



Department of Counseling and Human Services

Program Handbook

2021 - 2022

MASTER'S DEGREE PROGRAMS

Clinical Mental Health Counseling School Counseling P-12

Department of Counseling and Human Services
SIMS Hall, Suite 440
130 College Place
Syracuse, NY 13244-1230
315.443.2266
<http://chs.syr.edu>

Syracuse University

Department of Counseling and Human Services

Student Handbook Acknowledgement Form

I acknowledge that I have read the 2021-2022 Master's Degree Student Handbook including: The Department of Counseling and Human Services Mission Statement, criteria for evaluation, and program objectives for my declared major. I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the School of Education and Graduate School, including the Code of Student Conduct Standards. I understand that the information and policies in the Handbook is subject to change based on programmatic need, and that the Department Chair will alert me to any changes in this information or policy. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Handbook, along with GPA, Department of dispositions, professionalism, and ethics as the primary vehicle for doing so. I am assured of timely notification and full due process if the faculty have concerns about my progress.

You must indicate that you agree to all the above statements.

Go to the following link and complete the form to indicate your agreement:

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Section I: Department Overview and Orientation

Mission Statement

The mission of the Department of Counseling and Human Services is to educate and prepare the next generation of professional counselors, supervisors, counselor educators, and leaders who through commitment, excellence, and humanistic engagement will have meaningful and sustained impact in their communities. Such impact is accomplished by actively and diligently affirming the dignity and self-worth of all persons.

Departmental Philosophy and Values

We believe that all human beings have inherent worth and dignity, the ability to develop a greater sense of self-realization throughout the lifespan, and the need to cultivate personal and community-based well-being. We believe in the power of human relationships to be a catalyst for positive growth in students' and clients' lives. We believe that each individual can make a difference, and because of that potential, each of us shares a responsibility to our clients, students, communities, culture, and society to work toward the betterment of human life. Through their skills as leaders and advocates, our students will make a difference to the larger public they serve.

We are committed to serving a diverse society, cultivating a strong and engaged professional identity, and pursuing the highest standards of excellence in the counseling profession. We are committed to ethical and effective counseling and require our students to adhere to the American Counseling Association's (ACA) *Code of Ethics* 2014. We champion a commitment to *Living Excellence* and promote such a stance with our students, within the broader School of Education, and Syracuse University communities, and across the greater Syracuse, United States of America, and global contexts.

We seek to nurture intellectual curiosity and a desire for personal growth in all our students, as well as a desire for lifelong learning which will extend their education and development beyond their formal professional education. We expect students to engage in reflective learning activities in order to meet these goals. Our personhood is inextricably connected to our ability to be competent and ethical counselors, supervisors, and educators, and thus, our program emphasizes self-awareness and personal development as a critical facet of professional training and development. We value the role of the personhood in counseling, and we create learning experiences that reflect such a value. To be successful, students must engage in self-reflection and pursue self-growth and exploration within an engaged learning environment.

We seek to meet the larger goals of Syracuse University. Our teaching is informed by the research in our field, and we strive to instill in our students a scholarly posture as well as a practitioner's skill in attending to the goals of the clients they serve and the systems within which those client's function. Our training programs are enriched by their location within an urban setting, with suburban and rural communities in close proximity.

As a faculty, we attempt to exemplify the department mission, philosophy, and values in all our interactions with students as we meet program objectives. We challenge students to

learn within a context that carries these values of respect for diversity, intellectual curiosity, reflection, wellness, humanistic engagement, and the courage required for personal growth.

Department Program Signatures

(Signatures are currently undergoing revision)

Our program signatures highlight our departmental values and commitments that encompass the characteristics we embrace and develop as a counselor training facility. Our program signatures include: Reflexive Leadership, Impactful and Engaged Scholarship, Experiential and Constructivist Pedagogy, Socially Just Advocacy and Activism, Constructivist Clinical Supervision, Humanistic Engagement, and Wellness, Prevention, and Resiliency.



Humanistic Engagement

The Department of Counseling and Human Services believes in the power of human relationships to be a catalyst for positive growth in students' and clients' lives. We diligently work to nurture meaningful relationships among students and faculty that extend beyond static notions of student-teacher. We consider student-faculty classroom interactions to be important and necessary to the professional development of students; but also, we believe the mentoring that occurs beyond traditional academic spaces is vital to preparing outstanding counseling practitioners, supervisors, and educators. Our faculty provides mentoring on a range of professional endeavors including research, professional identity, and career aspirations. We expect that such commitment to humanistic engagement provides a model through which students can develop collaborative and meaningful working relationships with the clients, students, and supervisees they serve.

Reflexive Leadership

Within the Department of Counseling and Human Services, we aspire to be leaders at all levels of influence, namely community, state, regional, national, and international, with a focused intent of providing leadership within counseling, counselor education, and supervision. We are dedicated to advancing the profession through scholarship, professional service, pedagogy, and clinical engagement. Our leadership commitment is situated within reflexivity in that we believe that the most effective and transformative leaders accomplish change through a high level of self-awareness and ongoing cultivation of their personhood. We are motivated to mentor the next generation of leaders in order to create a legacy of leadership emanating from Syracuse University and generating a profound impact on our communities, clients, students, and professional associations.

Impactful and Engaged Scholarship

Grounded in a belief that academic pursuits can address real world dilemmas, the Department of Counseling and Human Services is involved in research projects that are designed to make a difference in the lives of students, clients, and consumers. Embedded in the communities we serve, student and faculty research is informed by, and in turn, informs the populations with whom we work. Whether seeking to identify effective teaching, counseling, or supervision strategies or exploring the experiences of a particular group in a specific context (e.g., students of color in multicultural coursework, clients with hearing loss in a community clinic, LGBT persons participating in counseling or Gay-Straight Alliances), our scholarship is noted as having a wide influence on the overall counseling and counselor education profession. As recognized experts in their field, members of the CHS community have authored widely referenced books, and they regularly publish in top-tier counseling and counselor education journals. The dissemination of our scholarship at state, national, and international conferences, as well as community in-services and workshops facilitate practitioners' access to our work and ensures the spread of best practices to many of the areas of service most in need.

Experiential and Constructivist Pedagogy

Our student-centered learning community encourages students to be open and reflective, willing to explore novel knowledge and experiences, and fully engaged in the learning process. The central premise anchoring constructivist pedagogy is that individuals and groups make meaning of novel information, at least partially, by interpreting it through the lens of experience. Therefore, learning is an active, contextualized process rather than something acquired directly and objectively from an instructor, text, or other source. This entails that students are not just passive receivers of knowledge but rather active agents in the learning process. We view students' prior knowledge as foundational to the learning process. Students are encouraged to self-reflect in order to become more conscious of whom they are as well as to become more aware of the life experiences which have contributed to their development. Students can expect to engage in activities that ask them to experiment with ways to integrate prior knowledge with the novel knowledge and skills they encounter in the program. Students will encounter a learning environment rich with activities and experiences that will parallel the real-world contexts and situations they will encounter as helping professionals.

Socially Just Advocacy and Activism

The Department of Counseling and Human Services has a deep and longstanding commitment to being change agents and advocates for social justice. We have held leadership positions in several professional counseling organizations wherein we have spearheaded initiatives designed to identify and respond to systems of oppression that negatively influence development and wellness. Additionally, we are engaged in counseling related community service that is focused on increasing access to and the equity of counseling and educational services with underserved populations, including but not limited to people with disabilities, people living in under resourced communities, and people who identify as part of an historically marginalized population (e.g., persons who are LGBTIQ, persons of color, English language learners). Students are supported to engage multiple curricular and co-curricular opportunities to enact professional standards of excellence related to advocacy and develop the knowledge, skills, and awareness necessary to confront the varied forms of discrimination which continue to perpetuate disparities in opportunities and outcomes for marginalized communities. Collectively, we create meaningful assignments and develop community engaged experiences that integrate and reflect our ongoing commitment to social justice and advocacy.

