

# Department of Counseling & College Student Personnel Student Manual

Effective August 22, 2016



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**The policies and procedures here compliment and are in addition to those in the Graduate Catalog. When appropriate, students should consult the Graduate Catalog.**

***NOTE: The Department of Counseling & College Student Personnel reserves the right to make changes to this manual.***

## **Introduction**

The Student Manual has been prepared to introduce applicants and students to Shippensburg University graduate programs in Counseling & College Student Personnel. The manual presents the design of the various programs offered, admissions procedures, department policies, and professional development opportunities for students. Note that the policies stated here are consistent with those in the Graduate Catalog. The faculty has over the years created a program that seeks to meet students' professional and developmental needs.

The department offers entry level graduate programs leading to the:

- ❖ Master of Education Degree and certification in School Counseling
- ❖ Master of Science Degree with specialization in Clinical Mental Health Counseling, College Student Personnel and College Counseling.

Each of these programs is highlighted below and is outlined in a more complete Plan of Work presented later.

Students admitted to each of these programs are required to complete a minimum of 48-60 semester hours' credit. It has been the experience of the department that students usually require three years or more to complete these hours. Full time students enroll in a maximum of 9 credit hours of course work per semester. Students **must** complete their programs within 7 years from their first class after being admitted in the program; however, more rapid completion is encouraged.

While it is possible to complete the program as a part-time student, several of the advanced courses meet in the late afternoon, and many of the Practicum and Clinical Field experience internship sites require that the student be available during the 8:00 am to 5:00 pm time frame.

Courses are organized into three phases and should be taken in that order. The sequence within each phase should be followed as closely as possible. As students progress through the program, it is required they meet regularly with their assigned advisor. A student must apply for admission to candidacy in their specialization concurrently with CNS 585, Practicum.

### **COUNSELING (M.ED.)**

Certification as a school counselor by the Pennsylvania Department of Education (PDE) requires successful completion of the School Guidance and Counseling PRAXIS Exam (#0420) should be completed toward the end of a student's course of study, ideally following or while enrolled in Clinical Field Experience II and Organization and Administration of School Counseling Services.

Chapter 354 of the Pennsylvania Code – “Preparation of Professional Educators,” requires all applicants entering a Masters of Education program to have a minimum grade point average (GPA) of 3.0.

### **COUNSELING (M.S)**

The Master of Science degree in Counseling has been designed to meet the needs of students who are preparing for service in areas other than elementary and secondary schools; therefore, completion of the Master of Science degree will not lead to certification as a school counselor. A minimum of 48 semester credit hours is required to complete College Counseling and College Student Personnel, 60 credits for the Clinical Mental Health specialization. A common core curriculum provides each student with a common base of substantive and experiential

knowledge. The remaining credits are taken in an area of emphasis which has been planned with an advisor.

### **College Student Personnel**

The College Student Personnel emphasis provides preparation for persons who plan to work as student affairs educators in colleges, universities, or community colleges.

In addition to the “for credit courses” each student in the College Student personnel specialization is required to complete a research or assessment project. The proposal for the study should begin during CNS 600, Research and Statistics. Additional work on the project will be completed in CNS 587, Advanced Research Seminar in Counseling.

### **College Counseling**

The College Counseling emphasis prepares counselors or therapists and advisors to work in college, university, and community college settings.

### **Clinical Mental Health**

The Clinical Mental Health Counseling emphasis is designed to prepare counselors with diagnostic and treatment skills. Those selected into the program are expected to complete 60 credits, including Advanced Clinical Field Experience (3 credits).

## **ACCREDITATION AND CERTIFICATION APPROVAL**

Shippensburg University is accredited by the Middle States Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education (NCATE). In addition, the Department of Counseling and College Student Personnel has achieved professional accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for all specializations. The department is also authorized by the State Board of Education of the Commonwealth of Pennsylvania to offer certification programs in Elementary and Secondary School Counseling. The College Student Personnel specialization complies with the CAS standards.

## **PURPOSE, MISSION STATEMENT, AND GOALS**

As society has become more complex and the tasks of living more demanding, people in need of assistance rely upon trained specialists to assist with self-sufficiency and healing. The complex stresses of today demand that helpers be specialized and highly trained.

The Department of Counseling and College Student Personnel teaches the skills necessary for the professional practice of counseling and college student personnel work. With our emphasis on personal growth, we encourage each student to gain competencies, values, and beliefs that will enhance and facilitate the helping process.

Our program also facilitates the conceptualization of a professional role, which is not only relevant for the present, but also flexible enough to grow as new knowledge is integrated and development occurs.

## **Mission Statement, Goals, and Learning Objectives**

The mission of the Department of Counseling and College Student Personnel, as an entity of Shippensburg University, its Graduate School, and the College of Education and Human Services, is to develop students' academic and personal potential through a comprehensive counselor education program for graduate counseling and college student personnel students.

The Department's mission integrates the principles of a meaningful learning environment, professionalism, and individual responsibility. It strives to be a respected leader in the promotion of dignity, acceptance, and collaboration within the Shippensburg University campus environment.

Specifically, it seeks to graduate highly skilled practitioners in counseling and college student personnel by utilizing experiential learning opportunities in an atmosphere of intellectual, investigative, and creative scholarly curiosity. The Department nurtures students to become lifelong learners, noble practitioners, and leaders in the profession who embrace scientific inquiry, technology, and innovative practices. Through authentic relationships with invested faculty who model intentional practice based firmly in theory and cultural advocacy, students develop the knowledge and skills necessary to be purposeful, effective practitioners with a strong sense of personal and professional identity.

### **Student Learning Goals and Objectives:**

Students will act professionally and practice ethically by following ACA/ACPA code of ethics and ethical principles of autonomy, beneficence, non-maleficence, justice and fairness, and fidelity.

Students are rated a score of 4 or higher on evaluations completed by site supervisors in recognizing ethical dilemmas and upholding laws and professional ethical standards.

Students act professionally as measured by the PPR.

Students recognize and solve ethical dilemmas.



Students assess their behavior in upholding professional and ethical standards.

Students address growth areas.

Students formulate then demonstrate strategies of self-care.

Students will analyze knowledge about the cultural context of counseling and college student personnel to appropriately apply and advocate for interventions.

Students identify cultural contexts.

Students analyze cultural contexts using multicultural theories and models.

Students' advanced knowledge of cultural context influences the formulation of appropriate interventions.

Students demonstrate the ability to select culturally appropriate interventions.

Students demonstrate the ability to advocate for culturally appropriate interventions.

Students demonstrate the ability to evaluate outcomes of culturally appropriate interventions.

Students will comprehend the importance of theories and models of growth and development across the life-span, analyze the appropriate contextual use of theory, and evaluate their use of theory.

Students apply theories by selecting appropriate model of development when working with clients and students.

