studies Office policy (e.g. may require successful completion of the failed course before any additional CSP coursework is taken). The Chair of the Committee will notify both the student and the Dean of Graduate Studies and Research in writing of the Committee decision and recommend that the student contact his or her advisor for further instructions. Failure of clinical coursework, as outlined in the Academic Progress Policy may result in immediate dismissal from the program.

Appeal of Academic Matters and Grades

The appeal process concerning general academic matters related to student programs is outlined in the [UNK Graduate Catalog](#). Initially, the appeal may be submitted to the student's advisor. If denied, the appeal may be submitted to the Counselor Education Committee. If denied, an appeal may be made to the UNK Graduate Council. Normally, this will be the final appeals body. In all cases, appeals should be made in writing to the appropriate advisor, committee or council. For more information, see the Graduate Catalog. Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures of the college through which the grade was awarded. Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor and then the Department through which the course was offered (consult with the Department chairperson). If the matter is not resolved, the student may file an appeal in writing to the UNK Dean of Graduate Studies and Research, who will record the appeal. The Dean will forward the appeal to the Faculty/Student Affairs Committee of the Graduate Council. This appeal must be the student's written statement specifying the reason(s) for the appeal, including documentation of coursework pertinent to the course under appeal. Since awarding grades in courses occurs at the individual campus level, the decision of the campus committee on behalf of the campus Graduate Faculty shall be final and is not subject to further appeal.

Counselor Education Program Comprehensive Exam

All students seeking graduate degrees are required to complete a written, case student comprehensive examination. The comprehensive exam needs to be taken the semester of graduation. The student must register with the department to take comprehensive exam. Failure to pass comprehensive exam may result in dismissal from the program. Students may sit for the comprehensive exam no more than twice. CMHC students also take the CPCE and School Counseling students are required to take the Praxis II Exam.

Counselor Preparation Comprehensive Examination (CPCE) for CMHC

The Counselor Preparation Comprehensive Examination (CPCE) is an exit examination required of all Clinical Mental Health Counseling (CMHC) program students at the University of Nebraska at Kearney (UNK) beginning Fall 2013 for new admits in CSP 892 Internship. The purpose of the CPCE is to assess the student's knowledge of counseling to ensure minimum

competence in the field prior to internship. The CPCE will prepare students for the National Counselor Exam (NCE) and provide collective feedback that can be used by the program in developing/adapting curriculum. (see CMHC section for more details)

Praxis II Exam for School Counseling

As of July 2014, all students seeking School Counselor Endorsement in the state of Nebraska must successfully complete the Praxis II Test: Professional School Counselor. The Nebraska Department of Education will then set pass standards for all who take the exam after July 2015. Successfully completing the Praxis II Test is a graduation requirement. This test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. (See the School Counseling section for more details.)

University Mandatory Reporting

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

The Clery Act of 1990 is a Federal law with the original purpose of providing both students and parents with needed information on the safety of the University campus they were considering attending. To accomplish this task, the Clery act required Universities to collect and publish crime statistics annually, which took place both on campus and in adjacent areas. Included in the list of events to be reported under the Clery Act are forcible and nonforcible sex offenses. In 1992, the Clery Act was amended to include victims of date rape (Fossey 2010).

Title IX and the Clery Act impacts graduate students of the Department of Counseling and School Psychology in ways that must be fully understood. If a student divulges in the presence of a faculty member that he or she has been the victim of sexual violence while a student enrolled at UNK, a report, including identifying information, has to be made to a university representative for compliance with Title IX and the Clery Act. This information will not be divulged to law enforcement unless the victim is a minor. Title IX reports at UNK will be forwarded to the University’s Sexual Assault Response Team (SART), within the next business day. The SART Team will then proceed to ensure steps are taken to provide necessary services and safety measures in a manner consistent with federal law and as deemed appropriate.

Whenever possible, identifying information of the student will remain confidential. Mandatory reporting of Title IX is designed to increase student safety by ensuring the university’s response to reports of sexual violence and to assist the victim in accessing resources.

If a student of the Department of Counseling and School Psychology is taking part in clinical courses within the department (Techniques of Counseling, Practicum in Counseling, Advanced Practicum in Clinical Mental Health, and Internship in Clinical Mental Health) and as the client divulges in the therapeutic setting being sexually victimized while a student at UNK, that exchange is deemed privileged communication and confidential. In accordance with the Clery Act, this will be reported for statistical purposes only, with no client identifying information being divulged, and no report being forwarded to the SART Team. However, if that client

divulges this victimization occurred prior to the age of 19, mandatory reporting requirements for sexual abuse of a minor still apply. For more information regarding Title IX or the Clery Act, contact the Director of Human Resources at (865-8388).

STUDENT PERFORMANCE OR FUNCTIONING

Ethical Conduct

Students are expected to maintain the highest standards of ethical conduct pertaining to academic coursework, professional practice, and research activity as outlined in the American Counseling Association (ACA) 2014 Code of Ethics and the National Board for Certified Counselors (NBCC) 2013 Code of Ethics. Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students and supervisees have the same obligation to clients as those required of professional counselors (F.5.a, see C.1., H.1.).

An ethical violation is viewed by the faculty of the Department of Counseling as a serious offense and may result in dismissal from the program. The Department uses the latest edition of the ACA Code of Ethics approved by the ACA Governing Council in March 2014. It is the student's responsibility to be knowledgeable and act in accordance with these standards. The 2014 ACA Code of Ethics is available online at <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>. Any breach in ethical conduct shall be subject to disciplinary action, regardless of the student's prior or current academic performance (UNK Graduate Catalog).

Faculty in the Department of Counseling and School Psychology adhere to the ethical guidelines of the American Counseling Association regarding supervision of students which states:

F.5.b. Impairment Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

F.6. Counseling Supervision Evaluation, Remediation, and Endorsement

F.6.a. Evaluation Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.6.b. Gatekeeping and Remediation Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions

to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

F.6.c. Counseling for Supervisees If supervisees request counseling, the supervisor assists the supervisee in identifying appropriate services. Supervisors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning.

F.6.d. Endorsements Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

It is the policy of the Department, pursuant to the ethical guidelines stated in F.6.c and F.9.c, to refer students with personal and/or mental health concerns to UNK Counseling Care or other appropriate community services/resources.

Professional Liability Insurance

In light of the prevailing legal climate and increased litigation potential, it is increasingly apparent that students training for the mental health professions must have adequate liability coverage for themselves separate from the University's coverage during their training period. To protect students who are in training and providing direct client services, the Counseling and School Psychology Department requires each student to provide "Proof of Liability Insurance" prior to registering for and the duration of CSP 885 Practicum, CSP 892 Internship and CSP 886 Advanced Practicum.

Students are encouraged to obtain insurance at least 6 weeks before your CSP 885 Practicum semester so that proof of liability coverage, usually a certificate of insurance, must be provided at the first class meeting. Students will not be permitted to begin any tasks for these clinical courses without verifying professional liability insurance.

Professional Liability Insurance can be obtained as a master's student membership benefit (i.e., automatic coverage for \$1 million in professional liability coverage at no additional cost) from any of the following professional associations:

- American Counseling Association (ACA): 1-800-347-6647
- HPSO: 1-800-982-9491 or ACA Student Liability Insurance Program FAQ's pdf website: http://www.counseling.org/Students/ACA_Student_Coverage_FAQs.pdf
- American Mental Health Counselors Association (AMHCA)
- CPH & Associates: 1-800-875-1911 or website: <http://www.amhca.org/become/studentinsurance.aspx>
- American School Counselors Association (ASCA)
- Trust to Insure Educators website <http://www.schoolcounselor.org/content.asp?contentid=185>
Brochure: <http://www.schoolcounselor.org/files/insurance%20brochure.pdf>

When your ACA eligible Master's level student membership is current and paid in full, your Evidence of Insurance will be readily available for download in your "My ACA" membership

dashboard.” Enter your username and password and proceed to the link “print Proof of Liability Insurance.” If you are an ACA Master’s level student and can not see the link to download your Evidence of Liability insurance after logging in, please contact your ACA Membership Information Specialist at 1-800-347-6647 ext. 222, (M-F 8 a.m. – 6 p.m. ET).

Student Conduct, Rights and Responsibilities

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well being of society. The University of Nebraska at Kearney (UNK) is a community of scholars which values the freedoms of inquiry and expression. The University has the duty to protect these freedoms and furthermore has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth. All members of the University community must at all times govern their social and academic interactions with tolerance and mutual respect so that the men and women who pass through the University’s doors are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the University’s commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable in a university setting.

Students are urged to become familiar with all documents pertinent to the University of Nebraska in general, and to UNK in particular. Students are subject to the UNK Student Code of Conduct outlined in the [UNK Student Handbook](#) pages 28-37. This Student Code of Conduct is intended to present a clear statement of student rights and responsibilities and to set forth the procedures established by the University of Nebraska at Kearney to protect those rights and address the abdication of those responsibilities. The Student Code of Conduct describes the types of acts that are not acceptable in an academic community, as well as the general processes used to address those acts. The conduct hearing and appeal process to a decision or sanction is provided on page 36-37. To create greater awareness among and for convenience to students, a number of basic policies have been coiled into a Students’ Rights and Responsibilities statement located in the UNK Student Handbook pages 37-40.

Student Progress Review (SPR)

Assessment of student progress begins during the admission and intake process. Each faculty member evaluates each prospective student they interview or observe during the intake process. Individual data is compiled for the Counselor Education Committee and Department of Counseling and School Psychology faculty to consider and discuss during the Intake Decision meetings. Areas of discussion include: performance in counseling classes taken as ‘non-degree seeking student’, undergraduate grade point average, recommendations statement of purpose, diversity vignettes responses, intake interview performance and concerns, and other contacts with the student.

Department of Counseling and School Psychology faculty members are confident that each student admitted has the potential to be successful in graduate study. To assure success, the student’s major advisor plays an important role in giving feedback to the student. Students must meet with their assigned faculty advisor. Both students and faculty members are provided with many opportunities to assess the student’s compatibility with the program and the student’s

progress toward completing a graduate degree. The Department of Counseling faculty hopes that the result of this review process will produce a better match between the goals of the student and the objectives of the Counseling program.

However, admission into the Department of Counseling and School Psychology does not guarantee graduation. According to the 2014 ACA Code of Ethics (Section F.9.) the faculty in the Department of Counseling and School Psychology have the responsibility of monitoring student progress in the areas of knowledge, skills and personal competencies /dispositions, to set standards, and to evaluate students in an on-going manner. Therefore, throughout the student's matriculation in the Counseling program, the Counselor Education Committee conducts on-going, systematic evaluation of all degree-seeking students throughout the course of their training. Benchmarks for Assessment of Student Progress (see pg. 26) depicts a progression flowchart of the benchmark assessments from admissions into the program, progress through the program, and expectations for program completion. Personal development is particularly evaluated during Techniques of Counseling, Group Counseling, Practicum, Multicultural Counseling, Marriage and Family Counseling, Advanced Practicum and the Internship Experience. These classes require in-depth experiential components that require the student to consider self in relation to others, i.e. family-of-origin assessment in Marriage and Family Counseling.

Based on this evaluation, students who are not making satisfactory progress toward the completion of a degree may be provided with a remediation plan, placed on departmental probationary status, or removed from graduate study. Consistent with established institutional due process policy and the American Counseling Association's (ACA) 2014 Code of Ethics, CACREP standards and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Clinical Course Sequence

Some courses are didactic and knowledge-based while others require the application of knowledge and skills. Clinical coursework in Counselor Education is sequential in nature and include CSP 855 Techniques of Counseling, CSP 865 Group Counseling, CSP 885 Practicum in Counseling, CSP 866 Advanced Practicum in CMHC and CSP 892 Internship. These courses are competency based, i.e. certain skills and knowledge must be demonstrated with the appropriate personal competencies/dispositions in a consistent manner. Students must receive at least a grade of B or higher in each of the courses included in the Clinical Course Sequence and display personal competencies/dispositions that reflect the 2014 ACA Code of Ethics in order to progress to the next course in the sequence. The student is allowed two opportunities to successfully complete each clinical course. If the student cannot successfully complete a course after two attempts, he/she will be dismissed from the program and advised for alternate graduate study or career options.

For Clinical Mental Health Counseling students, CSP 892 Internship in Clinical Mental Health Counseling requires completion of 6 credit hours (600 clock hours - 300 direct/300 indirect) none of which are graded until all required clock hours have been accumulated. Thus, if students extend their internship beyond one semester and enroll in smaller blocks of credit hours on the

way to accumulating the required clock hours, they are awarded a grade of Incomplete for these smaller hour blocks, all of which will be graded when the total clock hours are completed. Each failure of any credit hour block of internship due to not completing hours in the allowed time period will constitute a failure of CSP 892. To avoid a first failure of CSP 892, students must complete the required clock hours of internship within 4 semesters. CSP 893 and CSP 894 Internship in School Counseling requires completion of 4 credit hours (450 clock hours) that are taken in two blocks; 2 credit hours (200 clock hours) after completing CSP 861P, and 2 credit hours (250 clock hours) after completing CSP 885. Student Affairs students will complete a 3 credit, 300-hour internship in CSP 895. Any failure of a block for which the student has been given a grade of Incomplete due to not completing hours in the allowed time period constitutes a failure of internship.