Wellness, Prevention, and Resiliency

Wellness, prevention, and resiliency are foundational values of professional counseling and counselor education and are supported by the faculty and staff of the Department of Counseling and Human Services. Wellness engenders healthy growth, personal evolution, and the overall well-being of the individual. Prevention serves to optimize and contextualize the meaning and intention of self-care, and it is a core value of professional counseling. Resiliency involves the ability of the individual to readily navigate difficulty in both personal and professional endeavors. Because of the guiding values of professional counseling and the imperative role of one's personhood in being a counselor, supervisor, and educator, it is important that a commitment to wellness, prevention, and resiliency be pervasive in individual practice to filter into the educational, supervisory, and therapeutic environments. To do so ensures the health of the individual and the profession. The Department strives to support wellness and encourages the resiliency of students to foster their ability to traverse the graduate education experience, thereby promoting more highly functioning and effective professionals.

Constructivist Clinical Supervision

The Department of Counseling and Human Services provides a challenging and supportive supervision experience that encourages critical reflection of self, impact on others, as well as intuitive ideas related to how people develop and how professional counselors assist in this growth process. We strive to assist counseling students in constructing theoretical and philosophical approaches to counseling that integrate idiosyncratic ideas and prior knowledge with established, empirically supported approaches that are appropriate for the varied contexts in which they may find themselves working to enhance the lives of others. Students can expect to work closely and collaboratively with their supervisors as they begin the life-long process of counselor development. We are committed to cultivating supervisors and supervision experiences that are reflective of the synergy between lived experience and clinical supervision discourse.

Program Objectives

The two master's programs share core curriculum and professional experiences that prepare counselors to be professionals, advocates, and leaders in their desired practice setting. There are transcendent and shared objectives for both programs, specifically: 1) All students will pursue and successfully acquire professional credentialing such as school certification, counselor certification, and state licensure; 2) All students will identify as professional counselors and engage in ethical and competent practice as professional counselors; and, 3) All students will evidence competence in the core domains of Professional Counseling Orientation and Ethical Practice, Human Growth and Development, Social and Cultural Diversity, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation. Further, each of the specialty programs, Clinical Mental Health Counseling and School Counseling P-12 have unique program objectives that reflect the primary focus and purpose of the specific area of study.

Clinical Mental Health Counseling Program Objectives

The overall goal for the Clinical Mental Health Counseling program is to produce professional counselors prepared to offer a broad range clinical mental health counseling services and interventions focused on wellness and advocacy. These range of therapeutic services are designed to enhance the growth and development of all clients and can be delivered in a variety of settings. To intentionally meet these goals, a set of specific program objectives grounded in knowledge, understanding, practice, analysis, synthesis, and evaluation are provided below to contextualize the depth of experience required in preparation for work as a clinical mental health counselor.

Graduates of the clinical mental health counseling program:

1. possess knowledge and understanding of the foundational aspects of professional counseling and integrative care including human development and how development is enhanced or restricted due to a number of intrapersonal, interpersonal, and systemic variables; inter-professional collaboration; have demonstrated skill in assisting clients in meeting developmental tasks
2. evidence knowledge, awareness, understanding, and skills requisite for counseling persons from different cultural contexts and of different levels of ability and have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing.
3. Demonstrate knowledge and understanding of counseling, career development, and consultation theory; have demonstrated use of biopsychosocial case-conceptualization and treatment planning skills, and a range of counseling interventions that are theoretically sound and contribute to the ability of their clients to respond effectively to their issues and developmental tasks; have demonstrated an ability to use brief therapeutic counseling modalities; have demonstrated ability to use a variety of techniques and interventions for wellness, prevention, and treatment of a broad range of mental health issues
4. evidence knowledge and understanding of the principles of group dynamics as well as knowledge of various approaches for working in groups with client populations;

possess skills in group work.

5. display knowledge and understanding of the variety of clinical settings within which the continuum of care is provided; understand the range and impact of issues such as crisis, trauma, and addiction on the individual, family, and community.
6. display knowledge and understanding of appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing.
7. have demonstrated an ability to draw upon counseling research and assess its contribution to the profession's knowledge base and apply/integrate its contribution to specific areas of knowledge and practice.
8. evidence functional skills for using technology in one's work.
9. have demonstrated an ability to assess the needs of a community or populations; develop both appropriate programs to meet assessed needs and an evaluation plan
10. have demonstrated methods for assessing mental health status, including an ability to utilize the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD); have a knowledge and understanding of practice and management issues such as record keeping and third-party reimbursement.
11. possess knowledge and understanding of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of clinical mental health counseling; have knowledge and understanding of present certification, accreditation, and licensing standards.
12. possess the requisite skills for advocacy for profession, agency, and clients within public policy and governmental venues; possess skills to advocate for the counseling profession.
13. possess knowledge of ethical codes that direct the practice of clinical mental health counseling; have demonstrated the ethical practice of counseling.
14. have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to the clinical mental health counseling context.

School Counseling P-12 Program Objectives

The 60-credit, CACREP accredited Master of Science program in School Counseling P-12 prepares students to work with youth of all ages in urban, rural, and suburban preK-12 school settings. Students gain hands-on experiences throughout their program of study that prepare them for holistic school counseling practice. They work closely with their advisors to ensure completion of a sequenced curriculum in tandem with field experiences across grade levels. In addition to a number of core counseling courses, students are provided with multiple school counseling specialty courses through which they acquire the knowledge and abilities necessary to implement a comprehensive, developmental school counseling program, including direct and indirect services and program planning and management. Students further gain the tools necessary to be effective professional school counselors and

systemic change agents, so they can help to meet the needs of all students. The program is closely aligned with the American School Counselor Association (ASCA) National Model and meets the academic requirements for initial and professional New York State Certification as a School Counselor. Graduates from our program are employed in schools as:

- School Counselors
- Directors of Guidance
- Career Center Counselors
- Admissions Counselors
- Support Service Counselors
- Alcohol-Drug Abuse Prevention Education Program (ADAPEP) Counselors
- Student Assistance Counselors
- Family Support Counselors

The Department of Counseling and Human Services has been a pioneer in training highly skilled practitioners and leaders in a wide range of counseling settings. The faculty is nationally recognized for their leadership and research in the profession, and all classes are taught by skilled experts and experienced clinicians. The faculty is deeply committed to the growth and development of their students.

Graduates of the school counseling P-12 program will:

1. Demonstrate clear and consistent commitment to the development of personal maturity.
2. Evidence clear and consistent commitment to one's own professional growth and accountability.
3. Display a clear and consistent commitment to diversity and equity.
4. Show a clear and consistent commitment to subject matter excellence.
5. Demonstrate clear and consistent commitment to professional ethics and integrity, professional standards of practice, and the profession at large.
6. Describe the history and development of school counseling.
7. Distinguish the models of school counseling programs and models of school-based collaboration and consultation.
8. Utilize models of P-12 comprehensive career development and assessments specific to P-12 education.
9. Identify school counselor roles as leaders, advocates, and systems change agents in P-12 schools as well as in consultation with families, P-12 and postsecondary school personnel, and community agencies.
10. Implement school counselor roles in relation to college and career readiness, school leadership and multidisciplinary teams.
11. Evaluate school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
12. Demonstrate competencies to advocate for school counseling roles.

13. Distinguish characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
14. Identify common medications that affect learning, behavior, and mood in children and adolescents.
15. Assess signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
16. Appraise qualities and styles of effective leadership in schools and locate community resources and referral sources.
17. Recognize professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
18. Discuss legislation and government policy relevant to school counseling and interpret legal and ethical considerations specific to school counseling.
19. Locate examples of school counseling program mission statements and objectives and illustrate ability to design and evaluation of school counseling programs.
20. Develop and implement core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
21. Utilize interventions to promote academic development.
22. Manifest developmentally appropriate career counseling interventions and assessments and techniques of personal/social counseling in school settings.
23. Select and implement strategies to facilitate school and postsecondary transitions.
24. Distinguish skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
25. Experiment and assess approaches to increase promotion and graduation rates.
26. Display interventions to promote college and career readiness.
27. Formulate and use strategies to promote equity in student achievement and college access.
28. Evaluate techniques to foster collaboration and teamwork within schools.
29. Develop strategies for implementing and coordinating peer intervention programs.
30. Demonstrate use of accountability data to inform decision making to advocate for programs and students.