Students assess the appropriate contextual use of theories.

Students evaluate their use of theory.

Students will define the lifelong career development process and endorse its relationship with wellness, identity, and life satisfaction.

Students compare and contrast models of career development theory.

Students apply career development theories to their personal career history.

Students apply career development theories to the personal career history of clients and students.

Students identify the role of wellness and life satisfaction as critical to the career development process.

Students explain how personal identity and career development are integrated across the lifespan.

Students will become skilled counselors and college student personnel professionals who counsel, supervise, advocate, consult, collaborate, and coordinate.

Students demonstrate foundational counseling skills including active listening, rephrasing, probing, exploring feelings, clarifying, broaching differences, and summarizing.

Students select appropriately when to use various counseling skills.

Students apply counseling skills in culturally competent ways.

Students analyze the effectiveness of the foundational skills.

Students will offer and adapt to client needs the skills of supervision, advocating, consulting, collaborating, and coordinating.

Students will use theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, and methods and skills pertinent to facilitating groups (i.e., task/work groups, psycho education groups, and counseling and psychotherapeutic groups).

Students distinguish between task/work, psychoeducation, counseling, and psychotherapeutic groups.

Students examine selected group theories and analyze their effectiveness as explanations for group purpose, development, methods, and skills.

Students identify and can explain various group dynamics as observed.

Through participating in 10 hours of group process, students examine self.

Students create and evaluate proposals for a group program.

Students will select and administer an instrument or test, for individuals, groups, and environments, tabulate the data as necessary, and interpret the results according to ethical principles.

Students select appropriate tests for context.

Students appropriately administer instruments for assessment to individuals, groups, and environments.

Students tabulate collected measurement data.

Students interpret test results according to professional ethics.

Students will define and apply research methods, quantitative and qualitative analyses, needs assessments, and program evaluations.

Students accurately describe and characterize qualitative research.

Students explain, classify, and select appropriate quantitative analyses for specific research questions.

Students describe, create, and implement a needs assessment.

Students develop program assessments.

Students make recommendations based on data-based outcomes.

Students demonstrate ethical management of confidential data.

Students will integrate technology into the professional practices of counseling, supervision, and college student personnel.

Students effectively communicate via technology such as the internet and email.

Students search and use digital sources of scholarship.

Students use video technology to improve helping skills.

Students use course management systems for learning professional development content.

Students ethically manage confidential electronic data.

Students maintain professional communication.

Students will follow APA guidelines for effective professional writing.

Students demonstrate professionalism in spoken and written communication as measured by site supervisor evaluations.

## **Professional Performance Review (PPR)**

As stated in the academic standards set forth in the Graduate Catalogue students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) or for College Student Personnel Students American College Personnel Association (ACPA). The general and specific standards for ethical practice are listed on the ACA website at [www.counseling.org](http://www.counseling.org). At the outset of their academic program, students are directed to review these codes and seek a n y clarification needed from their respective advisors.

As future professional counselors and student affairs professionals, faculty members expect students to be concerned about other people, to be willing to serve others different from themselves and people of diverse cultures, to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to offer feedback constructively. Furthermore, students are expected to behave generally in a manner that demonstrates readiness for a role in the counseling profession. Finally, the department expects students to be committed to continued personal growth and professional development, and to demonstrate commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. Faculty members believe that it is imperative that professionals be willing to do in their own lives what they expect clients and/or students to do in theirs.

For all the reasons cited above, faculty members will regularly monitor not only students' academic progress but also characteristics that will affect their professional effectiveness. The purpose of this monitoring process is to ensure that all graduates sufficiently meet these expectations.

### The Professional Performance Standards:

Assessing student's progress in fulfilling these professional characteristics is reviewed by individual faculty during each class and by the department at the end of the semester. The standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of one's impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to accept feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and dependability
11. Effective communication

The PPR form is available on the department's webpage @ [http://www.ship.edu/Counsel/Forms/Professional\\_Performance\\_Review/](http://www.ship.edu/Counsel/Forms/Professional_Performance_Review/).

## **ADMISSION TO THE COUNSELING PROGRAM**

### ❖ Initial Admissions

Admission to the department involves many steps to ensure congruence between our mission and students' aspirations. Prospective students should begin the admission process with ample time to complete the entire sequence. Those admitted may begin taking courses in the semester following the one in which they were admitted. Generally, at least a full academic semester of lead-time is required for processing applications, credentials, references, and the required on-campus group interview.

The admission procedure is designed as an initial evaluation of the candidates' suitability for graduate study in the department. At the time of application for admission the potential student must:

- ✓ Make application to the Graduate Admissions Office. Following this application to Graduate Admissions (including application, transcripts, and application fee), the applicant will need to complete materials specifically for the Department of Counseling and College Student Personnel. These materials will contain reference request forms,

- autobiographical statement, a request for a resume, an *Agreement to Refrain from Private Practice* form, and additional information for proceeding with the application process.
- ✓ Submit all of the above materials to the Office of Admissions. Note that references must be offered on the department's forms. When all documents have been submitted, then forwarded to the Department of Counseling and College Student Personnel, the department will review the application materials. Applicants will be notified by letter if they are invited to the next available interview session.
  
  - ✓ Applicants who meet the initial requirements will be invited for a group interview. Faculty interviewing candidates will complete assessment criteria on applicants' presentation of self, including:
    - ✓ Ability to listen to and communicate honestly with others
    - ✓ Openness to learning about self and others
    - ✓ Understanding the profession
    - ✓ Clarity of career goals/appropriateness of this program for these goals
    - ✓ Ability to deal with stress
    - ✓ Relevant academic/life/work experience.

Applicants should note that it is strongly recommended that they possess relevant experience prior to graduate study. Applicants are expected to have a minimum one year experience (paid or volunteer) in the area to which they are applying.

Following the interview, each applicant is assessed by the Admissions Committee with regard to performance on the writing sample, academic preparedness, relevant life/academic/work experiences, as well as overall impressions from the on-campus interview and applicant's references. Recommendations of the Admissions Committee are conveyed to the Graduate Admissions Office after each interview session. Final decisions of admission or denial are conveyed to the student by the Graduate Admissions Office within approximately 30 days of the interview.

An offer of admission to graduate studies requires students to matriculate and begin academic studies at Shippensburg University within one year of the semester for which they have been admitted. If a student does not matriculate by enrolling in graduate course work at Shippensburg University within a year, a new application and additional application fee must be submitted.

❖ Ongoing Admissions Evaluations

This initial admission to the Department of Counseling and CSP includes only admission to study the Common Core – Phase I plus CNS 585, Practicum in Counseling. The faculty of the department views the admission as one part of an ongoing process of evaluation which continues throughout the program. By the very nature of the counseling profession it is necessary to use a variety of criteria in addition to academic performance.