In accordance with ACA Ethical Standards and CACREP requirements, student academic performance, professional development and personal development of the necessary knowledge, behaviors, attitudes and professional competencies to practice as a counselor in training are routinely monitored and discussed during Counselor Education Program Committee meetings and in consultation with department faculty members. Counselor Education Committee minutes reflect action on a student's progress. The CE Committee conducts formal, systematic developmental assessment of the Student Learning Outcomes (SLO's) throughout the training program through Benchmark Assignments/Rubrics and the Student Progress Review (SPR). The SPR is conducted at three strategic points in the Clinical Course Sequence: CSP 855 Techniques of Counseling & Application for Candidacy (entry); CSP 865 Group Counseling (mid-program), and CSP 885 Practicum in Counseling (final). Student progress is also conducted extensively throughout Internship in consultation with Site Supervisor. The introductory and mid-program evaluations are formative assessments where students are given feedback from program faculty with which they may monitor their own progress and make necessary improvements in their academic work, clinical skills, and dispositions. The final Student Progress Review (SPR) evaluation in CSP 892 Internship is summative. In this final evaluation students are expected to have met or be at target level in any category. Students receiving a not met level in any category during this evaluation will receive a failing grade for the CSP 892 Internship and will need to repeat the course in order to graduate from the program. Students who meet expectations will be sent notification indicating rating. If students are at target no further action needed. If there are deficiencies the advisor will contact the student. Students are required to meet with advisor to discuss growth points. The advisor documents discussion to be placed in the student file.

Counselor Education Program Benchmarks

Assessment of Student Progress

Admission into Program →	Progress through Program →	Program Completion →	Certification/ Endorsement/Licensure
<p>To be accepted into a CE Program: Apply and be accepted by Graduate College Complete Application form and submit with required paperwork: --\$45 application fee --“Motivation to be a Counselor” essay --diversity vignette --vita --reference letters --transcript CSP Department Intakes Participate in departmental interview process Be unconditionally or conditionally accepted to pursue a degree program in the department by decision of department faculty</p>	<p>CSP 855 Techniques of Counseling Student Progress Review Grade of B or higher</p> <p>Application for Candidacy: Complete half required Program of Study hours B or higher in CSP 855 Techniques of Counseling Satisfactory academic performance Professional development and fitness. Personal, interpersonal & professional competencies Adherence to ethical standards Approval of Counselor Education Committee to continue study</p> <p>CSP 865 Group Counseling Grade of B or higher</p> <p>CSP 885 Practicum Student Progress Review Grade of B or higher</p> <p>CSP 866 Advanced Practicum Grade of B or higher</p> <p>CSP 892/894/895 Internship Application for Internship Student Progress Review Completion of Clinical Course work with grades of B or higher</p>	<p>Graduation: Completion of all coursework with a cumulative GPA of 3.0 or higher Completion of Clinical Course Sequence with grades of B or higher. Successful completion of comprehensive exams Psychological First Aid Certification Student Progress Reviews at Met or Target level of evaluation.</p>	<p>CMHC: Submit application provisional license and transcript with posted degree to NE Dept. of Health and Human Services Licensing & Credentialing Division (NDHHS) Pass state licensure exam Complete 3000 hours of post graduate supervised Apply for full licensure to NDHHS School Counseling If applicant has been an out-of-state resident in the last 5 years, must be legally finger printed and submitted to the Nebraska State Department of Education (NDE) Signature of UNK certification officer Submit transcripts with posted degree to NDE Pass Praxis II Exam If a new endorsement is to be added: -UNK Education Certification Office verifies completion of coursework for endorsement to NDE -Application & transcript submitted to NDE</p>

This Assessment/Progress Benchmark Plan outlines expectations for student progress through program completion. Student questions should be directed to the assigned faculty advisor. In order to be recommended by the department for the certification/endorsement/licensure necessary for employment appropriate to your program, you must also meet the Student Progress Review Policies outlined in this handbook.

Professional Comportment

Graduate programs that prepare professional counselors have an obligation to protect the public and the profession. This obligation requires the Counselor Education program to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge, skills, and dispositions may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice; and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, professional, public, scholarly, supervisory, teaching) in an effective manner. Because of this commitment, the CE program holds, remediates, or dismisses students with demonstrable problems (e.g., cognitive, emotional, interpersonal, technical, and ethical) that may interfere with professional competence to clients, the profession, employers, or the public at large.

This commitment obligates the CE program faculty to continually assess the progress of each graduate student in a variety of academic and applied settings. The primary purpose of this assessment is to facilitate professional growth. It is important that there are regular contacts and close working relationships between graduate students and program faculty so that these guidelines can be implemented in a way that maximizes student growth and development.

The CE program also recognizes that stressors are inherent both in the transition from undergraduate to graduate school, work to graduate school, as well as during the course of the training program. During graduate school, higher academic expectation is frequently encountered. In addition, when clinical work begins (in any counseling setting) there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program, which may increase the student's sense of personal and professional vulnerability.

Because graduate students make significant transitions during their graduate training and may need special assistance during this time, it is the responsibility of the CE program to provide recommendations and opportunities that may facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, advising, clear and realistic expectations, clear and timely evaluations that may result in suggestions for positive change, and contact with supportive individuals (e.g., supervisors).

Success in academic course work is only one component of becoming a successful counseling graduate. According to the 2014 ACA Code of Ethics F.8.c. Self-Growth Experiences, self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

The Counselor Education Program at UNK strongly believes in the role and value of the personhood of the counselor as a necessary component of the counseling process. Counseling requires that the use of self as an instrument be fully integrated into the counseling process and relationship. As such, counselor characteristics and behaviors are as critical to becoming a counselor as the knowledge and skills related to functioning as a counselor. The faculty is committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the counselor-training program, students are expected to actively engage in personal growth and self-reflection such as:

- Explore your own family of origin issues through such assignments as completing a family of origin paper and genogram.
- Prepare for supervision.
- Willingness to disclose and/or explore a personalization issue which effects professional functioning.
- Receive corrective interpersonal feedback regarding how others experience and perceive your interpersonal style that influences the helping process.
- Identify areas of personal and professional strengths and limitations.
- Receive and provide peer feedback in individual/triadic and/or group supervision
- Demonstrate self-care strategies (e.g., personal stress management, professional counseling for addressing own adjustment problems and/or emotional responses).
- Maintain appropriate level of concentration, focus, and commitment to graduate study.

Professional growth is critical for future effective functioning as a counselor. Therefore, throughout the counselor-training program, students are expected to actively engage in professional development:

- Formulation of realistic professional goals for self and an identity as a professional counselor.
- Appropriate manifestation of professional dispositions, as demonstrated by attire and behavior judged throughout the clinical course sequence.
- Appropriate involvement in professional development activities (e.g., professional associations, CSI, conference attendance).
- Demonstrate professional demeanor in academic, social, and field-based settings.
- Appropriate interaction with peers, colleagues, staff, trainees, clients, parents, and other partners.
- Awareness of impact on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.
- Knowledge/application of ACA and specialization Ethical Guidelines and statues regulating professional practice (e.g., licensure and legal regulations).
- Concern for client welfare and importance of the client-counselor relationship.
- Sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds including differences in SES, gender, disability, sexual orientation, and race.

Unprofessional behavior includes lack of engagement in course projects, unexcused absences from supervision sessions, inappropriate use of power with clients, and inappropriate boundaries with other students and clients. It is imperative that master's students consistently demonstrate professional maturity and evidence professional behavior. There is also a necessary level of receptivity to feedback about professional comportment and behaviors. An accumulation of

behaviors related to inappropriate professional comportment could lead to remediation and/or dismissal.

Deficient Professional Performance

The 2014 ACA Code of Ethics states that counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program (F.9.a Evaluation of Students). Counselor educators may require students to address any personal concerns that have the potential to affect professional competency (F.8.d. Addressing Personal Concerns). If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services (F.9.c. Counseling for Students).

As stated in F.9.b. Limitations, counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators assist students in securing remedial assistance when needed, seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

As per the 2014 ACA Code of Ethics (F.5.b. Impairment), students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Deficient Professional Performance is defined broadly as interference in professional functioning reflected by an inability and/or unwillingness to:

- acquire and integrate professional standards into one's repertoire of professional behavior,
- acquire professional skills in order to reach an acceptance level of competency, and/or
- control personal stress, and/or cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

It is a professional judgment as to when a graduate student's behavior becomes severe enough to be considered deficient rather than just problematic. A deficiency refers to a trainee's behavior that is perceived not to be unexpected nor excessive for professionals in training.

Deficiency's become identified when the student demonstrates one or more of the following characteristics:

- a problem that is not merely a reflection of a skill-deficit which can be remediated by academic or didactic training;
- personalization, psychopathology, interpersonal relationship issues or personal attitudes or value systems that conflict with effective counseling or competency;

- lack of professional comportment;
- unethical behavioral;
- lack of acknowledgement, understanding, or willingness to address the deficiency when it is identified,
- therapeutic services are sufficiently negatively affected;
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Due Process

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures (ACA Code of Ethics F.9.b.3.).

Due process ensures that decisions made by program faculty about graduate students are not arbitrary or personally biased, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the program's action.

The CE Committee due process guidelines are to:

- present the program's expectations related to professional comportment in the CE Student Handbook;
- stipulate the procedures for ongoing Student Progress Review (SPR) in the CE Student Handbook and that such evaluations are conducted throughout the clinical course sequence;
- present, in writing, the program's concern regarding student deficiency including relevant professional ethical or legal codes, UNK student conduct or graduate studies policies;
- institute an individualized student remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
- provide written procedures to the graduate student how he or she may appeal the program's action;
- ensure that the graduate student has sufficient time to respond to any action taken by the program;
- consider possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
- document, in writing, the action that has been taken by the program and its rationale which will be placed in the student's permanent record.

If it is determined that the student is not appropriate for the counseling program the advisor and key faculty involved assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study or other career options.

Student Remediation Plan

In accordance with the 2014 ACA Code of Ethics (F.6.b. Gatekeeping and Remediation), through initial and ongoing evaluation, supervisors may become aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients.

Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

The faculty members of the Counselor Education Committee are responsible for monitoring student progress. At any time that there is faculty concern, whether it is the student's academic progress, dispositional, ethical or behavior indicative of not being able to function effectively as a counselor, the student's situation is brought to the student's advisor and then before the Counselor Education Committee. The faculty advisor is responsible for monitoring student progress, communicating concerns to the student and to act on behalf of the student. The advisor and/or the Counselor Education Committee gathers evidence to determine if a Remediation Plan is required. Remediation Plans are based on the individual needs of the student. After discussion by the faculty involved and the Counselor Education Committee, the student meets with the faculty advisor and other appropriate faculty as deemed necessary by the committee. The student, in collaboration with his/her advisor, is responsible for the completion of the remediation plan as outlined by the Counselor Education Committee. If it is determined that the student is not appropriate for the counseling program the advisor and key faculty involved assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study or other career options. It is important to have meaningful ways to address a deficiency once it has been identified.

Several possible, and perhaps concurrent, courses of action designed to remedy deficiencies include, but are not limited to:

- increase supervision, either with the same or other supervisors, increasing field work experience,
- change the format and/or emphasis of supervision,
- recommend and/or require personal counseling in a way that all parties involved have clarified the manner in which counseling contacts will be used in the graduate student's progress,
- reduce the graduate trainee's clinical or other workload and/or require specific academic coursework, and/or
- recommend a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions do not, after a reasonable time period, rectify the deficiency, or when the trainee seems unable or unwilling to alter his/her behavior, the CE Committee may take more formal action including a dismissal recommendation from the program.

Procedures for Dismissal from the Program

If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the Counselor Education (CE) Program Chair will notify the student of this decision in writing. The student may appeal the decision in writing to the CSP Department Chair for a formal review of the recommendation for dismissal. The written appeal must specify the reason(s) for the appeal, including documentation pertinent to the dismissal. The CSP Department Chair will review evidence provided by the CE Program Committee and the student related to the program's recommendation for dismissal and make a determination for disposition. This

disposition may uphold or reverse the program's recommendation for dismissal. The CSP Department Chair will notify the student and the Program Chair of the disposition. The student may appeal the decision through the Appeal of Academic Matters and Grades process as outlined in the UNK Graduate Catalog.

CONTINUING PROFESSIONAL DEVELOPMENT

Professional Counselors must take ethical responsibility for their own continuing professional development (CPD). Moreover, CPD is required for continued National Counselor Certification (NCC) and state Licensed Mental Health Practitioner. We believe that as students in this program, such CPD involvement can enhance and broaden your knowledge and skills, i.e. training experiences, beyond what are possible in coursework. Additionally, these activities enhance your orientation to the profession and enable you to network with the very profession you aspire to enter.

Professional Development Seminar Series

The CSP Department sponsors a Professional Development Seminar Series (PDSS) throughout the academic year to provide in-service opportunities/continuing education for student and professionals in the field. Special student discount rates are given. PDSS was developed to:

1. Expand professional development opportunities for current students and the university community.
2. Create a venue through which to bring interns and field supervisors back to campus once per month to collaborate on professional issues and training.
3. Provide opportunities for continuing Professional Development (required for National Certification) for practitioners already in the field.
4. Provide opportunity for students and practitioners to study/train side by side to learn from each other.
5. Provide students and university staff the opportunity to meet, interact, and learn from state, regional, national, and internationally renowned leaders in our profession.
6. Additionally, you are strongly encouraged to attend state (NCA) and national (ACA) conferences. The opportunities abound—it is your responsibility to participate.

The International Collaborative Research (ICR) Symposium

Every semester CSP School Psychology faculty coordinate the ICR Symposium inviting university faculty, students and staff to participate and enhance counseling and school psychology research through international partners in Vytautas Magnus University, Kaunas, Lithuania; Thailand; the Philippines, Black Hills State University, Spearfish, South Dakota; Chulalongkorn University, Bangkok, Thailand, Pusan University, South Korea, and Poland. The ICR continues to grow and enhance the CSP Department's focus on globalization and diversity. Its mission is to coordinate/orchestrate the collaboration on research projects between the graduate students and faculty in the UNK College of Education and our international counterparts. This initiative supports the University of Nebraska, College of Education, Graduate College, and departmental missions, objectives and student learning outcomes related to diversity, scholarly inquiry and productivity. Moreover, the initiative has enabled us to

expand and formalize research with international partners. Accomplishments across the past ten years include:

- An international professional online journal has been developed: International Journal of Psychology: A Biopsychosocial Approach
- Semi-annual international online research symposia are held for international counterparts to share research experience.
- Scholarly research is presented at national and international conferences.
- Graduate student and faculty exchange between international counterparts.