History of the Department of Counseling and Human Services

Syracuse University has been a national leader in preparing counselors since 1931 when we introduced the Student Dean program designed to prepare women to be high school and college counselors and placement officers. Master's degree programs in guidance, established in 1937, and rehabilitation counseling, established in 1963, were among the earliest of such programs in the United States. In 1993, these two programs merged into a single administrative unit called Counseling and Human Services. Over the years, we have continued to emphasize the preparation of professional counselors who will become leaders in the profession at the local, regional, and national levels.

The Department of Counseling and Human Services master's (M.S.) degree programs in Clinical Mental Health Counseling and School Counseling P-12 are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994. CACREP accreditation provides recognition of the quality and scope of training as well as assures students that the program is stable and committed to meeting professional benchmarks of quality. Graduating from a CACREP accredited program provides streamlined processes for certification and licensure and will be required to be a Nationally Certified Counselor as of January 1, 2022.

The Department also offers a Certificate of Advanced Study (C.A.S.) in School Counseling, and a CACREP-accredited doctoral program in Counseling and Counselor Education.

Faculty and Staff of Department of Counseling and Human Services

Department Core Faculty

Derek X. Seward, PhD, LMHC, NCC, ACS
Associate Professor and Department Chair
dxseward@syr.edu
315-443-9623

Caroline O'Hara, PhD, LPC (GA), NCC
Assistant Professor
clohara@syr.edu
315-443-5266

Brittany Williams, PhD, NCC
Visiting Assistant Professor
bawill05@syr.edu
315-443-9655

Melissa Luke, PhD, LMHC, NCC, ACS
Dean's Professor
mmluke@syr.edu
315-443-5265

Yanhong Liu, PhD, NCC
Assistant Professor
Yliu363@syr.edu
315-443-9624

Department Faculty

Jason Curry, PhD
Assistant Teaching Professor
jmcurry@syr.edu
315-664-9878

Emeritus Faculty

Dr. Janine Bernard
bernard@syr.edu

Dr. Harold Hackney
hackney@syr.edu

Dr. James Bellini
jbellin@syr.edu

Department Staff

Sindy Pitts
Secretary/Office Coordinator
skpitts@syr.edu
315-443-2266

Dr. Alan Goldberg
agoldbe1@twcnny.rr.com

Dr. Dick Pearson
repearso@syr.edu

Chi Sigma Iota International Inc.

The Department works collaboratively with and supports Sigma Upsilon, a chapter of Chi Sigma Iota International (CSI). CSI is the international honor society for the counseling profession which celebrates academic and professional excellence, leadership, advocacy, professional identity, and wellness. Students who maintain a GPA of 3.5 and above are invited to apply for membership in the society after their first semester of study. Students will automatically be invited for membership in CSI if they meet the criteria, so no initial action is required prior to membership invitation from the chapter faculty advisor. The chapter faculty advisor for Sigma Upsilon is Dr. Brittany Williams. For more information about CSI, please contact Dr. Williams or visit csi-net.org.

Counselors for Social Justice

Counselors for Social Justice (CSJ) is a division of the American Counseling Association that works "to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors" (CSJ Mission). The Syracuse University Chapter of CSJ was established in 2017 and is registered with the Graduate Student Organization at Syracuse. We strive to participate in and help build grassroots efforts in our community that promote social justice and systemic wellness for our client constituencies in and around Syracuse. In addition to local engagement, our Chapter of CSJ strives to participate in political advocacy on a larger scale, such as writing to Senators to promote health care legislation, which will ultimately affect counseling at large. If this work is of interest to you or you would like more information about CSJ, please contact Dr. Melissa Luke or visit the CSJ website at counseling-csj.org.

Professional Identity and Affiliation

Highly developed and engaged professional identity is a hallmark of the Department of Counseling and Human Services. Faculty have a legacy of and current commitment to leadership in national, regional, and state associations, and both faculty and students are actively engaged in professional associations. Students should become members of the professional organizations relevant to their field of study. These organizations are sources of knowledge and opportunities concerning current research, education and professional training, leadership, advocacy, and contemporary issues pertinent to the field. We urge students to join the American Counseling Association (ACA) and one of its many divisions. You may also join the American School Counselor Association (ASCA), the American College Counseling Association (ACCA), or the American Mental Health Counseling Association (AMHCA) without being a member of ACA. Participation at the state and regional levels are encouraged in that there are many opportunities for advocacy, leadership, and engagement. Professional association membership is a powerful way to showcase your professional identity and to build professional networks.

Please find below contact details for ACA and the specialty divisions as well as divisions and branches closely aligned with our Program Signatures. Information and applications are available in the Counseling and Human Services office or by contacting these organizations directly:

- American College Counseling Association: collegecounseling.org
- Association for Humanistic Counseling: humanisticcounseling.org
- American Counseling Association (ACA): counseling.org | 1-800-347-6647
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities: saigecounseling.org
- Association for Multicultural Counseling & Development (AMCD): multiculturalcounselingdevelopment.org
- American Mental Health Counseling Association (AMHCA): amhca.org
- Counselors for Social Justice: counseling-csj.org
- American Rehabilitation Counseling Association: arcaweb.org
- New York Counseling, Association, Inc.: 518.463.1822 or 518.463.1823
- American School Counselor Association (ASCA): schoolcounselor.org
- NY Mental Health Counselor Association: nymhca.org | 1-800-4NYMHCA
- Association for Assessment and Research in Counseling: aarc-counseling.org
- NY School Counselor Association: nyssca.org | 1-877-NYSSCA1
- Association for Counselor Education and Supervision (ACES): acesonline.net
- North Atlantic Region of the Association for Counselor Education and Supervision (NARACES): naraces.org

Program Orientation

The Department of Counseling and Human Services conducts a Program Orientation during the week before classes start in fall semester for all recently matriculated master's students. Attendance is mandatory, and the intent of the Orientation is to provide a framework of the departmental values and professional expectations, build collaborative relationships, and address logistical and programmatic issues and questions.

Section II: Departmental Policies, Procedures, & Practices

This Master's Student Handbook is designed to be used in conjunction with the Graduate Course Catalog (coursecatalog.syr.edu) and the School of Education Masters Orange Book (soe.syr.edu/departments/administrative/academic-services/policies/). This Handbook is not intended as a replacement for these documents. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

Commitment to Student Recruitment

The Department Counseling and Human Services is committed to recruiting and retaining students who represent a multicultural and diverse society. To this end, the faculty:

- will actively seek opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities.
- will work to increase the likelihood that underrepresented CHS master's students receive scholarships.
- will seek additional funding sources for students representing underrepresented groups.
- will use their personal networks of counselor educators to recruit students who represent diverse backgrounds.
- will continue to recruit international students at the master's and doctoral levels in order to extend our diversity agenda to one that is global. To that end, the Department will seek to retain a graduate assistant position in the Slutzker International Student Center.
- will collaborate with the Office of Multicultural Affairs; and
- will continue to explore and identify new ways to increase Department diversity.

Admission Criteria and Process

In our admission process, we consider multiple facets of an applicant's portfolio and background because we believe that successful counselors need to be interpersonally skilled, highly self-aware, professionally mature, academically prepared for graduate work, and committed to the values and philosophies of the counseling profession and the Department of Counseling and Human Services at Syracuse University. Therefore, academic, interpersonal, professional, leadership, and personal components are integrated in our admission decision process.