**Because Counseling and Student Personnel Work includes a variety of experiences in practicum, internship, or other clinical experiences, the student's effectiveness and suitability for the program will be subject to an ongoing and broad-based evaluation by faculty and/or field supervisors. Decisions regarding continuance of studies will be predicated on a combination of factors such as demonstrated competencies, professionalism, ethical practice, and other relevant issues in addition to grades in course work.**

Under certain conditions, a committee of the Department of Counseling and College Student Personnel may ask students to do one or more of the following:

- ✓ Interrupt their program for a specified period of time
- ✓ Engage in a therapeutic relationship with a qualified mental health specialist for the purpose of decreasing those behaviors which detract from the ability to provide a constructive helping relationship with others
- ✓ Submit for review additional supportive evidence, such as recording of skills or live presentations of skills that demonstrate competence in the skill areas deemed deficient

- ✓ Limit enrollment to those courses that do not have a significant experiential component for a specified period of time.

### **Advisors**

Students will be assigned an advisor who will act as a resource person in planning the course sequence, number of credits per semester, and answering relevant questions concerning the program and career aspirations. It is highly recommended that students meet with their advisor no less than once each semester and keep the advisor informed of their progress through the program. The advisor can be a vital link in understanding the program and procedures, the impact of curricular changes, and other policy issues. **Students should seek out their advisors for planning purposes during the regular academic year since some advisors do not have teaching responsibilities during the summer.**

It is important to note, that while the department is very firm on student admission and retention issues, it is an equally strong advocate for student rights. In this regard a Student Rights Procedure and a Student Retention Policy statement has been established which clearly state the means available to students for redress of grievances related to issues affecting their program. (See the section entitled *Student Retention Procedures*.)

### **FEATURES OF THE PROGRAM-A BRIEF OVERVIEW**

These descriptions will give a brief idea of the major component of the program(s) being considered for entry and will serve to answer many of the questions being asked by newly admitted students and current students of the program.

- ❖ Phase I – The Common Core- Students during this phase are exposed to the values, beliefs and ethics of the counseling profession as well as basic core knowledge, skills, and behaviors. Students are encouraged to develop/promote openness to self-awareness and self-evaluation which are necessary to their continued growth as professionals.



For the School Counseling, College Counseling, and Student Personnel specializations, the Common Core area of study includes:

- CNS 559- Introduction to Helping Services
- CNS 519- Implications of Human Development in Counseling (not required for CSP)
- CNS 515- Career Development
- CNS 600- Research and Statistics
- CNS 578- Pre-practicum in Counseling

For the Clinical Mental Health specializations, the Common Core area of study is comprised of the following:

- CNS 559- Introduction to Helping Services
- CNS 578- Pre-practicum in Counseling
- CNS 568- Professional Orientation to Mental Health Counseling
- CNS 573- Theories of Counseling
- CNS 512- Group Counseling Leadership Skills
- CNS 524- The DSM & Psychopathology from a Counseling Perspective

- ❖ During Phase I there is a mixture of content and experiential course work that allows for self and faculty evaluation of the student's suitability for various career choices in the counseling specialties. Pre-practicum is hands-on, laboratory experience with emphasis on self-development as well as on the development of counseling skills. **Students must earn a grade of "B" or better in this class to continue in the program.**
  
- ❖ As part of CNS 512, Group Counseling Leadership Skills, the student will participate as a member of a self-growth group often led by the instructor of the course. Participation in the group will not be graded nor will information about the student be used in department decisions (i.e., continuation in the program).

- ❖ During CNS 585, Practicum in Counseling, each student will be provided with an *Application for Candidacy* form to be completed and filed in the department office during enrollment in the course.
- ❖ During any semester in which a student is enrolled in field placement (Practicum, Clinical Field I, Clinical Field Experience II or Advanced Clinical Field experience), evidence of liability insurance coverage must be presented. Liability coverage must be acquired **prior to enrollment** in any course requiring field placement. Students who plan to work with children and/or adolescents must apply for an ACT 34 and Child Abuse Clearance **prior to enrollment**. Students placed in schools must also obtain FBI Fingerprinting **prior to enrollment**.
- ❖ A *Statement of Accountability* must be signed at the beginning of all field based courses.
- ❖ Students in College Student Personnel must complete at least one of their internships at a site that primarily serves under-represented students.
- ❖ Practicum is conducted as a field placement course. Students are required to complete a minimum of 150 clock hours of on-site placement in an agency or school directly related to their area of study and career plans. Primary supervision is provided by faculty of the department with Practicum supervisors in the field providing varied levels of support. **Approval of the student's advisor must be obtained prior to making arrangements with the placement site. Students must earn a grade of "B" or better in this class to continue the program.**
- ❖ Two of the three internships experiences of College Counseling students **must** be in a College Counseling Center.
- ❖ All students are required to enroll in a year-long (two semesters, six credit hour courses), half-time Clinical Field Experiences sequenced in an

approved placement site appropriate to their career goals. This two semester sequence requires a minimum on-site supervised experience of 600 clock hours. Students in the Clinical Mental Health specialization will be required to complete a third three semester credit hour course extending the minimum on-site supervised experience to 900 clock hours. This field placement assignment is the culmination of the training program.

- ❖ Upon successful completion of the program of studies and demonstration of the requisite competencies, students will receive departmental endorsement to practice Counseling or College Student Personnel in their area of specialization. Endorsement is offered at the discretion of individual faculty members.

### **CANDIDACY - THE SECOND ADMISSIONS POINT**

The second admissions review occurs during the semester the student is enrolled in CNS 585, Practicum in Counseling. (Application should be made at the beginning of the semester in which the student is enrolled in the class).

The purposes of candidacy are:

- ❖ to ensure that students are integrating material from the classroom to real-life experiences
- ❖ to verify that professional goals are specific and focused
- ❖ to verify that basic skills can be demonstrated
- ❖ to clarify that students have formulated a realistic view of what they need to do to become effective professionals
- ❖ to ensure that students understand and can meet ethical standards
- ❖ to ensure that students can dialogue astutely about controversial issues in the field.

The process for applying for Admission to Candidacy in the Department of Counseling and College Student Personnel is:

- ❖ Applicant files a formal *Application for Admission to Candidacy* form with the department (these are available on the department's web page at [http://www.ship.edu/Counsel/Forms/Candidacy\\_Application/](http://www.ship.edu/Counsel/Forms/Candidacy_Application/))
  - ❖ On the form for application, the student declares his or her chosen area of specialization
  - ❖ The department acknowledges receipt of the application by letter, also informing the student of the candidacy meeting and other specialization specifics described below
  - ❖ Before being admitted to candidacy, the applicant must meet with specialization faculty.
  