Endorsement Policy

The Clinical Mental Health Counseling degree is designed principally to prepare students for employment as counselors in agencies, private practice settings, and consultation practices. The School counseling degree is designed principally to prepare students for employment in as School Counselors in PK–12 school settings. The Student Affairs degree is designed principally to prepare students for employment in post-secondary and higher education settings. Some students also apply to doctoral programs in Counselor Education and Supervision. It is not the general practice of the Counselor Education faculty to automatically serve as a reference to graduates for admission to further education or for employment applications, nor to supply evaluations of competencies for individual credentials. Students must meet the Student Progress Review criteria as outlined in this handbook. It is the faculty member's decision whether or not to be a reference. Endorsements will be provided only if the student's program of study in fact prepared him/her for the position or credential being sought.

ACADEMIC AND PERSONAL RESOURCES

Counseling Care

Phone: 865-8248

Hours: Monday – Friday 8:00 am to 5:00 pm

Location: MSAB, South Hallway, Room 144

Website: <http://www.unk.edu/CHC>

Counseling Care is a counseling center that offers confidential personal counseling to UNK students. Students are given an opportunity to discuss thoughts, feelings, and concerns with professional, licensed counselors in a non-threatening environment. The college experience is exciting, yet sometimes stressful. Personal counseling is a chance to talk over what is on your mind with an objective, professional person within a caring and safe environment. Counseling may involve exploring: relationship issues, stress, academic pressures, homesickness, depression, eating disorders, drug/alcohol abuse, anxiety, grief, sexuality issues (choices, pregnancy, and assault), addictions, and more. Crisis Care: Emergency 24-hour on-call counselors available at 308-865-8248. If no answer, dial UNK Police at 308-627-4811.

Financial Aid

Graduate students at UNK are eligible to apply for assistance through the Stafford Student Loan, Perkins Loan and the Federal Work Study Programs. Requirements regarding qualification for assistance and a description of application procedure are found in the UNK undergraduate catalog, or can be attained at the Financial Aid Office in the Memorial Student Affairs Building.

Scholarships are also available to graduate students. For further information, write or phone the Financial Aid Office, UNK, Kearney, NE 68849, 308-865-8520.

Graduate Assistantships

Currently, the Counseling & School Psychology has seven graduate assistantships available on a competitive basis to students admitted to any graduate program in the CSP department.

Assistantships provide a ten-month stipend and tuition waivers of nine (9) hours each semester and twelve (12) hours each summer. Office space and access to computerized word processing equipment is provided to all CSP graduate assistants. Graduate assistants are expected to work twenty (20) hours per week and enroll full time. Students often apply for assistantships in the Department in which they are seeking their degree, but students are also encouraged to apply for assistantships in other departments or student affairs offices posted on UNK Human Resources website. Responsibilities may include teaching, research, and/or administrative duties.

Applications are available from the Office of Graduate Studies and Research or on-line at the Graduate Office link on the UNK homepage (www.unk.edu).

Scholarships

The Department of Counseling and School Psychology awards scholarships to students on an annual basis. A number of department and endowed scholarships are available to students admitted to any department program. The on-line scholarship application is available on the UNK Financial Aid Office website throughout the month of February. For further information for any of these scholarships, contact the Financial Aids Office in the Memorial Student Affairs Building.

ACADEMIC DEGREE PROGRAMS

The Department of Counseling and School Psychology (CSP) at the University of Nebraska at Kearney (UNK) offers four degree options in the area of Counselor Education: the Master's Degree in Clinical Mental Health Counseling (60 cr. hrs.) and the Master's Degree in School Counseling with an emphasis PK-6 School Counseling (43 cr. hrs.), 7-12 School Counseling (43 cr. hrs.), or Student Affairs Counseling (36 cr. hrs.).

CLINICAL MENTAL HEALTH COUNSELING (CMHC)

Master's in Education (MS.Ed.) Degree

60 Credit Hours

The Clinical Mental Health Counseling program prepares professional clinical mental health counselors to meet the highest standards for delivering counseling in a wide variety of community and agency settings. Students in Clinical Mental Health Counseling are eligible to obtain the appropriate national certification (e.g., NCC) and Nebraska state licensure (LMHP/LPC/LIMHP).

- Possess knowledge of the development of the mental health counseling movement.
- Understand the general roles, duties, and expectations of the mental health counselor.
- Know the specialized legal and ethical responsibilities and functions of the mental health counselor.
- Possess an understanding of cultural diversity as it relates to mental health counseling.

- Possess an understanding of the relationship of mental health counseling to other health and human services.
- Be familiar with the factors related to the management of mental health services.
- Be familiar with the treatment procedures of mental and emotional disorders.
- Know specific models for assessing psychopathological behavior and be familiar with the DSM diagnostic categories.
- Be knowledgeable about the effects and side effects of the commonly used psychotropic drugs.
- Be familiar with case management procedures and the steps for developing a treatment plan.
- Be familiar with procedures for referral and possess consultation skills for use with other mental health professionals.
- Understand factors related to client advocacy and patients' rights.
- Be familiar with several approaches to individual, group, marital, couple, and family counseling.

Clinical Mental Health Counseling Program Course Requirements

CSP	802	Research Methods in Psychology & Education	3
CSP	805	Child & Adolescent Development & Intervention	3
CSP	807P	Clinical Treatment Issues in Addictions Counseling	3
CSP	810	Ethical & Legal Issues in Clinical Mental Health Counseling	1
CSP	830	Professional Issues in Clinical Mental Health Counseling	2
CSP	840	Adult Development	3
CSP	850P	Intro to Counseling & Social Advocacy	3
CSP	855	Techniques of Counseling	3 (C)
CSP	856	Multicultural Counseling	3
CSP	*859	Diagnosis & Treatment of Mental & Emotional Disorders	3
CSP	860	Theories of Counseling	3
CSP	862	Admin & Consult in Clinical Mental Health Counseling	3
CSP	865	Group Counseling	3 (C)
CSP	870	Marriage & Family Counseling	3
CSP	875	Career & Lifestyle Development	3
CSP	880	Appraisal & Evaluation of Individuals & Systems	3
CSP	885	Practicum in Counseling	3 (C)
CSP	886	Advanced Practicum in Clinical Mental Health Counseling	3 (C)
CSP	892	Internship in Clinical Mental Health Counseling	6 (C)
Elective			3
		TOTAL HOURS	60

(C) - Capstone courses that require a grade of “B” or higher

***Program Prerequisite**

Previous coursework (undergraduate or graduate) in Abnormal Psychology is a prerequisite requirement before taking CSP 859 Diagnosis & Treatment of Mental and Emotional Disorders. CSP 804 Counseling & Mental Disorders, a two-credit hour, on-line course is offered within the Department for those need the prerequisite.

Internship Requirements

Students must have completed previous clinical sequence course work with grades of B or higher. The internship requirement in clinical mental health counseling is 6 cr. hrs. (600 contact hours); 300 hours of the 600 hours must be in direct contact with clients. Internship can begin after CSP 885-Practicum in Clinical Mental Health Counseling has been completed. Application and contract forms for the internship experience must be completed and turned in to the Clinical Mental Health Counseling (CMHC) Internship Coordinator prior to the end of the semester before the internship experience is to begin. All forms must be completed and submitted to the Internship Coordinator before a call number to register for credit will be given. The student must be registered for credit before any hours towards the internship can be accrued. The UNK CMHC Internship Coordinator must approve the internship setting. The student must be supervised by a licensed mental health practitioner (LMHP), licensed independent mental health practitioner (LIMHP), licensed drug and alcohol counselor (LADC), licensed social worker, or licensed psychologist.

Study Guides

Listed below are resources representative of the study materials available that offer preparation materials. The Department does not endorse any one set of preparation materials. Additional study material is available in the university library.

Mastering the National Counselor Examination (NCE) and the counselor preparation comprehensive examination (CPCE) by Bradley T. Erford.

<http://www.amazon.com/Mastering-Counselor-Preparation-Comprehensive-Counseling/dp/0137017502>

Licensure and Certification

1. Licensed Mental Health Practitioner (LMHP). As of September 1, 1994, professional counselors in the State of Nebraska must be licensed as Mental Health Practitioners (LMHP). To qualify as a Licensed Mental Health Practitioner, one must receive a Masters degree in coursework and training that is primarily therapeutic mental health in context and includes a minimum of 300 hours of direct contact through practicum and internship experiences under the supervision of a licensed/certified physician, psychologist, master social worker, professional counselor or marriage and family therapist. The Clinical Mental Health Counseling Program at UNK satisfies these coursework and training requirements. In addition, the clinical mental health counselor will be recommended by their training program, must pass the National Board of Certified Counselor's National Counselor Examination (NBCC/NCE) or the National Clinical Mental Health Counselor Examination (NBCC/NCMHCE) and pay a licensure fee at which point s/he can receive a provisional license. The clinical mental health counselor can then practice under supervision of an LMHP to accumulate 3000 hours of post-graduate supervised experience in the mental health practice, 1500 of which must be in direct contact with clients. Upon accumulating 3000 hours of supervised practice, the community counselor can apply to the Nebraska Department of Health and Human Services Licensing & Credentialing Division to be awarded full licensure status. Materials can be secured from the Department of Health, State of Nebraska, 301 Centennial Mall South, PO Box 94986, Lincoln, NE 68509-4986. Phone 402-471-2115; PLMHP website http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_plmhp.aspx; LMHP website http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_lmhprequire.aspx

2. Licensed Independent Mental Health Practitioner (LIMHP): To qualify as a Licensed Independent Mental Health Practitioner, one must receive a Masters degree in coursework and training that is primarily therapeutic mental health in context and includes a minimum of 300 hours of direct contact and 300 indirect hours through practicum and internship experiences under the supervision of a licensed/certified physician, psychologist, master social worker, professional counselor or marriage and family therapist. The Clinical Mental Health Counseling Program at UNK satisfies these coursework and training requirements. To be licensed independently, one must also complete 2000 hours under a supervisor specifically focusing in the area of major mental health disorders in addition to the coursework and training requirements. The LIMHP allows you to provide treatment, assessment, psychotherapy, counseling, or equivalent activities to individuals, couples, families, or groups for behavioral, cognitive, social, mental, or emotional disorders, including interpersonal or personal situations. Independent mental health practice includes diagnosing major mental illness or disorder, using psychotherapy with individuals suspected of having major mental or emotional disorders, or using psychotherapy to treat the concomitants of organic illness, with or without consultation with a qualified physician or licensed psychologist. Independent mental health practice does not include the practice of psychology or medicine, prescribing drugs or electroconvulsive therapy, treating physical disease, injury, or deformity, or measuring personality or intelligence for the purpose of diagnosis or treatment planning. Materials can be secured from the Department of Health, State of Nebraska, 301 Centennial Mall South, PO Box 94986, Lincoln, NE 68509-4986. Phone 402-471-2115; LIMHP Application and requirements <http://dhhs.ne.gov/publichealth/Licensure/Documents/IndependentMHPLicenseApp.pdf>
3. Licensed Alcohol/Drug Counselor (LADC): To qualify as a Provisionally Licensed Alcohol/Drug Counselor (PLADC), one must have 270 hours of education in the following core courses: Counseling Theories, Group Counseling, Human Growth and Development, Professional Ethics, Alcohol/Drug Assessment, Multicultural Counseling, Medical and Psychological Aspects of Alcohol/Drug Use, Abuse, and Addiction, and Clinical Treatment Issues in Chemical Dependency. In addition, 300 hours of supervised practical training is required in the 12 core function areas set out by the IC&RC and supervised by a Licensed Alcohol/Drug Counselor. The Clinical Mental Health Counseling program satisfies these requirements. To become a fully Licensed Alcohol/Drug Counselor (LADC), the counselor must pass a written state examination, sign a code of ethics statement, and complete 2,000 hours of paid supervised clinical work beyond the Master's Degree. Materials can be secured from the Department of Health, State of Nebraska, 301 Centennial Mall South, PO Box 94986, Lincoln, NE 68509-4986, Phone 402-471-2115; website http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx.
4. Certified Professional Counselor (CPC). This Nebraska state certification is for qualified counselors working in non-school settings (agencies and private practice). However, this certification does not allow for practice. It protects the title. Certification requires professional experience after completion of the Masters Degree. For information, contact the Bureau of Examining Boards, P.O. Box 95007, Lincoln, NE 68509-5007, Phone 402-471-2115, CPC website http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_cpc.aspx
5. National Certified Counselor (NCC). The National Board for Certified Counselors (NBCC) recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has more than 44,000 certified

counselors. As a CACREP accredited counseling program, students in the UNK Clinical Mental Health Counseling Program are eligible to take the NCE exam during the academic year in which they receive their degree two times a year, in October and April. NBCC notifies each student of the results only after their file, including final transcript and the supervisor endorsement, are complete. For information see NBCC's website at www.nbcc.org or write to: NBCC, 3 Terrace Way, Suite D, Greensboro, NC 27403-3660, Phone: 910-547-0017.

SCHOOL COUNSELING (PK-6; 7-12)
Master's in Education (MS.Ed.) Degree
43 Credit Hours

The general objective of the School Counseling major is to prepare professional counselors to deliver quality, counseling services in elementary and secondary schools. School Counseling students may obtain Nebraska certification as school counselors. If you are going to be certified in other states, you should consult the certification office for those states.