The Department of Counseling and Human Services faculty seeks to admit individuals who are personally and academically prepared to be successful in completing the master's degree program in Counseling. Within these parameters, the faculty is committed to admitting students who represent diverse backgrounds or who have special abilities to serve a diverse population. Admission is highly competitive and application reviews are conducted twice a year for fall semester admission only.

Applicants are expected to demonstrate solid academic standing and potential, typically evidenced by a GPA of 3.0 or above, and provide a strong personal statement detailing their careers goals aligning with school counseling or clinical mental health counseling. Three letters of recommendation, with at least two from academic references are also required. International students are required to submit results of an English Language Test. Acceptable tests are TOEFL, iBT, IELTS, or Duolingo English Test.

Admission to the Department is based on the following criteria:

1. Evidence of academic ability and potential for graduate-level study
2. Potential for forming effective interpersonal relationships in individual and small group contexts and with diverse individuals
3. Appropriateness of career goals and objectives and their relevance to a program of study
4. Openness and maturity required for self-exploration and personal and professional self- development
5. Evidence of paid or volunteer experience indicative of an interest in the helping professions
6. Evidence of leadership and advocacy potentiality
7. History of and potential for tenacity, engagement, and collaboration

Applications are reviewed twice a year and must be submitted by the following dates: January 15th and June 1st. An admissions committee composed of full-time Department faculty reviews all applications for admission into the Department and makes a recommendation to the Graduate School regarding each applicant. The process of the admissions committee is as follows:

1. All completed applications, including reference forms, the Graduate School application, the Department Supplemental Application, official transcripts, and TOEFL, iBT, IELTS, or Duolingo for International Students, are reviewed by the committee beginning January 15th and June 1st of each academic year.
2. After application review, some applicants are selected for participation in an on-campus or online interview process based on the strength of their application materials. All interviews are conducted by CHS faculty members. The interview process typically includes large- and small- group activities.
3. Following all interviews, the admissions committee meets to review all candidates based on their potential for success in the Department within the confines of available openings.
4. Recommendations are made to the Graduate School for each applicant.

Departmental Advising

When a student has accepted admission into the Department of Counseling and Human Services, they are assigned a faculty advisor. It is the **student's responsibility** to make regular contact at least once a semester with their faculty advisor regarding program of study, overall progress in the program, professional opportunities, and departmental policies and procedures. Each student must contact their faculty advisor during their first semester to complete a Program of Study.

The foundational responsibilities of the faculty advisor are:

1. Assist the advisee in a) developing a plan of study for timely completion of the degree requirements, and b) completing the **Program of Study** form which is to be submitted to the Graduate School.
2. Advise the student each semester about courses to take in the subsequent semester.
3. Communicate any feedback to the student that was generated as a result of faculty evaluations.
4. Review the advisee's records at the time that the student registers to graduate to determine that the student has met all program requirements.
5. Serve as a liaison between the Department and/or the School of Education and the advisee.
6. Encourage student's professional development and identity as a counselor.

It is the student's right to change faculty advisors at any time during their course of study. If a student would like to change advisors, the student should inform in writing the faculty advisor of record and the Department Chairperson of such a desire and provide a rationale for the request.

Because faculty are not on contract during the summer, they do not keep regular summer office hours. They will continue to respond to voice mail and email inquiries as promptly as possible. Students should consult with their advisors regarding summer and fall course schedules prior to the end of spring semester.

In addition to department faculty advisors, every student has an academic advisor in the SOE Office of Academic and Student Services (OASS).

The advisor for the Department of Counseling and Human Services is:
Sheila DeRose (saderose@syr.edu; 315-443-4522)

Full-time or Part-Time Status

It is University policy that a load of at least 9-credit-hours of coursework is equal to full-time status.

Part-time study is defined by the University as less than 9 credit hours. Students who are employed full-time may not take more than 6-credit-hours of coursework per semester by University policy.

For students completing their program with less than 9 credits in their final semester, they are eligible to complete a Full Time Certification form which requests the specific number of credits to be deemed as full-time given high demands of clinical work. Please consult with your faculty advisor about this form if needed for your final semester. The deadline for submission of this form every Fall and/or Spring, is the same as the Add Deadline.

Leave of Absence

Students wishing to take a leave of absence of up to one calendar year must complete a Leave of Absence Form that can be obtained at 111 Waverly, Suite 230. Upon returning from your leave of absence, you must reapply for admission by filing a Readmission Form, also obtained at 111 Waverly, Suite 230, prior to registering for classes. Because your request for readmission must be acted on by the faculty, your request for readmission should be filed well in advance of registration. Students who take an unauthorized leave of absence are not covered by this policy. Additionally, students who exceed a leave of one calendar year must reapply for admission to the Department through the regular admission process.

Continuous Registration

The University has long had a requirement of continuous registration during each academic semester once a student matriculates. That is, every fall and spring semester, students must be registered for courses that are part of their programs. Students who are in between courses, or who have completed all courses, but who are still working on requirements such as projects, exams, or portfolios, meet this requirement by registering for GRD 998 Degree in Progress, for “0” credit hours. Online registration of GRD 998 is accepted during regular registration periods. You are allowed up to four GRD 998 registrations at no cost, after that you have to pay \$500 for the fifth and all subsequent GRD 998 registrations. This fee indicates continuing engagement in a graduate program; it recognizes the continuing use of faculty, staff, and institutional resources, even during periods when courses are not being taken. It is designed to encourage you to enroll in courses on a continuous basis so that you complete your degree program expeditiously. Finally, it maintains your active status in the program.

Master's Program Curriculum

The Department of Counseling and Human Services believes in preparing professional counselors who can effectively and competently practice in a variety of settings.

Because of the commitment to professional counselor identity, the curriculum for both master's programs includes core curricular requirements shared by all students. The core curriculum reflects critical knowledge and practice domains that define the identity, competence, and understanding of counselors.

Core Curriculum Requirements

Required core courses for **all master's degree programs** within Counseling and Human Services:

- COU 612 Professional Orientation & Ethical Practice
- COU 614 Group Work in Counseling
- COU 624 Theories of Counseling and Psychotherapy
- COU 626 Social and Cultural Dimensions of Counseling
- COU 628 Life-Span Human Development
- COU 642 Career Development
- COU 644 Counseling PrePracticum
- COU 651 Crisis Counseling
- COU 646 Assessment in Counseling
- COU 672 Counseling Children & Adolescents
- COU 675 Substance Abuse Counseling
- COU 750 Practicum in Counseling
- COU 758 Research Methods in Counseling
- COU 790 Internship in Counseling (6 Credits)
- SWK 724 Psychopathology

Program Requirements for Clinical Mental Health Counseling

For students in the Clinical Mental Health Counseling program, they must complete a minimum of 15 additional credits. The required CMHC program courses are:

- COU 645 Counseling PrePracticum II: Advanced Multicultural Counseling
- COU 727 Foundations of Mental Health Counseling
- MFT 625 Family Systems and Therapy
- XXX ### Elective (As Approved by Faculty Advisor)

Additionally, CMHC students must complete a 2-hour workshop on Identifying and Reporting Child Abuse that is provided by the Department and is captured as a Student Milestone on the Academic Transcript.

Program Requirements for School Counseling P-12 Program

Students completing the School Counseling P-12 program must complete a minimum of an additional 12 credits of graduate work. The required SC courses are:

- COU 678 Child Center Play Therapy
- COU 729 The Counselor in the Schools
- COU 739 School Counseling For College Access and Retention
- COU 749 Leadership and School Counseling Program Implementation
- EED 640 Safe and Healthy Learning Environment (0 Credit Course)

Course Registration

Students must obtain an SU ID number in order to register for courses. ID cards are issued at the ID Card Services office in 204 Steele Hall. Once the date of registration has arrived, students may register for courses online on myslice.syr.edu.

All COU graduate courses require CHS Department permission. All CHS students will receive a CHS course request to register email prior to the start of each semester. Follow the email instructions to request permission to register for CHS courses. Be sure to select each course for which you seek to register and the corresponding questions. It is the student's responsibility to ensure that the information is correct when submitting for permissions. For recommended course sequencing for full-time students, please consult Appendices A and B.