- ❖ School Specializations:
  - ✓ Develop and submit an on-line portfolio (instructions available from the advisor)
  - ✓ React to a case study
  - ✓ Discuss with the student's progress in the program and review the Plan of Work and a Professional Performance Review Form.
  
- ❖ Clinical Mental Health Specialization:
  - ✓ Present the case of a current client with an accompanying tape (videotape preferred) of that session. (A tape sample critique form may be obtained from the Advisor.)
  - ✓ Discuss the case presentation and videotape with faculty members
  - ✓ Demonstrate basic listening and relationship skills, basic care conceptualization skills, treatment planning, client assessment, and an analysis of clinical strengths and weaknesses.
  - ✓ Complete an on-line portfolio (Instructions are available from the advisor.)
  - ✓ Discuss case conceptualization of a client vignette given to the student during the candidacy meeting
  - ✓ Discuss the student's progress in the program and review the Plan of Work and a Professional Performance Review form.

❖ College Counseling Specialization:

- ✓ Provide a *Personal Philosophical Statement* which will explain how classroom learning interacts with practical experience, including the student's statement of his or her philosophy of student development
- ✓ Submit an on-line portfolio (Instructions are available from the advisor.)
- ✓ Present an updated resume, which includes presentations, major papers, pamphlets, etc.
- ✓ Provide an annotated bibliography of recent readings, not to exceed two pages
- ✓ Submit a portfolio (Instructions are available from the advisor.)
- ✓ Present the case of a past or present client with an accompanying tape (videotape preferred) of that session. (A sample tape critique form may be obtained from the Advisor.)
- ✓ Discuss the case presentation and videotape with faculty members
- ✓ Demonstrate basic listening and relationship skills, basic case conceptualization skills, treatment planning, client assessment, and an analysis of their clinical strengths and weaknesses
- ✓ Discuss progress in the program and review the Plan of Work and a Professional Performance Review form.

❖ College Student Personnel Specialization:

- ✓ Review the research proposal, either from the research class or an abstract of a new proposal
- ✓ Provide a *Personal Philosophical Statement* which will explain how classroom learning interacts with practical experience, including the student's statement of his or her philosophy of College Student Personnel
- ✓ Submit a statement of short term and long term goals
- ✓ Present an updated resume

- ✓ Provide a bibliography of influential readings, personal and professional
- ✓ Submit an on-line portfolio (Instructions are available from the Advisor.)
- ✓ Discuss progress in the program and review the Plan of Work and a Professional Performance Review form.

Candidacy applicants must have maintained a grade point average of not less than “B” (3.0) in all graduate courses.

*A grade of “B” or better in CNS 578, Pre-practicum in Counseling is required for continuance.*

*A grade of “B” or better in CNS 585, Practicum in Counseling is required for continuance.*

The department’s expectations are that applicants have already attended a professional conference. If not, they are expected to attend one prior to the completion of their Clinical Field II experience. Those who do not meet this requirement will receive an incomplete for the course.

The applicant must belong to a professional organization reflecting the students’ professional specialization and development.

The Specialization Coordinator will then present the application to the department for consideration of admittance to candidacy.

Once a decision is made, the student will receive a letter from the department stating the decision. For candidacy appeal procedures please see page 35 of this manual.

Students must have obtained candidacy in order to graduate from the program.

## **PORTFOLIO REQUIREMENTS**

The portfolio is an organized, structured exhibit of the competencies students develop through the department. The portfolio provides a history of the progress on the essential learning outcomes in the program and it helps students integrate the various component parts of the curriculum.

The first review of the portfolio will take place at the time of candidacy.

Candidacy will not be granted until the initial portfolio requirements are met. The final review of the portfolio will take place during CNS 589, Clinical Field Experience II.

**Specific portfolio requirements/guidelines are different for each specialization and may be obtained from the advisor or practicum instructor.**

In general, most portfolios should contain:

- ✓ Table of Contents
- ✓ Preface explaining the purpose of the portfolio
- ✓ Resume (in progress)
- ✓ Philosophy Statement
- ✓ Statement of Professional Goals
- ✓ A summary of each course completed, including its application to the profession. It should also include a major paper and/or project from the class.
- ✓ Listing of professional experiences (e.g. workshops, lectures, conferences, etc.)
- ✓ Membership in professional organizations
- ✓ Annotated description of important books read that guide professional practice
- ✓ Recording and critique of a client session

Students are reminded that portfolios are a “work in progress” and should be continually updated.

## **REQUIREMENTS FOR PRACTICUM AND CLINICAL FIELD EXPERIENCES**

The Department of Counseling and College Student Personnel considers the supervised field experiences of Practicum, Clinical Field experience I, and Clinical Field experience II, to be the most important sequence of professional preparation in a student's program. These laboratory and field based experiences are designed to sequentially integrate knowledge and skills from earlier work as well as to allow for the development of new skills. In addition, the field based experiences serve as a vehicle for communication and networking, (i.e. serving as one important means of linking the student, the department, and field-based professionals in dialogue, feedback, and development of mutual interests). The importance of Practicum and Field placements cannot be over-stressed. For this reason, students must become familiar with the requirements and following them exactly as specified.

### **❖ OVERALL REQUIREMENTS**

There are four specific requirements in the program sequence designed as Practicum and/or Clinical Field Experience. **The Practicum and the two Clinical Field Experiences are clearly separate and sequential experiences in the counseling program and MUST THEREFORE, BE REGISTERED IN THREE TERMS.**

Sites selected for Practicum and Clinical Field Experience placement are expected to adhere to nondiscriminatory practices in providing services to clientele. The department, being a unit within a state funded institution of higher learning, is in support of compliance with current federal and state laws and regulations enforcing equal opportunity. The department expects that students seek field placement in schools, colleges, and agencies that provide equal educational, employment, and economic opportunity for all persons without regard to race, sexual orientation, ancestry, veteran's status, national origin, age, religion, memberships, gender, or disability. Students placed in approved sites are expected to experience and



have direct contact with the full range of clientele representative of ethnic, lifestyle, and demographic diversity of the geographical area served. While organizations may request approval as a placement site, the final decision regarding the suitability of placement sites for training purposes resides with the department.

Sites must also give permission for students to tape examples of their work with clients.

Students enrolled in any program leading to a degree in counseling are required to complete:

- ✓ Pre-practicum in Counseling- CNS 578
- ✓ Practicum in Counseling- CNS 585 (Practicum must be successfully completed prior to approval for enrollment in Clinical Field Experience).

In addition, all students are required to complete two semesters (three for Clinical Mental Health) of Clinical Field Experience:

- ✓ Clinical Field Experience I – CNS 580 and
- ✓ Clinical Field Experience II- CNS 589
- ✓ Advanced Clinical Field Experience- CNS 590 (for Clinical Mental Health)

### **MANDATORY PRACTICUM MEETINGS**

The department holds mandatory practicum meetings at the beginning of each semester for those students planning to schedule Practicum during the semester following the meetings. (For example, if a student is interested in scheduling Practicum during the fall semester, he or she must attend the meeting held in the spring semester.) These meetings are usually held late September and late February.