Desired outcomes for students in the School Counseling Program include the ability to:

- Possess knowledge of the historical background of school counseling programs.
- Understand the philosophy and functioning of school counseling programs.
- Possess the ability to design and implement a program evaluation.
- Know the roles, duties, and responsibilities of a school counselor.
- Possess the knowledge to make referrals inside and outside the school system.
- Possess the knowledge to function on a child study team.
- Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
- Be able to function as a consultant to other school personnel.
- Be familiar with the legislation and policies relevant to school counseling.
- Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
- Know how to function as an advocate for the students.
- Know how to present guidance-related programs to school personnel and parents.
- Understand and be able to implement the Nebraska Comprehensive Guidance and Counseling Program Model.
- Possess knowledge of standardized tests commonly utilized by school personnel.
- Possess knowledge of career exploration and decision-making.
- Be able to work with families on a therapeutic and educational level.
- Possess skills to provide group guidance and group counseling in the schools.
- Understand the legal and ethical issues of the school counseling profession.

UNK School Counseling (PK-6; 7-12) Program of Study	Semester(s) Offered F=Fall, S=Spring, U=Summer	Course Delivery Format	Credit hours
CSP 802 Research Methods	F,U	Online or campus	3
CSP 805 Child and Adolescent Development & Interventions	S,U	blended	3

*CSP 855 Techniques of Counseling	F,S,U	campus residency	3
CSP 856 Multicultural Counseling	F,S,U	online	3
CSP 860 Theories of Counseling	F,S,U	online	3
CSP 861 Organization & Practice of School Counseling	F every other year	online	3
CSP 865 Group Counseling	F,U	campus residency	3
CSP 870 Marriage & Family Counseling	S,U	blended or campus	3
CSP 875 Career & Lifestyle Development	F,S	online	3
*CSP 885 Practicum	F,S,U	campus residency	3
*CSP 893 Internship I	F,S,U	online	2
*CSP 894 Internship II <Elementary/Secondary>	F,S,U	online	2
CSP 901 Ethical, Legal and Professional Practice in School	S	blended	3
CSP 905 Behavioral Problem Solving and Assessment	S	campus residency	3
CSP 957 Problem Solving Consultation	U	online	3
TOTAL			43

Note that in order to add an additional endorsement students register for another 2 credit hours of CSP 894 Internship II with assignments specific for those grade levels.

*(C) - Capstone courses that require a grade of “B” or higher

Non-Teacher Pathway (SC MS.Ed. +12)

UNK Transitional Certification Program requirements

The Nebraska Department of Education has approved a School Counseling Master's Degree +12 track for students who do not hold an undergraduate teacher education degree (Rule 24 006.48D41). The UNK Transitional Certification Program (TCP) is an alternative teacher certification pathway for individuals with ANY bachelor's degree or higher who wish to earn an Initial School Counselor Certification issued by the Nebraska Department of Education. The following 2 TCP courses (12 credit hours) are required in addition to the School Counseling Master's Degree:

NDE Approved UNK School Counseling +12 Standards	UNK Transitional Certification Program (TCP) Coursework
Core curriculum design, lesson plan development, classroom management strategies	TE 831 (6 credit hours online-35 hours in school)
Student assessment, differentiated instructional strategies	TE 832 (6 credit hours online – 35 hours in school)

Provisional School Counselor Endorsement

With Nebraska Teaching Certificate:

If the student has a Nebraska teaching certificate, he/she would need to complete 50% of the School Counseling Master's Degree coursework to qualify for a provisional endorsement.

Without Nebraska Teaching Certificate:

If the student does not have a teaching certificate, he/she would need to complete 75% of the SC Master's Degree program (i.e., minimum 33 credit hours) and TE 831 (6 credit hours) to qualify for an alternative program teaching permit.

Internship Requirement

Students must have completed previous clinical sequence course work with grades of B or higher. The internship requirement in school counseling is four credit hours. Prior to enrolling in any internship hours, the student must meet with the UNK School Counseling Internship Coordinator to complete an Internship Application and Contract. Internship I (2 cr. hrs./200 clock hours) can begin upon completion of CSP 861P - School Counseling Organization and Practice and provides a broad overview of K-12 counseling and guidance programs. Designated activities will be approved by the UNK School Counseling Internship Coordinator and completed under the guidance of an in-school supervisor at the elementary and secondary level. Internship II (2 cr. hrs./250 clock hours) can begin after CSP 885 - Practicum, has been completed. This internship experience is completed at the level of the endorsement sought (elementary or secondary) and 120 of the required 250 hours must be direct contact hours with students. If the student is seeking both the PK-6 and 7-12 endorsements, two Internship II experiences must be completed—one at the elementary level and one at the secondary level. All forms must be completed and submitted to the Internship Coordinator before a call number to register for credit will be given. The student must be registered for credit before any hours towards the internship can be accrued.

Nebraska Department of Education Certification/Endorsement

The School Counseling programs at the University of Nebraska at Kearney are state-approved for endorsement at the Elementary (PK-6) or Secondary (7-12) levels. Upon completion of the program, the Department recommends graduates for endorsement. Certification Endorsement Requirements: Students seeking endorsements in Nebraska in School Counseling must have a master's degree in counseling including at least one hundred clock hours of clinical experience prior to internship, at least four hundred fifty (450) clock hours of internship, a valid Nebraska Teaching Certificate and two years teaching experience.

Praxis II Exam

As of July 2014, all students seeking School Counselor Endorsement in the state of Nebraska must successfully complete the Praxis II Test: Professional School Counselor. Successfully completing the Praxis II Test is a graduation requirement. This test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. ETS does recommend that candidates study for the Praxis II tests. The Professional School Counselor Praxis II test (5421) is administered during each of the 12 testing windows during the year. The Multi State Standard Setting score of 156 is currently the passing score for NE candidates. The Nebraska Department of Education adjust the pass standards for all who take the exam after July 2015.

The UNK COE Educator Certification Office website

http://www.unk.edu/academics/certification/praxis_II_faqs.php has useful information about

Praxis frequently asked questions, test prep, test dates, locations, and much more. To find Praxis Test Centers and Dates select 5421 Professional School Counselor from the menu. * Paper/pencil tests will no longer be offered unless a student applies for [accommodations](#).

Frequently Asked Praxis II Exam Questions

What test should I take? The [Nebraska Praxis II requirements](#) are on the www.ets.org/praxis website. We also have a printed copy of the test numbers and schedule on the counter in our office.

How do I register? Before registering, determine the test you need to take by visiting the [Nebraska information](#) on the ETS.org website. Once you know which test should be taken, visit the ETS [registration](#) page.

When should I take the test? We are advising students to take the Praxis II immediately before, during, or immediately after internship UNLESS otherwise instructed by their advisor. Students should be advised to plan ahead. The Praxis II tests are not continuously available. Students should visit the Praxis II [testing schedule](#) after determining which test should be taken. Again, **students need to be aware of the testing schedule and plan ahead. Currently the test is offered once a month.**

Where can I take the test? Students may take the test at any Prometric Testing Center. Nebraska locations include the following: Chadron State College, UNK COE C106, UNO, and Western Community College in Scottsbluff. Additionally, a Prometric Testing center is located at 5715 S. 34th St. Ste. 300 in Lincoln. Omaha has a second location at 1506 Elm Street, Ste. 104. The ETS.org website includes a list of all [Prometric Testing Centers](#), which are located in the United States, U.S. territories, and Canada.

What can I expect on the test? Visit the [test preparation information](#) on the ETS.org website.

Where can I find study guides? The [Calvin T. Ryan Library](#) offers free study prep information. Additionally, libraries, bookstores, and on-line retailers, including ets.org, offer study materials.

The [ETS website](#) provides official preparation materials including a study guide and workshops. The website also provides free pdfs with information about the exam as well as tips for studying and reducing text anxiety. “[Praxis School Guidance and Counseling 0420](#)” by Sharon A Wynne. ETS does have a ‘Study Companion’ for the Praxis II test available on their website and it is free: <http://www.ets.org/praxis/prepare/materials/5421>. It includes sample test questions and an analysis of answers. There are also some videos about taking computer-delivered tests, etc. on the ETS website

[School Guidance and Counseling Study Guide eBook](#) This Praxis™ Study Guide eBook was created by ETS test makers. Available for immediate download, this guide contains content outlines, information on the types of questions found on the test, test-taking strategies, study topics with sample questions, and practice questions with correct answers and detailed rationales. For more information see the Nebraska Department of Education’s website for pertaining to School Guidance Programs www.education.ne.gov/cared/nepolicy.shtm.

STUDENT AFFAIRS (online)

Master’s in Education (MS.Ed.) Degree

36 Credit Hours

The Master of Education Degree in Student Affairs prepares professional student affairs practitioners to deliver services in a wide variety of college and university settings. The Student Affairs major will:

- Be aware of significant events and relationships in the development of higher education and student affairs.
- Understand the role of student affairs in higher education and be aware of the Student Personnel Point of View.
- Develop a personal position and rationale for student affairs practice and be able to justify the student services field to other university personnel and the public.
- Know the major professional associations in Student Affairs Counseling and their role in the development of the profession.
- Possess an understanding of the current issues and problems in higher education and student affairs.
- Be familiar with the major student affairs services and should develop a rationale for each of these services.
- Be familiar with the current literature and research in student affairs practice.
- Understand legal and ethical practice in higher education and student affairs.
- Be able to conceptualize, administer, and evaluate a student affairs program.
- Be familiar with several student development theories.
- Be familiar with the characteristics of college students and the diversity of the college population and higher education environments.
- Be familiar with procedures for assessing the needs of college students and the atmosphere of the college environment.
- Develop skills in working with the special problems of specific college populations.
- Possess specialized knowledge of problems and issues impacting on college students.

Student Affairs Course Requirements

CSP	802	Research Methods in Psychology and Education	3
CSP	855	Techniques of Counseling	3 (C)
CSP	856P	Multicultural Counseling	3
CSP	860	Theories of Counseling	3
CSP	864	Student Affairs Organization & Practice	3
CSP	865	Group Counseling	3 (C)
CSP	868	Student Development Theory	3
CSP	870	Marriage & Family Counseling	3
CSP	875	Career & Lifestyle Development	3
CSP	885	Practicum	3 (C)
CSP	895	Internship	3 (C)
CSP	869P	Foundations of Student Affairs	3
		TOTAL HOURS	36

(C) - Capstone courses that require a grade of “B” or higher
Internship Requirement

The internship requirement in student affairs is 3 cr. hrs. (300 clock hours) of field experience. The internship experience may begin after the completing one of the following Student Affairs Courses (CSP 864, CSP 868, or CSP 869P). Approval of internship sites and activities by the Student Affairs Internship Coordinator is required. All forms must be completed and submitted to the Internship Coordinator before a call number to register for credit will be given. The student must be registered for credit before any hours towards the internship can be accrued.

PROFESSIONAL ORGANIZATIONS

The American Counseling Association (ACA)

(www.counseling.org) has nearly 60,000 members and is the world's largest non-profit organization for professional counselors. Student membership (see <http://www.counseling.org/membership/aca-and-you/students>) is available to those enrolled in a graduate counseling program. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. Affiliation with one or more of ACA's national divisions is also offered. These areas speak directly to the skills, professional interests, and future work settings, and are listed in an ACA student brochure accessible at http://www.counseling.org/docs/membership/student_powerpoint_2014.pdf?sfvrsn=4.

The Nebraska Counseling Association (NCA)

(<http://www.necounseling.org/>) is a state branch of the American Counseling Association. It is an organization of counseling and human development professionals who work in education, health care, residential, private practice, community agency, government and business and industry settings in the state of Nebraska. NCA's purpose is to promote the qualities of ACA, to advance the interest of counseling services, and to enhance the professional growth of counselors in Nebraska. NCA serves as an umbrella organization for five state divisions and six interest groups which meet the specialized interests of counselors. Each division is an affiliate of a national division of ACA.

The American School Counselor Association (ASCA)

(<http://schoolcounselor.org/>) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 33,000 professional school counselors around the globe.

The American Mental Health Counselors Association (AMCHA)

(<http://www.amhca.org/>) is the professional membership organization that represents the clinical mental health counseling profession. gives you the knowledge, support and recognition you need for professional success. Plus, you'll save money with members-only discounts on essential services, products, and programs for your career as a clinical mental health counselor.

NASPA

[\(https://www.naspa.org/\)](https://www.naspa.org/) is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Established in 1918 and founded in 1919, NASPA is comprised of over 15,000 members in all 50 states, 25 countries, and 8 U.S. Territories

ACPA—College Student Educators International

[\(http://www.myacpa.org/\)](http://www.myacpa.org/) continues to be recognized for its leadership in addressing issues and trends in student affairs within the context of higher education. Its mission, defined in its new strategic plan, is to support and foster college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community

Chi Sigma Iota

www.CSI-net.org) is a counseling honorary society established to create a link between students, educators, practitioners and supervisors in various counseling settings. The objective of Chi Sigma Iota, as stated in the Society's By-laws, is “. . . to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.” Students interested in membership in the local chapter, Upsilon Nu Kappa, should contact Dr. David Hof or Dr. Doug Tillman, faculty advisors for Chi Sigma Iota.

The Graduate Student Association (GSA)

meets regularly to discuss academic, financial and professional concerns of graduate students, sponsors academic and social activities, informs degree-seeking students of opportunities and events, and holds membership in the National Association of Graduate and Professional Students. Membership is open to all students who are currently pursuing post-baccalaureate studies at UNK. Contact the Graduate Studies office for further information.