Course Descriptions

COU 612 Professional Orientation & Ethical Practice

The historical development of professional counseling, legal and ethical issues, professional identity, and professional counseling practices in various settings.

COU 614 Group Work in Counseling

Principles of group dynamics, group developmental stage theory, leadership styles, and group leadership methods, with a focus on the integration of practice and theory in multiple group contexts. Course includes a lab component in which students participate as a group member for a minimum of 10 hours.

COU 624 Theories of Counseling and Psychotherapy

Theories used in the counseling and consultation process: their psychological assumptions, the therapeutic process inherent in each, and the expected outcomes of successful counseling and consultation.

COU 626 Social and Cultural Dimensions of Counseling

Theory and research related to counseling persons of different cultural identities. A broad definition of culture as premise for increasing student awareness, knowledge, and skill for approaching the counseling process.

COU 628 Life-Span Human Development

Individual and family developmental theory and research pertaining to change and consistency across the lifespan. Focus on the facilitation of human development for persons of varying backgrounds and experience. Application of developmental principles to counseling practice.

COU 642 Career Development

The meaning of work for individuals and within cultural contexts: theories of career development; using computers in career counseling; vocational decision making; and career counseling strategies for working with diverse populations, including persons with disabilities.

COU 644 Counseling PrePracticum

Introduction to counseling skills and therapeutic interventions through practical experiences in various aspects of counseling behavior. Extensive use of video and audio taping of role-played counseling interactions.

COU 645 Counseling PrePracticum II: Advanced Multicultural Skills

Designed to build upon the counseling skills that were taught in part one of this sequence. Further examine the social and cultural bases of the human experience, including race, ethnicity, culture, gender, sexual orientation, ability, and religion, with a primary focus on the applicability for the professional practice of counseling. *PreReq: COU 644*

COU 646 Assessment in Counseling

Analysis and interpretation of selected interest and personality tests, as well as assessment environments. Synthesis of comprehensive case data and report writing in educational, vocational, and general counseling. Assessment of individuals and families.

COU 651 Crisis Counseling

Review of the theory, history, and practice of crisis counseling. Emphasis is placed on the study of techniques and interventions appropriate for use in a variety of crisis situations.
PreReq: COU 644

COU 672 Counseling Children and Adolescents

Specialized knowledge, skills, and awareness necessary for counseling children and adolescents within individual, group and family counseling modalities. Developing a therapeutic relationship and implementing effective interventions.

COU 675 Substance Abuse Counseling

Biological, psychological, and social factors contributing to chemical dependency. Overview of different theoretical approaches to substance abuse counseling. Discussion, demonstration, and practice of counseling strategies for prevention and intervention.

COU 678 Child Centered Play Therapy

Students will acquire a theoretical and applied philosophical understanding of the child-centered model of play therapy. Students will be exposed to didactic, interactive, and experiential learning experiences for the purposes of developing the requisite skills to conduct individual, dyadic, group, and filial play therapy as a part of their counseling intervention repertoire. The skills set includes, but is not limited to reflective listening, tracking, limit setting, selection of props, structuring of sessions, identifying themes, and use of consultation. Emphasis will be placed on how to develop a cross-cultural relationship with children to facilitate the therapeutic mechanisms of change.

COU 727 Foundations of Mental Health Counseling

Roles, functions, and contexts for mental health counselors working in community agencies. A comprehensive review of dimensions, interventions, and characteristics of agencies serving diverse populations. Foundations of mental health consultation, prevention, and program evaluation.

COU 729 The Counselor in the Schools

Roles and functions of school counselors. Analysis of the history, development, implementation, and evaluation of school counseling programs.

COU 739 School Counseling for College Access

School counseling related knowledge, skills, and awareness necessary for college access. Use of the ASCA National Model to influence P-12 students, families, schools, colleges, and the entrepreneurial admissions sector.

COU 749 Leadership and School Counseling Program Implementation

An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels. *PreReq: COU 729; CoReq: COU 750 or COU 790*

COU 750 Practicum in Counseling

A one-semester, 100-hour clinical placement to advance the student's counseling skills. Video or audio taping at the practicum site is required for supervision. Students receive

weekly individual and group supervision on campus. *PreReq: COU 612, COU 614, COU 624, COU 626, COU 644, and COU 645 (CMHC Program)*

COU 758 Research Methods

Methods, strategies, and issues related to research. Includes evaluating knowledge claims, quantitative and qualitative research designs, statistical analyses, and research ethics. Critical review of the professional literature for application to professional practice.

COU 790 Internship in Counseling

A supervised field placement in a school, agency, college, or rehabilitation setting during which students assume the varied role of counselor. Weekly individual supervision and group supervision are required. Internships must meet all accreditation guidelines. *PreReq: COU 750; PreReq or CoReq: COU 642, COU 646, SWK 724 (CMHC Program), COU 729 (SC Program)*

NOTE: For courses offered in other Departments, students are referred to the Syracuse University Graduate Course Catalog.

Course Waivers

The Department of Counseling and Human Services requires that only graduate level courses be used to meet program curriculum requirements. Students wishing to waive a required course based on a **graduate** course taken elsewhere must (a) have received a grade of no less than a “B” in the course and (2) must submit a syllabus so the appropriate faculty can determine if the content is sufficiently similar to the course being waived. For matriculated students, they need to receive **prior** approval from their advisor in consultation with appropriate faculty about a course to substitute for a required course. Syllabi are typically required, so the faculty advisor can review course content and ensure a level of equivalency and professional preparation. Coursework completed on a pass/fail basis is not eligible for transfer, unless approved by both the department chair and the dean of the Graduate School. **Students on School of Education Scholarships may be restricted from course waivers or transferring in courses.** Waiving a required course does not carry course credit. The student who successfully waives a course will need to be advised into another course to ensure the appropriate credits are earned towards the degree.

Grade of “INCOMPLETE”

Only for unusual circumstances will a grade of Incomplete be given for any course. When it has been determined by the instructor that such a grade is appropriate, the **student** must fill out an “Incomplete Grade Request” form. This form describes what the student is required to do to complete the course and the date by which the outstanding work is due. It is Department policy that a student carrying **two** grades of incomplete **may not register for additional coursework until the incomplete courses have been completed.**

Grievance Procedure for Coursework

If a student believes that they have been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter cannot be resolved within the Department, it is referred to the office of the Senior Assistant Dean of Student Services in the School of Education Amie Redmond (amredmon@syr.edu) located in the Office of Academic and Student Services, 111 Waverly Avenue, Suite 230, Syracuse, NY 13244 phone 315.443.2506.

Academic Accommodations

Students with disabilities must contact the Center for Disability Resources to develop an accommodation plan. Students with special needs due to a documented disability should inform the course instructor no later than, or if possible, before the first week of classes in order to request necessary accommodations. The Center for Disability is located at 804 University Avenue, Suite 303, Syracuse, New York 13244-2330. Their email address is disabilityresources@syr.edu. Telephone voice number is (315) 443-4498. Their TDD is (315) 443-1371. Their fax number is (315) 443-1312. The Department of Counseling and Human Services is dedicated to working with students with disabilities and welcomes the enactment of necessary support and accommodations.

Transfer of Credit

The Graduate School at Syracuse University allows students to transfer in up to 30% of the credits required for a master's degree from other academic institutions. Only courses taken within the last seven years in which grades of "B" or better were earned can be transferred. Once matriculated, decisions about transfer of specific courses, as well as decisions about whether any course may be used to waive a required course, are made by the student's advisor in consultation with appropriate faculty. Some courses (for example, **Practicum**) taken elsewhere may not be used to substitute for the same course at SU. **Students on School of Education Scholarships may be restricted from course waivers or transferring in courses.**

Communication

The Department has created a **listserv** as the primary and most efficient vehicle for communicating with students. **It is imperative that all matriculated students are on the listserv.** The listserv is used to announce schedule changes, opportunities for graduates' assistantship on campus, deadlines, professional opportunities, research invitations, and so much more. Students **must** log on to the listserv from their **syr.edu** email account. All Official SU communication done individually will also be through your SU email account only. The instructions for adding oneself to the listserv are as follows:

Send an email message to: listserv@listserv.syr.edu

Leave the "subject" line blank.