The purpose of this meeting is to review guidelines for Practicum and is normally held from 5:00 to 6:00 pm. Students are asked to **make every effort** to attend the

session designed for their particular area of specialty because advisors will be present.

In preparation for the meeting, students are asked to do the following:

1. Review the list of Practicum/Field Sites (by specialization) available on the department webpage at [http://www.ship.edu/Counsel/Site\\_Directory/](http://www.ship.edu/Counsel/Site_Directory/)
2. Make preliminary decisions about which sites to choose
3. Obtain advisor's permission (who will be available at the meeting) to pursue the site.

**Students who do not attend these meetings must meet with their advisor and the Practicum/Field Coordinator.**

### **Clearances for Practicum & Field Placements**

Students in all concentrations planning to conduct Practicum and Field placements are **REQUIRED** to obtain child abuse clearances, criminal background checks, and FBI fingerprinting. You may also be required by your site to obtain a TB test.

### **PRACTICUM REQUIREMENTS**

Final determination and selection of the site is subject to the approval of the advisor in consultation with the Field Coordinator. Sites other than those listed by the department may be approved, provided they contact the Field Coordinator.

- ❖ Students enrolled in Practicum (CNS 585) must accumulate a minimum of **one hundred fifty (150) clock hours** at the site during the academic term. Enrollment for Practicum is, therefore, an ongoing commitment of ten (10) clock hours per week for the fifteen (15) week term. Students must receive a grade of "B" (3.0) or better to be considered for admission to candidacy. Forty (40) hours must be in direct contact with clientele. Students also must meet weekly for group, individual faculty supervision, and supervision with the site supervisor.
- ❖ Deadlines for pre-registration are:

April 1, for summer semester,  
May 1, for fall semester, and  
November 1, for the spring semester.

### **Clinical Field Experience Requirements**

Clinical Field experience is the culminating experience in the student's program. As such, it is expected that students enrolled in Clinical Field experience will assume more professional responsibility than students enrolled in Practicum. Students will be expected to assume all the responsibilities of a regular staff member in the setting of their internship experience.

- ❖ Clinical Field experience sites are selected with the advisor's approval from the department's listing in the same manner as the Practicum site. Prior approval is required for sites not on the department's list. Students should begin the process early to ensure approval by April 1, for summer semester; May 1, for fall semester; and November 1, for the spring semester.
- ❖ Clinical Field experience will consist of two, three (3) semester credit hour courses and together will require the completion of a minimum of 600 clock hours in the selected professional setting. (Students enrolled in Clinical Mental Health will be required to complete an additional three (3) semester credit hour course, for a total of nine (9) semester credit hours of Clinical Field Experience with 900 hours of supervision.)
- ❖ CNS 580 and CNS 589 and CNS 590 for Clinical Mental Health are enrolled sequentially. These are usually taken in the final two semesters (or three semesters for students in Clinical Mental Health specialization) of graduate work.
- ❖ Additional information regarding internships can be found on the department's web page at [http://www.ship.edu/Counsel/Practicum/Practicum\\_and\\_Field\\_Paperwork/](http://www.ship.edu/Counsel/Practicum/Practicum_and_Field_Paperwork/).

### **Changing Sites after Submitting Registration Forms**

When an advisor or the Field Coordinator is notified that a student in Practicum or Clinical Field Experience wishes to change his or her placement, the advisor or Field Coordinator will inform the Practicum or Field Instructor in which the intern

is enrolled. Acknowledgement by the site supervisor must be sent to the internship faculty member and the Field Coordinator. The purpose of this notification is to ensure that the student has informed the supervisor of his or her wish to change sites and to ensure that the student works cooperatively with the site supervisor in terminating clients, making referrals for clients, and completing the necessary paperwork.

New internship registration forms must be completed each semester, even if a student is conducting a subsequent internship at the same site. Registration forms are due every semester a student interns.

❖ Note to Clinical Mental Health Counseling Students

The Clinical Mental Health program is designed to prepare counselors in general counseling skills with a wide variety of clients. It will prepare students to obtain state licensure as a counselor. These programs, however, do not prepare specialists (i.e. play therapists, addictions counselors, and marriage, couple or family therapists).

Advisors in the Clinical Mental Health Counseling specialization will not approve Practicum or Clinical Field Experience sites in private practice settings. The department and CACREP consider the Master's degree programs in the Department of Counseling and College Student Personnel as foundational building programs for individuals desiring to become professional counselors. Therefore, placement experiences should be broad based with a varied number of clientele and presenting pathologies. Settings for these kinds of foundational building experiences are best located in agency settings with varied clinical approaches available to the student for observation and processing.

Department faculty members believe that students completing the Master's Degree in Clinical Mental Health are not ready to enter private practice. Ongoing supervision is critical to continued professional development. Such supervision is less likely to occur in a private practice setting. Thus the focus

during training is on an agency setting as opposed to a private practice setting. Students are reminded of the *Agreement to Refrain from Private Practice* form which was signed during the application process.

## **CONFIDENTIALITY POLICY**

Because pre-practicum and internship classes often include case discussion, reviews of recorded sessions, and role plays, care must be taken to follow similar ethical principles with the supervision relationship and classroom setting as those used with clients in a counseling relationship. Below are measures to lessen the possibility of confidentiality breeches.

Each member of the class is to be informed about the principle of confidentiality and to agree to keep whatever occurs during the class strictly confidential. Interns are instructed that before recording therapy sessions they must obtain written permission from the client(s). Written “permission to record” forms should specify precisely the purpose of the recording, how the recordings will be used, the time period for which this use will be authorized, and what will happen to the recordings at the end of the time period. Students must clearly explain to clients that they have the right to refuse to be recorded and students must not coerce clients into signing. Students must also give the client information about the purpose of recording and the confidentiality of the information on the recordings. Students should inform the client that the recording will only be shared with the supervisor and the class, that information will be kept confidential (see the paragraph below for how to keep client information confidential), and that the recordings will be erased by a specified date, no later than the end of the current semester. However, students must inform clients that recorded sessions may be viewed by additional faculty at candidacy. A sample form is provided on the department’s web page under forms, then practicum and field at [http://www.ship.edu/Counsel/Forms/Informed\\_Consent\\_Sample/](http://www.ship.edu/Counsel/Forms/Informed_Consent_Sample/).