Council for Accreditation of Counseling & Related Educational Programs (CACREP)

<http://cacrep.com/template/index.cfm>) is a specialized accreditor in the field of counseling. The agency accredits a variety of counseling degree programs at the master's and doctoral level. CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially.

The National Board for Certified Counselors, Inc. and Affiliates (NBCC)

[\(http://www.nbcc.org/\)](http://www.nbcc.org/) is an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has 49,858 certified counselors. These counselors live and work in the U.S.

and more than 40 countries. NBCC examinations are used by all 50 states, the District of Columbia, and Puerto Rico to credential counselors on the state and territory level.

RESEARCH OPPORTUNITIES AND SCHOLARLY DEVELOPMENT

Student Research

Funding for student research is provided through the UNK Grants Office. The UNK Grants Office provides services to assist faculty and students in finding both private (corporate and foundation) and public (federal and state) sources of funding for pedagogical, scholarly, and other creative projects. Some of the support that is available is provided in the following areas: mini-grant program, extramural grant development, undergraduate and graduate student research-travel, distinguished lecturer/artist, invited research scholar/artist, and dissemination support. A description of these programs is available in the Graduate Office.

Institutional Review Board

UNK has provided a formal guarantee (Assurance of Compliance) to the U.S. Department of Health and Human Services (HHS) that it will follow procedures that will assure the protection of all human subjects involved in research. This guarantee applies to all human subject research conducted by anyone on the premises of any University campus, and to research conducted elsewhere by faculty, students, staff or other representatives of the University. In order to comply with this assurance, the University of Nebraska has established an institutional committee competent to review research projects that involve human subjects. Under the provisions of the HHS Regulations for Protection of Human Subjects (45 CFR 46), this committee has been designated as the Institutional Review Board (IRB) and consists of representatives from UNK, UNMC, UNO, and UNL. The primary function of the IRB is to assist the investigator in the protection of the rights and welfare of human subjects. The ethical premise upon which the IRB is based is the necessity for others who are independent of the research to share the responsibility for determining the standards for ethical conduct of human subjects research. Investigators, however, carry primary responsibility for assuring that research protocols meet the standards established by federal regulations and the IRB. No student research should be undertaken without IRB approval. For further information contact your advisor or study supervisor.

MEMBERS OF THE CSP FACULTY



**Dr. Grace Ann Mims, Ph.D., LIMHP, LPC, LMFT-SD, NCC, ACS
Department Chair**

Professor

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APPENDIX A: TRANSITION ADVISING FORMS

RECOMMENDED PROGRAM OF STUDY

Elementary School Counselor adding Secondary School Counseling Endorsement

If hold a UNK 36-hour Elementary Counseling Degree:

<u>Courses Required:</u>	
CSP 802 Research Methods in Psychology and Education	3
CSP 811 Ethical and Legal Considerations in School Counseling	1
CSP 831 Seminar: Professional Issues/Ethics in School Counseling	2
CSP 885 Practicum in Secondary School Counseling	3
CSP 894 Internship in Secondary School Counseling	2
CSP 957 Problem Solving Consultation	3

If hold a UNK CSP 43-hour Elementary Counseling Degree:

<u>Courses Required:</u>	
CSP 885 Practicum in Secondary School Counseling	3
CSP 894 Internship in Secondary School Counseling	2

Secondary School Counselor adding Elementary School Counseling Endorsement

If hold a UNK CSP 36-hour Secondary Counseling Degree:

<u>Courses Required:</u>	
CSP 802 Research Methods in Psychology and Education	3
CSP 805 Child & Adolescent Development & Interventions	3**
CSP 811 Ethical and Legal Considerations in School Counseling	1
CSP 831 Seminar: Professional Issues/Ethics in School Counseling	2
CSP 885 Practicum in Elementary School Counseling	3
CSP 894 Internship in Elementary School Counseling	2
CSP 957 Problem Solving Consultation	3

**Required only if took CSP 840 rather than CSP 805—Behavioral Characteristics of Children and Adolescents on Secondary Program

If hold a UNK CSP 43-hour Secondary Counseling Degree:

<u>Courses Required:</u>	
CSP 805 Behavioral Characteristics of Children & Adolescents	3**
CSP 885 Practicum in Elementary School Counseling	3
CSP 894 Internship in Elementary School Counseling	2

**Required only if took CSP 840 rather than CSP 805 Behavioral Characteristics of Children and Adolescents on Secondary Program

NOTE: The client population during the practicum must be children and/or adolescents relative to the school counselor endorsement level sought otherwise an additional practicum with elementary or secondary students will be required.

RECOMMENDED PROGRAM OF STUDY

School Counseling Degree adding LMHP Licensure Coursework

If hold a 36-hour UNK School Counseling Degree

Courses Required for licensure

CSP 802 Research Methods in Psychology and Education	3
CSP 804 Counseling & Mental Disorders	2*
CSP 807P Clinical Treatment Issues in CMH Counseling	3
CSP 811 Ethical and Legal Considerations in Mental Health Counseling	1
CSP 830 Seminar: Professional Issues & Ethics in CMH Counseling	2
CSP 840 Adult Development	3**
CSP 859 Diagnosis & Treatment of Mental and Emotional Disorders	3
CSP 862 Administration and Consultation in CMH Counseling	3
CSP 892 Internship in Community Counseling	1-3***
CSP 885 Practicum in Community Counseling	3
CSP 886 Advanced Practicum	3

*Not required if have already taken a class in Abnormal Psychology (Undergraduate or Graduate)

**Required only if took CSP 805 rather than CSP 840

***Must include 300 direct contact hours in a mental health setting (hours from the second internship for the school counseling degree may apply if they were delivered in a mental health setting)

If hold a 43-hour UNK School Counseling Degree

Courses Required for licensure

CSP 804 Counseling & Mental Disorders	2*
CSP 807P Clinical Treatment Issues in CMH Counseling	3
CSP 810 Ethical and Legal Considerations in Mental Health Counseling	1
CSP 830 Seminar: Professional Issues & Ethics in CMH Counseling	2
CSP 840 Adult Development	3**
CSP 850P Introduction to Counseling & Social Advocacy	3
CSP 859 Diagnosis & Treatment of Mental and Emotional Disorders	3
CSP 862 Administration and Consultation in CMH Counseling	3
CSP 892 Internship in Community Counseling	1-3***
CSP 885 Practicum in Community Counseling	3
CSP 886 Advanced Practicum	3

*Not required if have already taken a class in Abnormal Psychology (Undergraduate or Graduate)

**Required only if took CSP 805 rather than CSP 840

***Must include 300 direct contact hours in a mental health setting (hours from the second internship for the school counseling degree may apply if they were delivered in a mental health setting)

RECOMMENDED PROGRAM OF STUDY
Clinical Mental Health Counseling Degree adding
NE School Counselor Endorsement Requirements

Clinical Mental Health Counseling Program Course Requirements:

CSP	802	Research Methods in Psychology & Education	3
CSP	805	Child & Adolescent Development & Intervention	3
CSP	807P	Clinical Treatment Issues in Addictions Counseling	3
CSP	810	Ethical & Legal Issues in Clinical Mental Health Counseling	1
CSP	830	Professional Issues in Clinical Mental Health Counseling	2
CSP	840	Adult Development	3
CSP	850P	Intro to Counseling & Social Advocacy	3
CSP	855	Techniques of Counseling	3 (C)
CSP	856	Multicultural Counseling	3
CSP	*859	Diagnosis & Treatment of Mental & Emotional Disorders	3
CSP	860	Theories of Counseling	3
CSP	862	Admin & Consult in Clinical Mental Health Counseling	3
CSP	865	Group Counseling	3 (C)
CSP	870	Marriage & Family Counseling	3
CSP	875	Career & Lifestyle Development	3
CSP	880	Appraisal & Evaluation of Individuals & Systems	3
CSP	**885	Practicum in Counseling	3 (C)
CSP	886	Advanced Practicum in Clinical Mental Health Counseling	3 (C)
CSP	892	Internship in Clinical Mental Health Counseling	6 (C)
Elective			3
		TOTAL HOURS	60

(C) - Capstone courses that require a grade of “B” or better

*Prerequisite Abnormal Psychology undergraduate course or CSP 804 Counseling & Mental Disorders

**The client population during practicum must be children and/or adolescents relative to the school counselor endorsement level sought otherwise an additional practicum with elementary or secondary students will be required.

Additional NE School Counselor Endorsement requirements

CSP	831	Seminar: Professional Issues in School Counseling	2
CSP	861P	Organization & Practice of School Counseling	3
CSP	957	Problem Solving Consultation	3
CSP	893	Internship in School Counseling I – Elementary or Secondary School Counseling	2 (C)
CSP	894	Internship in School Counseling II – Elementary or Secondary School Counseling	2 (C)
		TOTAL HOURS	12

NOTE: Nebraska Department of Education also requires an Education Bachelor’s Degree and 2 years full time teaching experience for School Counselor Endorsement.

APPENDIX B: Tentative Counselor Education –Student Affairs Course Rotation Schedule

**UNK Clinical Mental Health and School Counseling Course Rotation
Tentative Schedule 10.21.16**

Subject to change based on program needs and student enrollment

Course	Fall	Spring	Summer
CSP 801P: Counseling Skills	X	X	
CSP 802: Research Methods in Psychology & Education	X		X
*CSP 805: Child & Adolescent Development & Interventions		X	X
*CSP 807P: Clinical Treatment Issues in Addictions Counseling		X	
*CSP 815: Ethical, Legal & Professional Issues in Counseling	X		
**CSP 840: Adult Development	X		
CSP 850P: Intro to Counseling & Social Advocacy		X	
CSP 855: Techniques of Counseling	X	X	X
CSP 856: Multicultural Counseling	X	X	X
CSP 859: Diagnosis & Treat of Mental & Emotional Disorder		X	
CSP 860: Theories of Counseling	X	X	
**CSP 861: School Counseling Organization & Practice	X		
CSP 862: Admin & Consult in Clinical Mental Health Coun.	X		
CSP 865: Group Counseling	X		X
CSP 870: Marriage & Family Counseling		X	X
**CSP 875: Career & Lifestyle Development	X	X	
*CSP 880: Appraisal & Evaluation of Individuals & Systems		X	
CSP 885: Practicum in Counseling	X	X	X
CSP 886: Advanced Practicum in Clinical Mental Health Counseling		X	
**CSP 892: Internship in Clinical Mental Health Coun.	X	X	X
**CSP 893: Internship in School Counseling I	X	X	X
**CSP 894: Internship in School Counseling II	X	X	X
**CSP 895: Internship in Student Affairs	X	X	X
*CSP 957: Problem Solving Consultation			X
**CSP 804P: Counseling & Mental Disorders (Prerequisite to CSP 859)		X	
**CSP 808P: Assess, Case Planning & Mgmt of Addictions (Elective)	X		
**CSP 809P: Med & Psychosocial Aspects of Addictions (Elective)			X

*Blended Course Delivery (15 hours face to face on campus)

**On-line Course Delivery

**UNK Online Student Affairs Course Rotation
Tentative Schedule 03.25.18**

Subject to change based on program needs and student enrollment

Course	Fall	Spring	Summer
CSP 802: Research Methods in Psychology & Education			X
CSP 855: Techniques of Counseling		X	
CSP 856: Multicultural Counseling	X	X	X
CSP 860: Theories of Counseling	X	X	
CSP 864: Student Affairs Organization & Practice	X		
CSP 865: Group Counseling	X		
CSP 868: Student Development Theory		X	
CSP 869P: Foundations in Student Affairs		X	
CSP 870: Marriage & Family Counseling	X		
CSP 875: Career & Lifestyle Development	X	X	
CSP 885: Practicum in Counseling		X	
CSP 895: Internship in Student Affairs	X	X	X

**UNK School Counseling Online Options – considered on a case by case basis if there is an open seat in Student Affairs section and via CE Committee approval
Tentative Schedule 02.25.16**

Subject to change based on program needs and student enrollment

Course	Fall	Spring	Summer
CSP 802: Research Methods in Psychology & Education			X
CSP 855: Techniques of Counseling		X	
CSP 856: Multicultural Counseling			X
CSP 860: Theories of Counseling	X		
CSP 865: Group Counseling	X		
CSP 870: Marriage & Family Counseling	X		
CSP 875: Career & Lifestyle Development			X

UNK Clinical Mental Health Counseling Example Part-Time Course Schedule I

Fall 1	Spring 1	Summer 1
*CSP 810 Ethics in CMHC	*CSP 807P Clinical Treatment Issues	CSP 856 Multicultural Coun
CSP 860 Theories of Counseling	*CSP 840 Adult Development	CSP 855 Techniques
CSP 850 Introduction to Counseling		

Fall 2	Spring 2	Summer 2
*CSP 875 Career	CSP 862 Admin & Consult in CMHC	CSP 870 Marriage & Family Coun
*CSP 865 Group Counseling	*CSP 880 Appraisal	*CSP 805 Child and Adolescent Coun

Fall 3	Spring 3	Summer 3
CSP 859 Diagnosis & Treatment	CSP 885 Practicum	CSP 802 Research Methods
*CSP 808P/809P Addiction electives		

Fall 4	Spring 4	Summer 4
CSP 866 Advanced Prac	*CSP 892 Internship	
*CSP 892 Internship	*CSP 830 Seminar	
	(Comps & NCE)	

*Web-based

**UNK Clinical Mental Health Counseling
Example Full Time Course Schedule II**

Fall 1	Spring 1	Summer 1
*CSP 810 Ethics in CMHC	CSP 856 Multicultural Counseling	CSP 802 Marriage & Family Coun
CSP 860 Theories of Counseling	CSP 855 Techniques	CSP 865 Group Counseling
CSP 850 Introduction to Counseling	*CSP 875 Career	

Fall 2	Spring 2	Summer 2
*CSP 880 Appraisal	*CSP 807P Clinical Treatment Issues	CSP 802 Research Methods
*CSP 840 Adult Development	CSP 885 Practicum	*CSP 805 Child and Adolescent Dev
CSP 862 Admin & Consult in CMHC	CSP 859 Diagnosis & Treatment	

Fall 3	Spring 3	Summer 3
*CSP 892 Internship	*CSP 892 Internship	
CSP 866 Advanced Prac	*CSP 830 Seminar	
*CSP 808P/809P Addiction electives	(Comps and NCE)	

*Web-based

Appendix C: Student Learning Outcomes

Student Learning Outcome 1 Benchmark Assignment Rubric

Class: CSP 830 Seminar Professional Issues in CMHC
Assignment: Professional Orientation Exercise I & II
(ACA & State Licensure Reviews)

SLO 1: Student understands the history of the counseling profession and the professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing.