In the body of the message write: Sub chslist [Your name]

NOTE: If you have an automatic signature block, you need to remove it before sending this message. You will receive confirmation that you are now on the CHS listserv. If you change email addresses, you will need to repeat the above from your new email address.

Comprehensive Examination: Counselor Preparation Comprehensive Examination (CPCE)

The Department uses the Counselor Preparation Comprehensive Examination (CPCE) for its knowledge-based comprehensive examination. Comprehensive Examinations (COMPS) serve as the culminating academic exercise of your program. Plan to take the COMP exam in the second to last semester, or the last semester of your program. The CHS administrative assistant will send an email to the CHS listserv-asking students

for information that is to be sent to the CPCE for the exam. Students must register to take the COMP exam no less than **eight weeks prior to** their anticipated graduation date (Approximately March 1st for the May degree award date, June 15th for Summer and August degree award date, and October 15th for the December degree award date); The CHS department will receive your CPCE scores, determine if you passed, and submit the necessary documentation to the Office of Academic Services (111 Waverly, Suite 230). It is your responsibility to anticipate when you intend to take the Comprehensive Exam and to register at the appropriate time. There are 2 formats for the CPCE exam that SU students can register for: CPCE-CBT at a Pearson VUE site, or CPCE-OnVUE taken on your personal computer with restrictions and guidelines. SU does **not** offer the CPCE-APB format. **Students are responsible for the \$150 CPCE registration fee. (CPCE fee is subject to change).**

Ongoing Evaluation of Student Competence and Professionalism

Evaluation Criteria

Effective and competent counselors demonstrate professionalism, ethical decision making and practice, reflexivity, self-awareness, and multi-culturally informed counseling skills. Students completing a master's degree in counseling are evaluated based on academic, clinical, and professional (referred to as "dispositions" by CAEP) criteria. The professional and non-academic criteria or dispositions are the unique set of skills and behaviors relevant to the profession of counseling including the need for students to always act professionally in the classroom, at their fieldwork sites, and in any public space in which they may be observed by their clients, students, or other professionals or stake holders. The School of Education has a set of **Professional Conduct Standards** that can provide you guidance on our expectations. These skills and behaviors are essential for you to be successful in courses and your career as a professional counselor.

All professions require above average skills in some area. For entrance into the counseling profession, students must be able to demonstrate above average interpersonal and intrapersonal skill. (Daniel Goleman refers to Emotional Intelligence; William Menninger used the term Emotional Maturity.) Whatever global term you prefer, the following are some of the skills that will be assessed by the faculty on a regular basis:

- Ability to be both positive and cooperative
- Ability to empathize with others
- Ability to be aware of one's impact on others
- Ability to be flexible
- Ability to accept and use feedback
- Ability to motivate oneself
- Ability to learn from experience
- Ability to deal with frustration
- Ability to deal with conflict
- Ability to express feelings effectively and appropriately
- Ability to take responsibility for oneself
- Ability to demonstrate self-knowledge, self-acceptance, and emotional stability
- Ability to be culturally sensitive
- Ability to demonstrate professional ethical behavior at all times

In addition to the above, incoming students must realize that they will be challenged to grow personally as they move through the counseling training program. Ours is a profession that utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Though we plan that personal growth will occur throughout the program, courses such as Introduction to Group Work, Social and Cultural Dimensions of Counseling, PrePracticum, and both Practicum and Internship are especially likely to stimulate personal reflection. Because of this, these are often referenced as particularly rewarding curricular experiences by students.

Counseling Dispositions

As part of our on-going assessment of students and to support student's professional development, CHS faculty evaluate all masters' students on the following counseling dispositions at numerous points in the student's career in CHS: during review of applications, at the end of every semester. These dispositions represent CHS faculty expectations of our students and foundational qualities of professional counseling practice, which are reflected in students' observable behaviors. The student:

1. Demonstrates a clear and consistent commitment to the **development of personal maturity**, as characterized by:
 - accepting responsibility for one's words and actions
 - maintaining positive attitudes
 - cultivating self-confidence
 - exhibiting humility
 - being reliable and trustworthy
 - budgeting time and effort appropriately
 - understanding social and workplace etiquette
 - displaying sound judgment
 - being honest and acting with integrity
 - respecting oneself and treating others with respect
 - considering the ideas and perspectives of others with an open mind
2. Demonstrates a clear and consistent commitment to **one's own professional growth and accountability**, as characterized by:
 - showing one's own intellectual curiosity by creating opportunities for study, discovery, problem solving, and inquiry-based learning related to one's practice
 - showing a positive and enthusiastic attitude toward one's own learning
 - seeking, accepting and acting on constructive feedback
 - setting goals for one's own exceptional performance
 - accepting responsibility for student/client outcomes
 - evaluating oneself toward continuous improvement in practice
 - monitoring and adjusting one's actions based on reflective practices
3. Demonstrates a clear and consistent commitment to **diversity and equity**, as characterized by:
 - respecting the dignity of all others
 - appreciating and incorporating diverse cultural perspectives
 - exhibiting fairness toward all others
 - advocating for learners/clients as needed
 - supporting every learner's/client's success, grounded in a belief that all will learn and thrive
 - maintaining high expectations for all learners/clients
 - conducting oneself in a caring and empathic manner towards others
 - creating an environment where there is respect for individual differences

4. Demonstrates a clear and consistent commitment to **subject matter excellence**, as characterized by:
 - reflecting on and critically examining issues and practices related to curriculum and instruction of one's subject area
 - expanding one's knowledge of subject area or expertise related to professional practice
 - critically examining systems, policies, and procedures related to one's subject area
 - showing a positive and enthusiastic attitude toward the subject area for which one is seen as an authority

5. Demonstrates a clear and consistent commitment to **professional ethics and integrity, professional standards of practice, and the profession at-large**, as characterized by:
 - adhering to the School of Education's Code of Professional Conduct
 - understanding and following the code of ethics set within one's profession
 - understanding and meeting expectations of confidentiality
 - displaying professional demeanor across professional contexts
 - promoting exemplary practice among colleagues and in one's school or workplace
 - collaborating with colleagues, parents, and community members to enhance learners'/clients' opportunities, to solve problems, and to work toward the success of all learners/clients
 - taking the initiative to question issues of importance to one's school and/or the profession
 - understanding the importance of being involved in the school community
 - communicating in ways that inform, inspire, and lead others in regard to educational issues

6. Uses interpersonal behaviors for collaboration and cooperation:
 - Collaborating effectively with other professionals in different service settings
 - Displaying professional demeanor when interacting with various service providers
 - Understanding the different roles and perspectives of professionals in various service settings
 - Representing the ethical standards of the counseling profession in interactions with other collaborating professionals

7. Seeks, accepts, and uses constructive feedback and supervision to support growth:
 - Being aware of one's behaviors and impact on others in counseling and supervisory relationships
 - Accepting constructive feedback from faculty, supervisors, and peers without being defensive
 - Showing a positive attitude toward constructive feedback
 - Being able to utilize constructive feedback over time to enhance counseling dispositions and skills

The Disposition Rating Scale

The Disposition Rating Scale reflects a particular understanding of the nature of dispositions and the process by which they develop. First, dispositions reflect values that are important to a profession. Second, they require more than merely “understanding” or professing a commitment to those values: They are demonstrated by how one **acts** and the **attitudes** one displays in action. Third, they can be reflected in either negative or positive ways; that is, evidence can suggest marked inconsistency with the values of a disposition, or evidence can suggest a commitment to those values.