Interns are advised that when they discuss cases in class they must take measures to protect the identity of clients. Interns will discuss clients using standard identification of simply X or Z to describe clients or a pseudonym. Interns are also

instructed that if speaking about the details of a case might reveal the identity of the individual, even without explicitly saying his or her name, the intern should discuss the case with the instructor before raising it in class. In such instances, particular caution is required and on occasion it will be better not to discuss the case in class if confidentiality cannot be preserved. A similar situation exists if recorded therapy sessions would reveal a client's distinctive voice and the identity of that person might be known to others. Under such circumstances, the need to protect the client's confidentiality outweighs the educational benefits to the class. Students are instructed to put code numbers or pseudonyms rather than names on client notes.

Recordings of clients are solicited as part of the supervision process as well as during the candidacy process. These recordings will be stored in the faculty supervisor's or advisor's office in a locked file cabinet (i.e., password protected USB drive or equivalent) along with any client notes. After the candidacy meeting or after a supervision session, tapes will be returned to the student to be protected in accordance with agency policy. Faculty supervisors may keep supervision notes. Those who do will store these notes in a locked file cabinet in their office. When reviewing an intern's audio, videotape, or digital recording due care will be taken to protect the confidential information. Both will be played in a classroom behind a closed door, and in the case of videotapes, the video monitor will be faced away from windows and doors with windowpanes.

## **LIABILITY INSURANCE COVERAGE**

Concern about the vulnerability of counselors in malpractice suits has increased drastically in recent years. As a result, the department specifies that graduate students enrolled in the Practicum course, (CNS 585) and the Clinical Field courses (CNS 580, CNS 589, CNS 590) need to be protected in the event someone should bring legal action against them. Since many agencies, schools, services, or other placement sites used for Clinical Field Experiences do not provide for student liability coverage, it is required that students purchase their own professional liability insurance **BEFORE** beginning these components of the program. Students must present evidence of liability insurance at the onset of their Practicum or Clinical Field class or they will be suspended from the course until they provide proof of documentation.

## DEPARTMENT AND PROGRAM POLICIES

A number of program policies and procedures that impact student programs are outlined below.

### **Change of Specialization**

The area of specialization can be more easily changed prior to attaining candidacy than it can be after candidacy is attained. Following candidacy, course work is much more specialized and transfer from one area of specialization to another can be more complicated. Because course work may not always transfer from one curriculum to another, students may find that they will need additional course work to complete a new area of specialization.

The following process has been adopted to enable a change of specialization with as little risk as possible.

- ❖ Notify your current advisor of an interest and intent to change specializations
- ❖ Contact the Specialization Coordinator of the area intended specialization. (The advisor or the department secretary can provide direction to the appropriate person.) Discuss requirements.
- ❖ Submit to Specialization Coordinator written explanation of your rationale for change of your current and intended specialization
- ❖ Submit the *Change of Specialization* form (under forms on the department web page at <http://www.ship.edu/Counsel/Forms/Forms/>) to the department secretary. Notification of the decision will be mailed to the student by the Registrar's Office.
- ❖ Develop a mutually agreeable Plan of Work with the new advisor. This Plan of Work should reflect the minimum course work required for completion of that area of specialization.
- ❖ Students submitting a *Change of Specialization* form after candidacy is attained must follow the same procedure with the additional requirement that the request is taken to the next departmental meeting for approval by all faculty.



### **Thesis Option**

Students may consider taking CNS 612 and CNS 613, Master's Thesis as six (6) elective hours. Applications for thesis approval may be obtained from the Registrar's Office. It is required that students seek consultation with their advisor prior to completing the application.

A student taking a thesis option cannot graduate until a copy of the completed thesis has been returned to the Registrar's Office. In addition to meeting the requirements of the thesis committee, the thesis turned into the Registrar's Office must have a 1½ margin on the left and have a signature page of each committee member after the title page. No part of the thesis can be folded. Graphs may be in color. There is a fee for publishing a thesis.

### **Transfer of Credit**

The department follows the Graduate School policy on transfer of credit from other colleges and universities. This policy states that "a maximum of nine semester hour credits of graduate work earned at another institution will be accepted provided the courses are appropriate for the program at Shippensburg University, and that the credits are received on an official transcript with grades of 'B' (3.0) or higher." In addition it states, "Credit earned more than five (5) years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit." The grades will not be used to determine Quality Point Average at Shippensburg.

Under no circumstances will credit for Pre-Practicum, Practicum, Clinical Field Experience I or II, or Group counseling be considered for transfer.

An official copy of the graduate transcript should be sent to the Registrar's Office of Shippensburg University for any courses students want considered for transfer credit.

**It is the student's responsibility to initiate and complete the transfer of credit process.**

Students who subsequently enroll in course work at another institution must have prior written approval from their advisor to obtain transfer credit. Permission is obtained through the *Transfer of Credit* form available on the department's web page of in the lobby of Shippen Hall.

### **Policy Concerning Waiver of Required Courses**

Students may request waiver of required content courses. Experiential courses (pre-practicum, practicum, field, group counseling) cannot be waived. Waiver of the course should be not be confused with receiving credit; it means simply that the course will not be required and the student can then consult with the advisor to determine the most logical substitute elective. A maximum of six (6) graduate hours of credit may be waived. The basis for such a waiver may be 1) prior course work completed at the graduate level; or, in exceptional cases, 2) professional work experiences. In either case, the preponderance of evidence must indicate that the competencies of courses considered for waiver are clearly demonstrated as having been attained by prior experience. **THE RESPONSIBILITY FOR SEEKING COURSE WAIVER RESTS SOLELY ON THE STUDENT.**

The following steps must be completed:

- ❖ Obtain *Course Waiver Request* form from the department's web page found at [http://www.ship.edu/Counsel/Forms/Transfer\\_of\\_Credit/](http://www.ship.edu/Counsel/Forms/Transfer_of_Credit/)
- ❖ With the form, provide documentation for the request. (Course transcript, syllabus, catalog description, papers submitted for course credit, grade, description of professional experience, verification by supervisor (s) of specific duties/skills, or similar documentation.)
- ❖ The student's advisor must be consulted. The advisor may require consultation with course instructors. One of the three recommendations will be made:
  - ✓ Approval of request
  - ✓ Request an examination either written, oral, or both
  - ✓ Deny the request
- ❖ Applications must be received in the department at least one month prior to the term in which the course is offered

- ❖ Please note that no experiential courses may be waived and that all waivers must be agreed to by the student's advisor.

### **INFORMED CONSENT**

Throughout the program students are required to meet with practice volunteers as part of the requirements for certain courses. It is the departmental policy that an *Informed Consent* form be signed by all individuals involved with the process. One signed copy should be given to the volunteer and another signed copy should be retained by the student. A sample form is offered on the department's webpage under Practicum and Field guidelines.

### **NEW STUDENT ORIENTATION**

At the beginning of each semester (spring and fall), an orientation session is held for new students. Any student beginning classes (or who began classes during the summer semester for fall orientation) should attend this session.