Date: _____ Student: _____

Evaluator: _____

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
Professional Orientation Exercises (ACA & State Licensure) Thoroughness Thoughtfulness Organization	Comprehensive responses demonstrating exemplary research of ACA, NBCC, state licensure websites, & other relevant resources. Shows high degree of thoughtfulness and critical thinking about the topic beyond accuracy and facts. Multiple perspectives are considered. Well organized, clearly presented, concise, APA style and grammatically correct.	Acceptable responses to most prompts demonstrating research of ACA website, NBCC website, & state licensure website. Evidence of critical thought and accurate responses. Multiple perspectives and Implications are considered. Acceptable format, reasonably organized with good flow. Some inconsistencies with APA style or grammar.	Little attention paid to the required aspects of the prompts. Many major oversights or inaccuracies evident. Shows sparse thoughtfulness about ACA/State Licensure. Little critical thought about implications and/or multiple perspectives. Inadequately organized, lacks APA style, not easily understood, hard to follow, either too wordy or sparse, and grammatically incorrect.

Rating: _____

Student Learning Outcome 1 Benchmark Assignment Rubric

Class: CSP 850P Introduction to Counseling
Assignment: Advocacy Project

SLO 1: Understand the history of the counseling profession and the professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 850P: Advocacy Project	<ul style="list-style-type: none"> ▪ The student averages between 45 to 50 points on Exam. ▪ Student demonstrates having exemplary knowledge of the history of the counseling profession and the professional identity of counselors to include professional issues, organizations, advocacy, standards and credentialing. 	<ul style="list-style-type: none"> ▪ The student averages between 39 to 44 points on Exam. ▪ Student demonstrates having adequate knowledge of the history of the counseling profession and the professional identity of counselors to include professional issues, organizations, advocacy, standards and credentialing. 	<ul style="list-style-type: none"> ▪ The student averages below 39 points on Exam. ▪ Student does not demonstrate having adequate knowledge of the history of the counseling profession and the professional identity of counselors to include professional issues, organizations, advocacy, standards and credentialing.

Rating: _____

Student Learning Outcome 2 Benchmark Assignment Rubric

Class: CSP 815 Ethical and Legal Issues in CMHC Assignment: Ethical Case Analysis

SLO 2: Knows and applies ethical standards of the profession, including those specific to the practice of clinical mental health counseling.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment		2 Target	1 Met	0 Not Met
Ethical Case Analysis	Critical Thinking	<ul style="list-style-type: none"> complexities of the ethical dilemma are stated identified, well developed, & comprehensive clear understanding & application of ethical decision making model 	<ul style="list-style-type: none"> substantial information presented thought, insight, and analysis evident adequate understanding & application of ethical decision making model 	<ul style="list-style-type: none"> information thin and commonplace thought, insight, and analysis minimal lacks understanding or application of ethical decision making model
	Connections	<p>All relevant information necessary for full understanding and analysis presented. Clear connections to</p> <ul style="list-style-type: none"> ethical principals, codes, state statutes research/literature options/consequences 	<ul style="list-style-type: none"> connections are made but not developed some ethical principals/ codes, state statutes options/consequences adequate 	<ul style="list-style-type: none"> limited connections ethical principals, codes, state statutes vaguely/inadequately addressed options/consequences lack full consideration
	Conclusions and related outcomes	<p>Consequences/implications reflect student's informed evaluation and ability to apply ethical decision making model</p> <ul style="list-style-type: none"> recommendations anchored in best practices 	<ul style="list-style-type: none"> ethical decision making applied some complexities of ethical dilemma identified adequate recommendations 	<ul style="list-style-type: none"> limited ethical decision making applied confused dilemma presented recommendation not anchored in best practices
	Stylistics	<ul style="list-style-type: none"> grammatical and APA stylistic compliant well-written 	<ul style="list-style-type: none"> several grammatical or APA stylistic errors adequately written 	<ul style="list-style-type: none"> obvious grammatical or APA stylistic errors poorly written

Rating: _____

Department of Counseling & School Psychology
University of Nebraska at Kearney

**Student Learning Outcome 1
Benchmark Assignment Rubric**

**Class: CSP 830 Seminar Professional Issues in CMHC
Assignment: Professional Orientation Exercise I & II
(ACA & State Licensure Reviews)**

SLO 1: Student understands the history of the counseling profession and the professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing.

Date:

Student:

Evaluator:

Rating Scale

2= Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Student addressed competency adequately—acceptable, meets expectations

0= Student failed to address the competency—unacceptable, does not meet expectations

Benchmark Assignments	2 Target 90%-100%	1 Met 80%-89%	0 Not Met Below 80%
CSP 830: Professional Orientation Exercise I & II	<p>Thoroughness Comprehensive responses demonstrating exemplary research of ACA, NBCC, state licensure websites, & other relevant resources.</p> <p>Thoughtfulness Shows high degree of thoughtfulness and critical thinking about the topic beyond accuracy and facts. Multiple perspectives are considered.</p> <p>Organization Well organized, clearly presented, concise, APA style and grammatically correct.</p>	<p>Thoroughness Acceptable responses to most prompts demonstrating research of ACA website, NBCC website, & state licensure website.</p> <p>Thoughtfulness Evidence of critical thought and accurate responses. Multiple perspectives and implications are considered.</p> <p>Organization Acceptable format, reasonably organized with good flow. Some inconsistencies with APA style or grammar.</p>	<p>Thoroughness Little attention paid to the required aspects of the prompts. Many major oversights or inaccuracies evident.</p> <p>Thoughtfulness Shows sparse thoughtfulness about ACA/State Licensure. Little critical thought about implications and/or multiple perspectives.</p> <p>Organization Inadequately organized, lacks APA style, not easily understood, hard to follow, either too wordy or sparse, and grammatically incorrect.</p>

Rating: _____

**Student Learning Outcome 3
Benchmark Assignment Rubric**

**Class: CSP 862 Administration and Consultation in CMHC
Assignment: Quiz and Class Project**

SLO 3: Understands the various practice settings, including responsibilities in interdisciplinary treatment teams, expert witness status, and crisis management.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 862: Quiz and Class Project	Student scores an average of 85% - 100% on a quiz and class project. Student completes a quiz demonstrating exemplary knowledge regarding the responsibilities of interdisciplinary teams and demonstrates considerable preparation and practice in role-playing as an expert witness in front of the class.	Student scores an average of 70% - 84% on a quiz and class project. Student completes a quiz demonstrating adequate knowledge regarding the responsibilities of interdisciplinary teams and demonstrates moderate preparation and practice in role-playing as an expert witness in front of the class.	Student scores an average of 69% or below on a quiz and class project. Student completes a quiz demonstrating poor knowledge regarding the responsibilities of interdisciplinary teams and demonstrates poor preparation and practice in role-playing as an expert witness in front of the class.

Rating: _____

**Student Learning Outcome 4
Benchmark Assignment Rubric**

**Class: CSP 856 Multicultural Counseling
Assignment: Reflective Writing: Self-Assessment of Progress Towards
Multicultural Competencies**

SLO 4: Develops a culturally diverse populations perspective of counseling including knowledge of the multicultural competencies endorsed by the counseling profession and national/international trends related to diversity.

Date:
Student:
Evaluator:

Rating Scale

- 2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
 1= Met: Student addressed competency adequately—meets expectations
 0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2	1	0
CSP 856: Reflective Writing—Self-Assessment of Progress towards Multicultural Counseling Competencies	<ul style="list-style-type: none"> ▪ The assessment shows the student has detailed knowledge of the multicultural competencies endorsed by ACA and AMCD ▪ The assessment reflects a thoughtful and accurate review of self progress towards mastering the competencies, including a detailed plan for further growth ▪ Assessment displays a culturally diverse populations perspective and awareness of trends related to diversity 	<ul style="list-style-type: none"> ▪ The assessment shows adequate knowledge of the multicultural competencies endorsed by ACA and AMCD ▪ The assessment reflects an accurate idea of self progress towards competencies, plan for future growth is acceptable ▪ Assessment indicates student is in the progress of gaining a culturally diverse populations perspective and awareness of trends related to diversity 	<ul style="list-style-type: none"> ▪ The assessment is incomplete and does not address all of the multicultural competencies ▪ The assessment does not address self-progress towards competencies fully or include a plan for future growth ▪ Assessment does not provide an indication student is gaining a culturally diverse populations perspective or an awareness of trends related to diversity

Rating: _____

Student Learning Outcome 5 Benchmark Assignment Rubric

Class: CSP 885 Practicum in Counseling Assignment: Session Evaluation

SLO 5: Applies theoretical concepts, skills, and strategies to counsel and/or advocate for culturally diverse clients

Date:
Student:
Evaluator:

Rating Scale

- 2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
- 1= Met: Student addressed competency adequately—meets expectations
- 0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 885: Session Evaluation	<ul style="list-style-type: none"> ▪ The student averages between a 4.0 to 5.0 on adapted Poling Form ▪ Student exemplarily applies theoretical concepts, skills and strategies to council and/or advocate for culturally diverse clients ▪ Counseling relationship was productive to the client and allowed for discussion at the implied level ▪ Techniques were exemplarily applied to diverse clients ▪ Student demonstrated exemplary advocacy skills in working with diverse clients 	<ul style="list-style-type: none"> ▪ The student averages between a 3.0 to 3.9 on adapted Poling Form ▪ Student adequately applies theoretical concepts, skills and strategies to council and/or advocate for culturally diverse clients ▪ Counseling relationship was adequately productive to the client and allowed for new awareness at the implied level ▪ Techniques were adequately applied to diverse clients ▪ Student demonstrated adequate advocacy skills in working with diverse clients 	<ul style="list-style-type: none"> ▪ The student averages below 3.0 on the Poling adapted Form ▪ Student does not adequately apply theoretical concepts, skills and strategies to council and/or advocate for culturally diverse clients ▪ Counseling relationship was not productive to the client and did not allowed for new awareness at the implied level ▪ Techniques were not adequately applied to diverse clients ▪ Student did not demonstrate adequate advocacy skills in working with diverse clients

Rating _____

**Student Learning Outcome 6
Benchmark Assignment Rubric**

Class: CSP 805 Child and Adolescent Development and Interventions

Assignment: Field Based Observations

SLO 6: Develops knowledge of human development and learning theories and the impact of atypical development, resilience/wellness factors, crisis/trauma, and neurological behavior: applies that knowledge to develop differentiated interventions to treat various client populations.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment		2 Target	1 Met	0 Not Met
Field Based Observations	Thoroughness	Analyzes observation/experience and/or reading in-depth (responds to all prompts, <i>questions</i> own experiences, actions, ideas, beliefs, and assumptions); links theory and practices. Offers astute observations. Makes personal/emotional connections.	Engages in critical analysis of the observation/experience and/or reading (<i>questions</i> own experiences, actions, ideas, beliefs, and assumptions); hypothesizes about cause and effects; suggest possible changes. Direct connections are made to developmental theory but could be further developed.	Does not respond to all prompts. Few insights or lack of engagement in the observation/experience. There are few personal/emotional connections. Reference and application of developmental theory not evident.
	Thoughtfulness	Shows high degree of thoughtfulness and critical thinking about the topic beyond accuracy and facts. Multiple perspectives are considered.	Evidence of critical thought and accurate responses. Multiple perspectives and Implications are considered.	Little critical thought about implications and/or multiple perspectives about the observation/experience.
	Organization	Well organized, clearly presented, concise, APA style and grammatically correct.	Acceptable format, reasonably organized with good flow. Some inconsistencies with APA style or grammar.	Inadequately organized, lacks APA style, not easily understood, either too wordy or sparse, and grammatically incorrect.

Rating: _____

Student Learning Outcome 6 Benchmark Assignment Rubric

Class: CSP 840 Adult Development
Assignment: Developmental Theory Case Study

SLO 6: Develops knowledge of human development and learning theories and the impact of atypical development, resilience/wellness factors, crisis/trauma, and neurological behavior: applies that knowledge to develop differentiated interventions to treat various client populations.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met	Score
CSP 840: Developmental Theory Case Study	<ul style="list-style-type: none"> ▪ Case study is accurately completed; includes human developmental theory, learning theory, and assessment of atypical development including trauma/crisis assessment and neurological behavior. Interventions are through developed and are based on the assessment of the client in the identified areas including strengths and resilience factors. Case study is detailed and accurate to developmental theory. 	<ul style="list-style-type: none"> ▪ Case study is completed; includes human developmental theory, learning theory, and assessment of atypical development including trauma/crisis assessment and neurological behavior. Interventions are included and are based on the assessment of the client in the identified areas including strengths and resilience factors. Detail in the case study is adequate. 	<ul style="list-style-type: none"> ▪ Case study is completed; includes human developmental theory, learning theory, and assessment of atypical development including trauma/crisis assessment and neurological behavior. Interventions are inadequately included and missing clarity based on the assessment of the client in the identified areas including strengths and resilience factors. Detail in the case study is limited. 	