For some students, developing professional dispositions will first be learning to avoid actions and attitudes that disregard particular values. This is the step reflected in the difference between a rating of “1” and a rating of “2” on the disposition scale.

A student can avoid negative actions and attitudes and still not be committed to professional values. To develop strong professional dispositions is to practice the values of one’s profession in particular situations, where responsibilities or actions and attitudes provide opportunities to “stand up” for a professional value. This level of development is the difference between ratings of “2” and “3,” where one moves from a neutral to an occasionally positive stance.

What is ultimately expected of a professional, however, is not occasional demonstration of actions and attitudes supportive of some professional value, but consistent and substantial evidence that one’s actions and attitudes are guided by an understanding of and commitment to a set of related professional values. Then others can say that the values of the profession have become so central to a person’s professional identity that promoting them has become habitual and that the person is disposed to act in a professionally responsible manner. The person is characterized by these dispositions. This is the difference between ratings of “3” and “4” on the dispositions scale.

Importantly, dispositions move from words to actions. Through ongoing dialogue with faculty, staff, supervisors, field partners, and peers, students gain perspective and validation of why the dispositions are so important. They move from being told how to act to acting on their own, given their understanding of this importance.

1. The evidence is markedly inconsistent with the values of this disposition
2. There is little or no evidence of a commitment to the values of this disposition
3. There is clear evidence that reflects a commitment to the values of this disposition
4. There is clear and consistent evidence of a commitment to most or all of the values of this disposition

Department Student Evaluation Process

The Counseling and Human Services faculty meets after every semester (or as necessary) to evaluate the program progress of each matriculated student. Input is obtained from faculty (including clinical and adjunct faculty, as well as doctoral students who have worked with master's students) concerning each student's academic and clinical performance, along with the student's demonstration of professionalism and ethical conduct. Each student's progress is rated on a scale from 1 to 5:

1. **No Concerns.** Student is progressing in their program.
2. **Minor Concerns.** Potential issues will be monitored by faculty over the subsequent semester. The advisor may meet with the student to discuss faculty concerns, and the student's progress will be reviewed during the next end of semester meeting.
3. **Moderate Concerns.** A Student Evaluation form will be completed and the student's advisor, and other faculty as appropriate, will schedule an appointment with the student to discuss faculty concerns. Subsequent to meeting with their advisor, students will be asked to send an email to their advisor indicating their understanding of the concerns. The advisor will respond to the student's email confirming and/or clarifying the student's response to ensure that the student clearly understood the faculty's concerns. The student's improvement (or lack of such) will be evaluated during the next end of semester meeting.
4. **Major Concerns.** Faculty will clearly identify problematic areas that need to be addressed by the student. The student will work with their advisor, and as appropriate other faculty members, to develop a professional development plan. The written professional development plan needs to be approved by the entire fulltime faculty and signed by the student. The professional development plan will include specific target behaviors that the student needs to address, specific activities in which the student will engage to address those behaviors, an evaluation plan, consequences for not completing the plan, and a timeline. The professional development plan will also indicate any course restrictions that the student may have during the professional development period. (For example, the professional development plan may restrict the student from enrolling in specific classes such as practicum or internship.) A professional development plan is an academic intervention designed to assist the student to improve their performance in the program, it is not a disciplinary action. Students cannot graduate without successful completion of their professional development plan.
5. **Program Suspension or Termination.** If the faculty determines that the student has committed a serious ethical or professional violation, or the student is impaired, the student may be immediately suspended or terminated from the program. Faculty representatives will meet with the student to outline the issues. Faculty concerns along with the decision to suspend or terminate the student will be provided to the student in writing. In this situation, the student retains their right to appeal the faculty decision using the standard procedures within the School of Education and University. The appeal process would be initiated by the student sending a letter to the SOE Senior Assistant Dean of Academic and Student Services (at 111 Waverly, Suite 230) outlining their reasons for disagreeing with the faculty decision and requesting to be reinstated.

Grievance Procedure

If a student believes that they have been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance process. Students first must attempt to resolve the issue with the faculty member involved. If this does not resolve the issue, it is appropriate to bring the issue to the Department Chair. If the matter cannot be resolved within the Department, it is referred to the office of the Senior Assistant Dean of Academic and Student Services in the School of Education (amredmon@syr.edu) located at 111 Waverly Avenue, Suite 230, Syracuse, NY 13244; phone 315.443.2506.

Important Student Milestone Deadlines

As a student in the Department of Counseling and Human Services, you should be aware of, and responsible for, these deadlines for critical student milestones in order to successfully complete the program. While faculty will assist you in the completion of these tasks, you are responsible for initiating the processes and seeking out faculty input and assistance.

1. **YOUR PLAN OF STUDY:** As a guide for your program, you and your assigned advisor need to agree on a plan of study for the completion of your program. This prospectus incorporates course transfers and defines a time frame for your program completion.
2. You must complete a formal Program of Study during your first semester of coursework at S.U.; you will do a **revised** Program of Study your last semester before graduation with the semesters, grades and any other changes listed as appropriate.
3. **REGISTRATION FOR COMPREHENSIVE EXAMINATION:** The Comprehensive Examination (COMP) serve as the culminating academic exercise of your program. Plan to take the COMP exam either in the second to last, or last semester of your program. Notice will be given on the listserv alerting students as to how and when to register for this exam. Once results are in, the CHS department will then submit the necessary documentation to the Office of Academic Services (111 Waverly, Suite 230.) It is your responsibility to anticipate when you intend to take the Comprehensive Exam and to register at the appropriate time.
4. **APPLICATION FOR GRADUATION:** Students must process the **diploma request** on your MySlice account early in their last semester of their program of study. (Students who will graduate in August must file their diploma request in Spring.) Failure to submit a diploma request card may cause a delay in the student's graduation.
5. **APPLICATION FOR NATIONAL CERTIFICATION EXAMINATIONS:** You are eligible to take the National Counselor Examination (NCE) or National Clinical Mental Health Counselor Examination (NCMHCE) prior to completion of your program (*however New York State requires the NCMHCE exam to be taken after conferral of your degree*). Both of these exams take place every Fall and Spring semesters. You need to check the requirements of the state you wish to be licensed in to confirm which exam you need to take: <http://www.nbcc.org/Search/StateBoardDirectory>. Notice will be given on the listserv alerting students as to how and when to register for the exam.

Personal Counseling Services

Training to become a counselor often stimulates personal, unresolved issues in students. It is the recommendation of the faculty that students seek out counseling when such issues emerge or as a part of enhancing one's lived experience. In addition to counselors in the private sector, the following are services available on campus:

- *The Counseling Center* (The Barnes Center at The Arch) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health and Wellness Fee. (315) 443-8000.
- *Psychological Services Center* (804 University Ave, Rm 201) provides individual counseling for students and community members. (315) 443-3595.

Career Placement Services

Information about job opportunities, career counseling and employment can be found in a number of locations. The Department listserv will be used to announce any employment opportunities that come to the Department on-line. In addition, the Counseling and Human Services office maintains a file of current job openings.

The School of Education's Career Services Office, 111 Waverly, Suite 230, assists with resumes and interviewing, provides a credentials service, and publishes a weekly job bulletin. Its services are most useful for individuals seeking employment in school (K-12) settings. Their website is soe.syr.edu/departments/administrative/career-services.

Career Services also provides a credential service. The Center staff can assist students with resumes and cover letters and provides interview videotaping and mock interviews.

Graduate Assistantships, Scholarships, Financial Aid, and Professional Development Funds

Graduate Assistantships

Except in rare circumstances, graduate assistantships within the Counseling and Human Services Department are awarded to doctoral students only. Syracuse University does not place those students seeking assistantships or university scholarships into a general pool, but rather each department or service unit at the University is responsible for awarding their own assistantships. You are encouraged to apply to each unit individually.

The decision process begins early in the calendar year for the following academic year with some awards made as early as March. If you are interested in Syracuse University, it is to your advantage to submit your application as early as possible so that you can apply for these awards.