This is an important meeting where student expectations will be discussed, including departmental policies and procedures. **Attendance is mandatory!!** Students will be responsible for the material shared. Moreover, it is an opportunity to meet other new students.

### **WRITING WORKSHOP**

Each semester the department holds a writing workshop. All new students are **strongly encouraged** to attend this workshop. Every student in the department **MUST** learn to master scholarly writing and the APA style is the profession's way to accomplish that. A guide to writing in APA style (with examples from our department) will be provided. Writing resources are available on the department's web page at [http://www.ship.edu/Counsel/Writing\\_Resources/](http://www.ship.edu/Counsel/Writing_Resources/)

### **STUDENTS RIGHTS**

The faculty of the Department of Counseling and College Student Personnel are strongly committed to the protection of student rights. Faculty members believe

that students should at all times be treated with sensitivity, respect, dignity, and in accordance with the highest ethical standards. Students with concerns in this area are encouraged to contact any faculty member or the Department Chair. See personal appeal procedures on for more information.

### **ACADEMIC INTEGRITY**

It is the policy of Shippensburg University to encourage academic integrity and forbid academic dishonesty including plagiarism. Students who commit breaches of academic dishonesty will be subject to the various sanctions outlined in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>. This policy applies to all students enrolled at Shippensburg University. Note that the Department of Counseling and College Student Personnel takes academic integrity very seriously and expects all students to abide by University academic integrity policies.

### **GENERAL ACADEMIC POLICIES**

A summary of the general academic policies of importance to the entering student are described below.

#### **Non-Degree Students**

- ❖ Non-degree students must have approval from the instructor prior to registering for any courses in the department and must supply the instructor with a letter of support from an evaluative source. Permission to register for courses prior to admission to the program does not guarantee subsequent admission to the program and is on a space available basis.
- ❖ The department reserves the right to accept or reject courses taken by non-degree students who later gain admission to the program. There is no implied guarantee that prior course work will be counted toward meeting the requirements of their program.

## **INDIVIDUALIZED INSTRUCTION**

Students interested in taking Independent Study or Individualized Instruction must present such intent to their advisor. They must also complete the appropriate request form available through the Registrar's Office.

## **GRADES**

- ❖ Grades, including an incomplete, are given according to the guidelines established by the Registrar's Office.
- ❖ Dismissal for "C" and "F" grades will follow the guidelines detailed in the Graduate Catalog. Graduate students receiving a grade of "F" will be dismissed. Graduate students receiving two "C" grades will be dismissed.

## **ETHICS**

Students are expected, beginning the date of their admission to the program, to strictly adhere to The American Counseling Association Code of Ethics and Standards of Practice. There is a link to these on the department web page under Professional Associations at [http://www.ship.edu/Counsel/Professional\\_Associations/](http://www.ship.edu/Counsel/Professional_Associations/).

## **RESEARCH**

Students engaging in research involving human subjects must strictly adhere to the university's policy and procedure regarding such research and should seek consultation with their advisor. See <http://www.ship.edu/research/>.

The department organizes several research teams each year coordinated by faculty members. Students interested in participating in a research team should contact the Department Chair.

## **STUDENT RETENTION PROCEDURES**

The faculty of the Department of Counseling and College Student Personnel willingly work with students toward maintaining steady and uninterrupted progress in their program. In a small number of cases, however, concerns arise

regarding the suitability of a student for the counseling profession. In those situations, the Shippensburg University Department of Counseling and College Student Personnel (in compliance with the ACA Code of Ethics) abide by the following retention plan for students in the department.

If, in the professional judgment of a department faculty member, a student's behavior is deemed inappropriate and professionally unbecoming, the following steps are taken to assure that student that right due process:

- ❖ The faculty member who has become aware of the problem meets with the student and offers suggestions for possible changes in the student's behavior. A Professional Performance Review form is completed by the faculty member to document the feedback given.
- ❖ If the student response is insufficient and further action is appropriate, the faculty member contacts the Department Chairperson. The faculty member concurrently informs the student in writing that the Department Chairperson has been notified.
- ❖ If the Department Chairperson deems the student's behavior serious enough, the specialization faculty members investigate the situation. The student will be informed in writing of these proceedings and will be interviewed by the three faculty members.
- ❖ The faculty committee makes a recommendation to the entire faculty.
- ❖ When the department faculty has acted on the recommendations of the committee, the Department Chairperson and the student's advisor will meet with the student to convey the department's decision. The Department Chairperson and the student's advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.
- ❖ If the student is not satisfied with the decision of the department, he or she may subsequently appeal the department's decision to the Dean of the College of Education and Human Services.

## **FINANCIAL ASSISTANCE**

Briefly, financial support for graduate students is available from a variety of sources. Compensation includes hourly wages and remission of tuition. Graduate assistants must be full time students.

- ❖ A limited number of graduate assistantships (GAs) are available during the academic year and summer sessions (see [http://www.ship.edu/Graduate/Assistantships/About\\_Graduate\\_Assistants\\_hips/](http://www.ship.edu/Graduate/Assistantships/About_Graduate_Assistants_hips/)).
- ❖ Residence Directors (RDs) at Shippensburg University are each responsible for the overall supervision of one residence hall. Their role is to create a community environment that assists students in meeting their social, academic, cultural, and personal goals. Residence Directors are part of the Dean of Students Office. RDs are dually appointed as 12-month temporary staff members and as graduate assistants at the university. RDs must be enrolled in a graduate program at Shippensburg University and are limited to six (6) credit hours per semester and three (3) per summer, thus effectively making a three-year commitment. RDs receive a furnished campus apartment, a full meal plan, cable TV, and telephone voice mail service. In addition to a waiver of graduate school tuition, RDs receive an excellent stipend. To apply for these positions contact the Dean of Students office at 477-1164.
- ❖ Graduate students are eligible for student employment by the university. Strict adherences to relevant state and federal guidelines are observed.
- ❖ Students may also apply for student loans.
- ❖ Several scholarships are available for second year graduate students. Contact your specialization coordinator for more information.

## **COUNSELING CENTER SERVICES**

Counseling services are available at no charge to all students in attendance at the university. Counseling is intended not only to provide help to students with clearly identified problems, but also to facilitate individual growth and development in a manner that will supplement the ongoing education process.

It is particularly recommended that aspiring counselors take advantage of these services to enhance their personal growth and development. This is an opportunity to be “in the other chair” as the client and to gain a firsthand awareness of what clients experience in the counseling setting. Information revealed in counseling sessions is treated as confidential. Counseling services are provided to students by counselors who **ARE NOT** involved in any decision-making regarding students’ program and career.