Rating: _____

Student Learning Outcome 7 Benchmark Assignment Rubric

Class: CSP 859 Diagnosis and Treatment of Emotional and Mental Disorders
Assignment: Final Case Study

SLO 7: Understands the diagnostic process and role of psychopharmacological medications and applies that knowledge in the prevention and treatment of mental and/or emotional disorders.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 859: Final Case Study	<ul style="list-style-type: none"> ▪ Case study is accurately completed; the clinical impression is thorough and includes presenting symptoms, role of psychopharmacology, and accurate DSM diagnosis with supporting criteria. The needs of the client are presented based on the case summary and diagnosis; treatment plan is developed to the needs and diagnostic process; includes goals and objectives relative to the treatment and prevention of mental and emotional disorders. 	<ul style="list-style-type: none"> ▪ Case study is completed; the clinical impression includes presenting symptoms, role of psychopharmacology, and DSM diagnosis with supporting criteria. The needs of the client are presented based on diagnosis; treatment plan is developed to the needs and diagnostic process; includes goals and objectives relative to the treatment and prevention of mental and emotional disorders. 	<ul style="list-style-type: none"> ▪ Case study is inaccurately completed; the clinical impression is missing key elements of the presenting symptoms, role of psychopharmacology, and accurate DSM diagnosis with supporting criteria. The needs of the client are not clearly presented; treatment plan is developed to the needs and diagnostic process; includes goals and objectives relative to the treatment and prevention of mental and emotional disorders but is missing key information and contains inaccuracies.

Rating: _____

Student Learning Outcome 7 Benchmark Assignment Rubric

**Class: CSP 886 Advanced Practicum
Assignment: Pre-treatment Assessment**

SLO 7: Understands the diagnostic process and role of psychopharmacological medications and applies that knowledge in the prevention and treatment of mental and/or emotional disorders.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 886: Pre-treatment Assessment	<ul style="list-style-type: none"> ▪ The student gathers, and appropriately documents, complete information about current psychotropic medications. ▪ The student gathers and appropriately documents dosage amounts and frequency of taking medications. ▪ The student gathers and appropriately documents date(s) of starting the medication(s) and the name of prescribing individual. 	<ul style="list-style-type: none"> ▪ In a nearly complete manner, the student gathers, and appropriately documents, information about current psychotropic medications. ▪ In a nearly complete manner, the student gathers and appropriately documents dosage amounts and frequency of taking medications. ▪ In a nearly complete manner, the student gathers and appropriately documents date(s) of starting the medication(s) and the name of prescribing individual. 	<ul style="list-style-type: none"> ▪ The student does not accurately gather nor document information about current psychotropic medications. ▪ The student does not gather nor appropriately document dosage amounts and frequency of taking medications. ▪ The student does not gather nor appropriately document date(s) of starting the medication(s) and the name of prescribing individual.

Rating _____

Student Learning Outcome 8 Benchmark Assignment Rubric

Class: CSP 807P Clinical Treatment Issues in Addiction Counseling
Assignment: Case Study

SLO 8: Develops knowledge of theories of addiction and addictive behaviors, including screening, assessments, and co-occurring disorders; applies strategies for prevention, intervention and treatment of addiction.

Date:
Student:
Evaluator:

Rating Scale

- 2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
- 1= Met: Student addressed competency adequately—meets expectations
- 0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 807P: Case Study	<ul style="list-style-type: none"> ▪ Case study is accurately completed; includes screening and assessment for addiction and addictive behavior and co-occurring disorders and accurate DSM diagnosis with supporting criteria. The needs of the client are presented based on the case summary and diagnosis; treatment plan is developed to the needs and diagnostic process; includes goals and objectives relative and accurate to the treatment, intervention and prevention addiction. 	<ul style="list-style-type: none"> ▪ Case study is completed; includes screening and assessment for addiction and addictive behavior and co-occurring disorders and accurate DSM diagnosis with supporting criteria. The needs of the client are presented with relevance to the assessment; treatment plan is developed to the needs; includes goals and objectives relative to the treatment, intervention and prevention addiction. 	<ul style="list-style-type: none"> ▪ Case study is completed; includes screening and assessment for addiction and addictive behavior and co-occurring disorders and accurate DSM diagnosis with supporting criteria with minimal detail. The needs of the client are presented; treatment plan is developed and includes goals and objectives with some relevance to the treatment, intervention and prevention addiction.

Rating: _____

Student Learning Outcome 8 Benchmark Assignment Rubric

Class: CSP 886 Advanced Practicum
Assignment: Pretreatment Assessment Addictions

SLO 8: Develops knowledge of theories of addiction and addictive behaviors, including screening, assessments and co-occurring disorders, and applies strategies for prevention, intervention and treatment of addiction

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 886: Pre-treatment Assessment Addictions	<ul style="list-style-type: none"> ▪ The student gathers and appropriately documents complete information about use of substances including nicotine, caffeine, alcohol, as well as, illicit misuse of prescribed over-the-counter drugs. ▪ The student uses information gathered to inform treatment decisions. 	<ul style="list-style-type: none"> ▪ In a nearly complete manner, the student gathers and appropriately documents complete information about use of substances including nicotine, caffeine, alcohol, as well as, illicit misuse of prescribed over-the-counter drugs. ▪ The student approaches using information gathered to inform treatment decisions. 	<ul style="list-style-type: none"> ▪ The student does not gather nor appropriately document complete information about use of substances including nicotine, caffeine, alcohol as well as, illicit misuse of prescribed over-the-counter drugs. ▪ The student does not use information gathered to inform treatment decisions.

Rating _____

Student Learning Outcome 9 Benchmark Assignment Rubric

Class: CSP 875 Career and Lifestyle Development
Assignment: Career Vignette

SLO 9: Understands career development theories, assessments, and strategies and their use in addressing client concerns.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
Diversity	Diversity is identified, understood, articulated, and accounted for in all aspects of helping client.	Diversity is identified, understood, articulated, and accounted for in most aspects of helping client.	Diversity is unaccounted for.
Identification of Resources	Identifies 5 resources beneficial for the client based on student's field of study.	Identifies 2 resources beneficial for the client based on student's field of study.	Identifies single resource beneficial for the client based on student's field of study.
Career Theory Application	Mastery of two different career theories is evident as the client's situation is conceptualized.	Minimal mastery of one career theory is evident as the client's situation is conceptualized.	Theory absent in conceptualization of the client's career related needs.
Mechanics & Usage	No or few (0-2) errors in punctuation, Capitalization and spelling. No or few (0-2) errors sentence structure and word usage.	Many errors (6-15) in punctuation, Capitalization and spelling. Many errors (6-15) in sentence structure and word usage.	Numerous (15+) and distracting errors in punctuation, capitalization and spelling. Numerous (15+) and distracting errors in sentence structure and word usage.
Overcoming Barriers	Writer articulates 5 viable ways to overcome barriers associated with client goals.	Writer articulates 2 viable ways to overcome barriers associated with client goals.	Writer articulates single way to overcome barriers associated with client goals.

Rating: _____

**Student Learning Outcome 10
Benchmark Assignment Rubric**

**Class: CSP 860 Theories of Counseling
Assignment: Theory Briefs**

SLO 10: Knows major individual, couple, family, and group counseling theories and the diagnostic process and their use in the conceptualization of client concerns.

Date:
Student:
Evaluator:

Rating Scale

- 2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
 1= Met: Student addressed competency adequately—meets expectations
 0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 860: Theory Briefs	<ul style="list-style-type: none"> ▪ The theorist, theory goals/emphasis, therapeutic relationship, techniques, strengths and limitations are included in the theory brief and are accurately and completely described. The use of the theory in the conceptualization of client concerns is present and fully articulated. 	<ul style="list-style-type: none"> ▪ The theorist, theory goals/emphasis, therapeutic relationship, techniques, strengths and limitations are included in the theory brief. The use of the theory in the conceptualization of client concerns is present. 	<ul style="list-style-type: none"> ▪ The theorist, theory goals/emphasis, therapeutic relationship, techniques, strengths and limitations are included in the theory brief in minimal detail. The use of the theory in the conceptualization of client concerns is not clearly present.

Rating: _____

**Student Learning Outcome 10
Benchmark Assignment Rubric**

**Class: CSP 865 Group Counseling
Assignment: Exam**

SLO 10: Knows major individual, couple, family, and group counseling theories and the diagnostic process and their use in the conceptualization of client concerns.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 865: Exam	<ul style="list-style-type: none"> ▪ The student averages between 90 and 100 points on Group Exam ▪ The student demonstrates having exemplary knowledge of the ethical and legal issues in group counseling, group counseling models, group process, stages of group development, and a knowledge of the application of the group process to diverse groups. 	<ul style="list-style-type: none"> ▪ The student averages between 80 and 89 points on Group Exam ▪ The student demonstrates having adequate knowledge of the ethical and legal issues in group counseling, group counseling models, group process, stages of group development, and a knowledge of the application of the group process to diverse groups. 	<ul style="list-style-type: none"> ▪ The student averages below 80 points on Group Exam ▪ The student does not demonstrate having adequate knowledge of the ethical and legal issues in group counseling, group counseling models, group process, stages of group development, and a knowledge of the application of the group process to diverse groups.

Rating _____

**Student Learning Outcome 10
Benchmark Assignment Rubric**

**Class: CSP 870 Marriage and Family Counseling
Assignment: Chapter Exams**

SLO 10: Knows major individual, *couple, family*, and group counseling theories, the diagnostic process and use in the conceptualization of client concerns.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
Exams Family Life Cycle Family Health History of Family Cultural Families Single Parent Families Blended Families Psychodynamic/Bowen Experiential Structural Strategic Solution Focused & Narrative Therapies Addiction, Domestic Violence, CA Ethical & Legal Issues	Student exemplary in addressing competency on couples and family chapter exams.	Student demonstrates adequate competency on couples and family chapter exams.	Student fails to demonstrate competency on couples and family chapter exams.

Rating _____

Student Learning Outcome 11 Benchmark Assignment Rubric

Class: CSP 855 Techniques of Counseling Assignment: Video #2 Critique and Evaluation

SLO 11: Demonstrates application of individual, couple, family, and group counseling theories, assessments, and interviewing skills to address client concerns

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 855: Video #2 Critique and Evaluation	<ul style="list-style-type: none"> ▪ Student accurately and thoroughly identified strengths and growth points of counseling performance ▪ Student accurately identified the main concern of the client ▪ Student accurately identified level of effectiveness of counseling performance ▪ Student displayed mastery of the basic counseling skills ▪ Student displayed mastery of the advanced counseling skills ▪ Student displayed ability to choose counseling skills intentionally 	<ul style="list-style-type: none"> ▪ Student identified strengths and growth points of counseling performance adequately ▪ Student accurately identified the main concern of the client ▪ Student accurately identified level of effectiveness of counseling performance ▪ Student displayed mastery of the basic counseling skills ▪ Student displayed intentional choice of advanced skills but was inconsistent in following through with the complete skill sequences 	<ul style="list-style-type: none"> ▪ Student could not accurately identify strengths and growth points of counseling performance ▪ Student was not able to accurately identify the main concern of the client ▪ Student was not able to display consistent mastery of the basic counseling skills or intentionality in their use ▪ Student was not able to use the advanced skills intentionally

Rating: _____

Student Learning Outcome 11
Benchmark Assignment Rubric
Class: CSP 885 Practicum in Counseling
Assignment: Final Evaluation

SLO 11: Demonstrates application of individual, couple, family, and group counseling theories, assessments, and interviewing skills, to address client concerns

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 885: Final Evaluation	<ul style="list-style-type: none"> ▪ The student averages between a 6.0 and 7.0 on the Bernard (1982) Evaluation of Therapist Performance Short Form. ▪ Student accurately and thoroughly identified the strengths and growth points of their counseling performance. ▪ Student displayed mastery of the basic counseling skills. ▪ Student displayed mastery of the advanced counseling skills. ▪ Student displayed ability to choose counseling skills intentionally. ▪ Student was beneficial to the client and assisted them in the partial resolution of the presenting concern. ▪ Student was open and receptive to feedback from the instructor and reflecting team. 	<ul style="list-style-type: none"> ▪ The student averages between a 4 and 5.9 on the Bernard (1982) Evaluation of Therapist Performance Short Form. ▪ Student approached accurate and thorough identification of the strengths and growth points of their counseling performance. ▪ Student approached displaying mastery of the basic counseling skills. ▪ Student approached displaying mastery of the advanced counseling skills. ▪ Student approached displaying the ability to choose counseling skills intentionally. ▪ Student approached being beneficial to the client and assisting them in the partial resolution of the presenting concern. ▪ Student approached being open and receptive to feedback from the instructor and reflecting team. 	<ul style="list-style-type: none"> ▪ The student averages below a 3.9 on the Bernard (1982) Evaluation of Therapist Performance Short Form. ▪ Student did not accurately nor thoroughly identify the strength and growth points of their counseling performance. ▪ Student did not display mastery of the basic counseling skills. ▪ Student did not display mastery of the advanced counseling skills. ▪ Student did not display the ability to choose counseling skills intentionally. ▪ Student was not beneficial to the client in assisting them in the partial resolution of the presenting concern. ▪ Student was neither open nor receptive to feedback from the instructor and reflecting team.