## **CAREER CENTER SERVICES**

Shippensburg University students are entitled to use the services of the Office of Career Development that can provide the following forms of assistance:

- ❖ Career planning – including job search
- ❖ Career resources and employer directories
- ❖ Computerized career development techniques such as “Focus 2”
- ❖ On-campus interview programs with employer representatives
- ❖ Referral to employment opportunities
- ❖ A Credential file which may be disseminated to prospective employers
- ❖ Participation in on-campus development activities provided to both undergraduates and graduates

Additional information on the employment rate of our graduates and examples of positions recent graduates hold can be found in the frequently asked question section of the department’s web page at

<http://www.ship.edu/Counsel/Prospective/FAQ/>. Additional information on continual professional development can also be found on the webpage under the alumni link at <http://www.ship.edu/Counsel/Data/>



## **PERSONAL DEVELOPMENT, CERTIFICATION, & LICENSURE**

Information regarding certification and licensure is available on the department website at <http://www.ship.edu/counsel/>.

## **OPPORTUNITIES FOR INVOLVEMENT**

- ❖ Professional Organizations- Because the department mission intends that students embrace a professional identity, students must become a member of at least one professional organization. Note that these include state, regional, and national organizations. Also, students are urged to consult with faculty about other benefits of membership including applying for research grants, volunteer and leadership opportunities, obtaining professional liability insurance, and earning awards.
  
- ❖ Professional Conference Attendance – Students are required to attend at least one professional conference prior to their candidacy interview. This may be a state, regional, or national association meeting. Students are encouraged to seek volunteer opportunities as part of their conference attendance in order to further their development as professionals. Though students are generally responsible for any travel, registration, or accommodation expenses, the department does have a few resources to assist students, particularly if students are presenting or co-presenting. Dates of association meetings are listed in the Counselor’s Clipboard, which is distributed twice a year, and are also available on association web pages.
  
- ❖ Scholarship (presenting, researching, publishing) – Students are prepared for professional scholarship through required course assignments, and are encouraged to adapt completed coursework for presentation at professional meetings. Faculty members provide mentoring and support to students who wish to propose and submit presentations at association meetings, and often include students as co-presenters. Department faculty members frequently invite student assistance with research projects, and may include students as co-researchers and/or co-authors.

- ❖ Department Professional Development- The department hosts two professional development workshops each year. One is the Central School Counselors Institute held in December and the other is Mental Health Day organized by the Clinical Mental Health Counseling faculty members. Students are encouraged to participate in both professional development opportunities.
- ❖ Clinic- The department operates a free community clinic, with counseling services provided by qualified students under the supervision of faculty members. The clinic serves children, adolescents, and adults and addresses a wide range of mental health concerns. Other programs that allow students to practice skills and serve the community include Drew's Hope (student led support groups for grieving children and families) and Children of Incarcerated Parents. For more information about these programs and others visit [http://www.ship.edu/Growing\\_Edges/](http://www.ship.edu/Growing_Edges/).
- ❖ Department Student Organizations & Leadership Opportunities - Opportunities for student involvement in student organizations include the counseling honorary Chi Sigma Iota (CSI). The department chapter of CSI, Upsilon, has created a mentoring program to assist new students. If interested in becoming involved with CSI-Upsilon, contact its advisor Dr. Marcy Douglass. Other ways to be involved include serving as a representative to the Grade Appeals Committee, the Student Advisory Committee, or the Graduate Student Association Board. Consult the student organizations link at [www.ship.edu/counsel/student-organizations/](http://www.ship.edu/counsel/student-organizations/) or contact the Department Chair for additional information or see additional information below.
- ❖ Shippensburg University hosts a variety of opportunities for personal and professional enhancement. These include lectures and performances by prominent invited guests, the annual Wellness Fair, Connections Alcohol Education program, Student Recreation Center (graduate students must

pay a fee), and Student Veterans Concerns Committee to name just a few. Consult the Shippensburg University web page for coming events.

## **SHIPPENSBURG UNIVERSITY DEPT OF COUNSELING AND COLLEGE STUDENT PERSONNEL**

### **STUDENT RIGHTS**

The Department of Counseling and College Student Personnel faculty actively supports the protection of students' academic and personal rights. Should informal consultation with professors not result in satisfactory resolution of a problem, students are encouraged to follow the formal grievance procedures established within Shippensburg University as described in this manual and in the Graduate Catalog.

#### **Student Advisory Council**

Students have a right to offer and have suggestions heard for benefiting the department. A Student Advisory Council comprised of at least four (4) interested students from the department meet once a semester. Its purpose is to serve in an advisory role making recommendations to the department. Students can address their thoughts or suggestions to members at any time. Students interested in serving on the Student Advisory Council should contact the Department Chair.

#### **Academic Appeals Procedures**

##### **❖ Candidacy Appeals**

Students wishing to appeal their denial or hold to candidacy will be directed, in writing, to contact their advisor to obtain specific feedback. If they are not satisfied with the outcome of the conference they may request in writing to the Department Chairperson, a review before the Candidacy Appeals Committee. Request for a Candidacy Appeals Committee review must be made within 10 working days after being notified of the department's decision regarding candidacy. Upon receipt of the written

request, the Department Chairperson will appoint a committee and notify the student in writing with the name of the Committee Chairperson. Arrangements must be made with the Chairperson for the review meeting within 10 working days of the date of the letter. The meeting will include the student, the student's advisor, and the Committee. Following the review session, the decision of the committee will be transmitted in writing to the student with a copy placed in the student's departmental file.

#### ❖ **Grade Appeals**

Grade appeals will be conducted according to the Graduate School policies. Please consult the current Graduate Catalog at <http://www.ship.edu/catalog/graduate/>. Note that grade appeal policies are specific and time sensitive. Consult this policy carefully as the department follows it closely.

#### ❖ **Personal Appeals Procedures**

In addition to providing training in academic and skill oriented classes, The Department of Counseling and College Student Personnel faculty members also serve the highest ethical standard in their professor/student relationships. Faculty members should be aware of their inherently powerful position vis-a-vis students, in order to avoid exploiting student's trust and vulnerability.

In the event that a student feels that a faculty member has behaved in a harmful or inappropriate way, the student is urged to consult formally with the faculty member whose behavior is in question. If the student feels unable to address the professor directly, he or she is encouraged to ask another professor or the Department Chairperson to serve as a mediator in a three-way conference. When not satisfied with the outcome, students may also appeal to the dean of the College of Education and Human Services, Social Equity, Professional Board of Ethics, the Women's Center, or another appropriate entity.

❖ **Sexual Harassment**

The sexual harassment policy is noted in the Graduate Catalog. Concerns about sexual harassment shall be addressed by the Department Chair, any Faculty member, or the Women's Center.

❖ **Privacy**

Policies regarding the privacy of and access to educational records are detailed in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>.

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*Revised August 2016*