Rating _____

Student Learning Outcome 12 Benchmark Assignment Rubric

Class: CSP 862 Administration and Consultation in CMHC
Assignment: Internship Exploration Paper

SLO 12: Understands the use of consultation/clinical supervision in the counseling process.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 862: Internship Exploration Paper	Student interviews three agencies regarding their use of supervision and consultation and summarizes this in written form. This summary clearly demonstrates an understanding of the use and purpose of supervision and consultation in the counseling process based on the interviews completed.	Student interviews two to three agencies regarding their use of supervision and consultation and summarizes this in written form. This summary somewhat demonstrates an understanding of the use and purpose of supervision and consultation in the counseling process based on the interviews completed.	Student interviews two or fewer agencies regarding their use of supervision and consultation and summarizes this in written form. This summary poorly or does not demonstrate an understanding of the use and purpose of supervision and consultation in the counseling process based on the interviews completed.

Rating: _____

**Student Learning Outcome 12
Benchmark Assignment Rubric**

**Class: CSP 892 CMHC Internship
Assignment: Case Presentation**

SLO 12: Understands the use of consultation/clinical supervision in the counseling process.

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment CSP 892 SLO Case Presentation 0-100 points	2 Target	1 Met	0 Not Met
Follow format posted on blackboard and presented during group supervision.	Student exemplary in construction and logical design of the case study.	Student demonstrates adequate competency on construction and presentation of the case study.	Student fails to construct the case study within established designs; information is not presented in a logical order.
The student will consult outcome research	Student is exemplary in selection of outcome research and connect it strongly with the case	Student includes outcome research but there is a weak connection to the case	Student fails to include outcome research in the case presentation
Appropriate diagnosis and treatment plan	Student illustrates the correct diagnosis and construct a treatment plan which meets the needs of the client	Student adequately diagnosis and a construct a treatment plan but it does not meet insurance or clinical standards	Student fails to diagnosis properly according to the DSM V. No or inadequate treatment plan
Appropriate and measureable intervention(s) based on the diagnosis	Student constructs strong interventions that are measurable and impactful.	Student constructs a case study with faults in one area, either interventions or measurable outcomes	Inappropriate interventions or interventions which are not measurable is listed
Applies consultation and clinical supervision	Student exemplary in applying consultation and identifying critical incidents of clinical supervision, case conceptualization & management, personal growth and skill development.	Student adequate in applying consultation and identifying critical incidents of clinical supervision, case conceptualization & management, personal growth and skill development.	Student lacks applying consultation and identifying critical incidents of clinical supervision, case conceptualization & management, personal growth and skill development.

Rating: _____

Student Learning Outcome 13 Benchmark Assignment Rubric

Class: CSP 802 Research Methods in Psychology and Education
Assignment: Research Project and Paper

SLO 13: Understands the statistical concepts related to assessment and research in counseling

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 802: Research Project and Paper	<ul style="list-style-type: none"> ▪ The data chosen was relevant to the topic and research questions; the data was accurately identified and related to the statistical analysis performed ▪ The literature review shows depth and reflection connecting to the research questions and hypotheses; the variables studied are clearly identified ▪ The statistical analysis was accurately identified, appropriate to answer the research questions, and reported correctly; results show connection to the topic thoroughly ▪ The findings were accurately identified and the discussion section was thoroughly completed with new concepts identified ▪ APA guidelines and format were followed accurately with a minimum of errors 	<ul style="list-style-type: none"> ▪ The data chosen was relevant to the topic and research questions; the data was accurately related to the statistical analysis performed ▪ The literature review was adequately reported, supported the research questions, the hypotheses, and the variables studied ▪ The statistical analysis was accurately identified, appropriate to answer the research questions, and reported correctly ▪ The findings were accurately identified and the discussion section addressed the basic research questions ▪ APA guidelines and format were followed accurately with few errors 	<ul style="list-style-type: none"> ▪ The data chosen was not relevant to the topic and research questions; the data was not related to the statistical analysis performed ▪ The literature review lacked depth with weak supports to the research questions and hypotheses; variables loosely identified ▪ The statistical analysis was identified, lack of appropriateness of the analysis to answer the research questions, errors in reporting the results of the analysis ▪ The findings were reported with some errors, the discussion section was inaccurately reported ▪ APA guidelines and format were not followed throughout most of the paper; numerous errors

Rating: _____

Student Learning Outcome 14
Benchmark Assignment Rubric
Class: CSP 880 Appraisal of Individuals and Systems
Assignment: Assessment Program Proposal

SLO 14: Knows basic concepts of standardized and non-standardized testing and other assessment techniques used in counseling.

Date:

Student:

Evaluator:

Rating Scale

2= Target Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met Student addressed competency adequately—meets expectations

0= Not Met Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 880: Psychological Assessment Report	<p>The student accurately develops a detailed psychological assessment report</p> <ul style="list-style-type: none"> ▪ The student adequately describes the client's demographic information, reason for referral, relevant background information, evaluation procedures, behavioral observations, assessment results, summary, and recommendations <p>The student accurately employs standardized and non-standardized assessment procedures in obtaining information associated with the referral question and about the client</p> <ul style="list-style-type: none"> ▪ Through a written reflection on the process of conducting a psychological assessment, the student accurately describes the technical properties of psychological instrument /s(normative data, reliability, validity) used <p>Through a written reflection on the process of conducting a psychological assessment, the student accurately discusses relevant ethical considerations in assessment</p>	<p>The student approaches accurately developing a detailed psychological assessment report</p> <p>The student approaches adequately describing the client's demographic information, reason for referral, relevant background information, evaluation procedures, behavioral observations, assessment results, summary, and recommendations</p> <p>The student approaches accurately employing standardized and non-standardized assessment procedures in obtaining information associated with the referral question and about the client</p> <ul style="list-style-type: none"> ▪ Through a written reflection on the process of conducting a psychological assessment, the student approaches accurately describe technical properties of instrument/s (normative data, reliability, validity) used. ▪ Through a written reflection on the process of conducting a psychological assessment, the student approaches accurately discussing relevant ethical considerations in assessment. 	<p>The student does not accurately develop a detailed psychological assessment report</p> <ul style="list-style-type: none"> ▪ The student does not adequately describe the client's demographic information, reason for referral, relevant background information, evaluation procedures, behavioral observations, assessment results, summary, and recommendations ▪ The student does not accurately employ standardized and non-standardized assessment procedures in obtaining information associated with the referral question and about the client ▪ Through a written reflection on the process of conducting a psychological assessment, the student does not accurately describe technical properties of instrument/s (normative data, reliability, validity) used. ▪ Through a written reflection on the process of conducting a psychological assessment, the student does not accurately discuss relevant ethical considerations in assessment.

Rating _____

**Student Learning Outcome 15
Benchmark Assignment Rubric**

**Class: CSP 886 Advanced Practicum
Assignment: Mental Status Exam**

SLO 15: Applies theoretical concepts, knowledge, and skills in administering assessments including diagnostic interviews and mental status exams.

Date:

Student:

Evaluator:

Date:

Student:

Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Met: Student addressed competency adequately—meets expectations

0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 886: Mental Status Exam	<ul style="list-style-type: none"> ▪ The student accurately conducts a mental status exam and any appropriate assessment instruments with the client. ▪ The student accurately documents the mental status exam and any appropriate assessment instruments. 	<ul style="list-style-type: none"> ▪ The student approaches conducting a complete mental status exam and any appropriate assessment instruments with the client. ▪ The student approaches accurately documenting the mental status exam and any appropriate assessment instruments. 	<ul style="list-style-type: none"> ▪ The student does not conduct a complete mental status exam and/or fails to identify and conduct appropriate assessment instruments with the client. ▪ The student does not accurately document the mental status exam and/or any appropriate assessment instruments.

Rating _____

Student Learning Outcome 16 Benchmark Assignment Rubric

Class: CSP 802 Research Methods in Psychology and Education
Assignment: Group Presentation of Evidence-Based Practice

SLO 16: Knows and applies research methods, program development and evaluation process, and evidence-based practices.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met	Score
CSP 802: Group Presentation of Evidence-Based Practice	The practice selected is evidence-based as indicated by the research presented; the practice was clearly described and presented; the application and setting related to the use of the evidence-based practice was accurate. The student contributed to the project in a meaningful way.	The practice selected is evidence-based as indicated by the research presented; the practice was described adequately; the application and setting related to the use of the evidence-based practice was presented. The student contributed to the project.	The practice selected was labeled as evidence-based however there was a lack of information presented based on the research; the practice described; the application and setting related to the use of the evidence-based practice was unclear. The student did not show evidence of contributing to the project in a meaningful way.	

Rating: _____

**Student Learning Outcome 16
Benchmark Assignment Rubric**

**Class: CSP 892 Clinical Mental Health Internship
Assignment: Needs Assessment/Program Evaluation**

SLO 16: Knows and applies research methods, program development and evaluation process, and evidence-based practices.

Date:
Student:
Evaluator:

Rating Scale

2= Target: Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations
1= Met: Student addressed competency adequately—meets expectations
0= Not Met: Student failed to address the competency—does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
<p>CSP 892 Needs Assessment /Program Evaluation 0-100 points Systemic program evaluation or needs assessment which illustrate service delivery competency as a counselor</p> <p>The student will consult outcome research or program information</p> <p>Appropriate data or supportive information is presented Conclusions and recommendations are provided</p>	<p>Student is exemplary in construction and logical design of the program evaluation or needs assessment</p> <p>Student is exemplary in selection of outcome research and connect it strongly with the project</p> <p>Student uses data and supportive information to reinforce major points</p> <p>Student constructs strong recommendations or conclusions which are supported by data provided.</p>	<p>Student demonstrates adequate competency in construction and presentation of a program evaluation or needs assessment</p> <p>Student includes outcome research or program information but there is a weak connection to the project</p> <p>Student includes weak data and supportive information</p> <p>Student construct recommendations or conclusions but points are not support.</p>	<p>Student fails to construct the needs assessment or program evaluation within established designs; information is not presented in a logical order Student fails to include outcome research or program information in the project</p> <p>Student fails to include sufficient data or supportive information Little or no conclusions or recommendations are presented</p>

Rating: _____

**Student Learning Outcome 17
Benchmark Assignment Rubric**

**Class: CSP 862 Administration and Consultation in CMHC
Assignment: Exam**

SLO 17: Demonstrate working knowledge of the administrative/business aspects of public and private mental health agencies including service delivery and clinical record keeping.

Date:

Student:

Evaluator:

Rating Scale

2= Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations

1= Student addressed competency adequately—acceptable, meets expectations

0= Student failed to address the competency—unacceptable, does not meet expectations

Benchmark Assignment	2 Target	1 Met	0 Not Met
CSP 862: Exam	Student passes the test with a score of 85%-100%. Student demonstrates exemplary knowledge of the administrative aspects of an agency, the various business arrangements, various service delivery options, formats and practice settings and identifies best practices regarding record keeping guidelines.	Student passes the test with a score of 70%-84%. Student demonstrates adequate knowledge of the administrative aspects of an agency, the various business arrangements various service delivery options, formats and practice settings and identifies best practices regarding record keeping guidelines.	Student completes the test with a score of 69% or below. Student does not demonstrates adequate knowledge of the administrative aspects of an agency, the various business arrangements, various service delivery options, formats and practice settings and identifies best practices regarding record keeping guidelines.

Rating: _____

Appendix D: Student Progress Review (SPR)

Student Name: _____ Advisor: _____ Date: _____
 Review Period: _____ Candidacy Review _____ Clinical Course Review _____ Final Review

2= Target Student is exemplary in addressing the competency; depth/reflection and synthesis demonstrated- exceeds expectations

1= Met Student addressed competency adequately – acceptable, meets expectations

0= Not Met Student failed to address the competency-unacceptable, does not meet expectations

Program Goals and Learning Objectives	Rating
<p>1. Counseling Discipline Graduates will demonstrate knowledge of the CACREP core and clinical mental health counseling program areas including:</p> <ul style="list-style-type: none"> • Counseling culturally diverse populations and multicultural competencies • Human development theories, the impact of atypical development resilience/wellness factors, crisis/trauma, and neurobiological behavior • Theories of addiction and addictive behaviors • Career development, theories, and assessments • Major individual, group, couple, and family counseling theories and their use in the conceptualization of client concerns • Statistical concepts related to assessment and research <p>Basic concepts of standardized and non-standardized testing and assessment</p>	<p>Rating:</p> <p>Growth Areas:</p>
<p>2. Clinical Competence Graduates will gain the ability to perform a wide range of therapeutic services for diverse client populations in a variety of settings including:</p> <ul style="list-style-type: none"> • Theoretical concepts, skills, and strategies to counsel and/or advocate for culturally diverse clients 	<p>Rating:</p> <p>Growth Areas:</p>

<ul style="list-style-type: none"> • Differentiated interventions and evidence-based practices to treat various client populations • Strategies for prevention, intervention and treatment of addiction • Skills and strategies of career development in addressing client concerns • Individual, couple, family, and group counseling theories, assessments, and interviewing skills to address client concerns <p>Administering assessments including diagnostic interviews and mental status exams</p>	
<p>3. Professional Identity & Ethical Practice Graduates will possess a strong counselor identity, professionalism and ethical practice including:</p> <ul style="list-style-type: none"> • Professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing • Professional strengths and limitations • Collaboration with professional colleagues, communicates and respectfully • Commitment to professional growth and wellness <p>ACA ethical standards, including those specific to the practice of clinical mental health counseling; applies them in an exceptionally professional manner</p>	<p>Rating:</p> <p>Growth Areas:</p>
<p>4. Professional Practice Graduates will demonstrate knowledge and skills related to the operation of mental health services and various professional counselor roles.</p> <ul style="list-style-type: none"> • Roles in various practice settings, including responsibilities in interdisciplinary treatment teams, expert witness status, and crisis management 	<p>Rating:</p> <p>Growth Areas:</p> <p>SPR Mean Rating:</p>

<ul style="list-style-type: none">• The use of consultation/clinical supervision in the counseling process <p>The administrative/business aspects of public and private mental health agencies including program development and service delivery and clinical record keeping</p>	
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