Students interested in assistantships or looking for jobs will find information at careerservices.syr.edu/Handshake.

The following is a list of some of the departments in which Counseling and Human Services students have found assistantships in the past, the people to contact and their telephone numbers:

The Career Services Center
310 Women's Building
820 Comstock Ave. Room 214
315.443.3616
careers@syr.edu

College of Arts and Sciences
Academic Advising & Consulting Services
323 Hall of Languages
Student Services: 315.443.3150

Academic Athletic Advising
Manley Field House
315.443.2702

Residential Advisors
Office of Residence Life
111 Waverly Ave., Suite 200
315.443.3637

School of Education
Office of Academic & Student Services
111 Waverly Ave., Suite 230
315.443.2506

Office of Multicultural Affairs
105 Schine Student Center
303 University Place
315.443.9676

Student Support and Retention
111 Waverly Ave., Suite 220
315.443.4181

Student SUccess Initiative (SSUI)
111 Waverly Avenue, Suite 220
315.443.8108

Financial Aid

The Financial Aid office, located at 200 Bowne Hall, administers scholarships, grants, loans, work-study, and other types of financial assistance. Students should file a Financial Aid Form (FAF) with the College Scholarship Service (forms available in rack outside the Financial Aid office) to be considered for any financial assistance. Deadline for filing FAF forms is June 1. However, you should file as early as possible in the calendar year to ensure your eligibility for loans. Students need to consult the Financial Aid website for information on how to apply and deadlines: <http://financialaid.syr.edu>. For further information on need-based financial aid, contact the **Financial Aid Office**, 200 Bowne Hall, (315) 443-1513.

Goldberg Pearson Professional Development Funds

The Goldberg Pearson Professional Development Fund awards grants to Counseling and Human Service (CHS) master's students to participate in professional learning opportunities beyond our curriculum (i.e., conferences, meetings, workshops, trainings). Grants may be awarded up to \$400. Up to five grants may be awarded annually. Funds can be used for conference registration, travel, lodging, and meals. A maximum of one grant may be awarded per CHS master's per fiscal year (July 1 to June 30).

Section III: The Clinical Experience

Professional Comportment and Ethical Practice during the Clinical Experience

The clinical experience is an applied endeavor in which the knowledge and skill that is being attained in constructivist, didactic, constructivist, and experiential class settings is broadened and deepened. Across the minimum 700 supervised hours of field experience in the Practicum and Internship courses, students have multifaceted opportunities to develop clinical and professional competence with individuals, families, and groups.

Clinical work is a time intensive and developmentally sequenced experience where the counselor in training works under the supervision of a faculty member, a site supervisor, and when appropriate, a doctoral supervisor to provide service to a diverse client population. To develop and enhance clinical skill, cultural competence, and operate from a socially just framework, it is important that students exhibit the behaviors of responsible professionals and competent helpers as professional comportment, and ethical behavior are evaluated within the clinical setting. Indicators of professional comportment include promptness and adequacy of written work, respect displayed toward diverse client populations, employees of the clinical site, fellow students, and overall maturity regarding the roles and responsibilities of the professional counselor.

All students are obligated to operate under the highest of ethical standards as reflected in the 2014 *Code of Ethics* of the American Counseling Association (ACA) and other policies specific to the Department of Counseling and Human Services, the School of Education, Syracuse University, and the clinical site. Violations of the code of ethics and other policies will be reviewed and may result in immediate failure of the course, or a recommendation by the CHS faculty for supplementary supervision, remediation, administrative leave of absence, or removal from the program.

It is the student's ethical obligation to safeguard the welfare of their clients. It is the purpose of supervision to provide a learning opportunity for the student while at the same time recognizing the limitations of the student. The dilemma of how to provide freedom for the student to experiment with their own professional behavior while protecting the client is resolved in supervision. The student is to monitor their professional comportment in the following ways:

1. Request consultation concerning anything about which they are unsure.
2. Inform site supervisors regularly of the current status of all cases and of the procedures they are using and to keep the university supervisor current on the status of the clinical experience.
3. Express feelings concerning anything pertinent to the client's or their own welfare.
4. Notify university and site supervisors immediately of any situation where they have some questions of their competency to handle.
5. Follow the directives of one's supervisors to the best of one's ability.

Preparing for the Clinical Experience

In preparation for the clinical experience, students must complete all pre-requisite courses and/or be enrolled in co-requisite courses, be in good academic and professional standing, and evidence competence in foundational counseling skills. Further, they must engage in the Clinical Matching Process, which begins with an application to Practicum during the appropriate semester.

Prior to enrolling in COU 750: Practicum in Counseling, all students must satisfactorily complete or be concurrently enrolled in the following courses: COU 612 Intro to Professional Counseling, and COU 614 Group Work in Counseling, COU 624 Theories of Counseling, COU 626 Social/Cultural Dimensions of Counseling. Further, students must receive a grade of “B” or better in COU 644 PrePracticum to be able to advance to COU 645 PrePracticum II (CMHC students) and/or COU 750 Practicum. For CMHC students advancing to Practicum, they must have received a grade of B or higher in PrePracticum II as well.

Although COU 644 PrePracticum is not officially considered a clinical course, it is a foundational course in terms of teaching basic counseling relationship building and assessment skills, as well as the counseling process. A primary emphasis of the course is training, practice, and subsequent demonstration of these basic skills. Students must demonstrate basic mastery of counseling and professional (including personal) skills in order to progress to PrePracticum II (CMHC students) or Practicum (SC students).

To advance into COU 790 Internship, all students must be in good academic standing, earn a “B” or better in COU 750 Practicum, and satisfactorily complete or be concurrently enrolled in the following courses: *COU 600 Psycho-diagnosis Treatment and Psychopharmacology for Counselors (CMHC Program)*, *COU 642 Career Development*, *COU 646 Assessment in Counseling*, *COU 729 Counselor in the Schools (SC Program)*

Clinical Matching Process

The Clinical Matching Process is when students are matched with clinical sites appropriate for Practicum and/or Internship. Given the significant amount of experience gained from the clinical sites and the associated site supervisors, substantial attention is given to cultivating appropriate sites in the community and ensuring that students are receiving clinical experience at placements that meet the CACREP requirements for clinical activities, direct client contact hours, and clinical supervision. The Clinical Matching Process has four primary phases, namely Applying for Clinical Experience, Attending Clinical Matching Meeting, and Engaging in the Clinical Interview Process, and Completing Site Information Form and Practicum/Internship Agreement Form.

Applications for Clinical Placement

The process for placement into Practicum or Internship begins with an application. Applications are due the semester before the student intends to enroll. A *required meeting* will be held for applicants each semester prior to the deadline. Faculty will remind students of deadlines and meeting times through announcements and listserv postings. If a student has not submitted an application by the due date, the student cannot be assured a slot in the requested clinical experience for that semester.

Deadlines for receiving applications vary each year, but generally are in the following months:

- October for spring semester placements March for summer placements
- March for fall placements

Students must complete a separate application for Practicum and Internship every semester.

When the application is complete, it is *reviewed and signed by the program coordinator*. Incomplete applications will be returned.

All applications are reviewed by faculty. A decision is made to accept or not accept a student into a field experience. This decision is based on a student's progress in the program. The decision to admit into a clinical experience is significant. Placement means the faculty supports the readiness of a person to further progress in the role of counselor-in-training in a professional setting. If it is determined that a student may not enroll in a clinical experience for any reason, the student's advisor is designated as the person responsible to discuss that decision and future options with the student.

In order to comply with CACREP standards, clinical course sections are limited. Every effort is made to match all approved applicants in clinical experience sections. It is possible that an approved student may not be placed in a section because of limited space. When space is limited, students will be selected on a first come, first serve basis.

Attending Clinical Matching Meeting

During fall and spring semesters, the Program Coordinators host a ***mandatory*** Clinical Matching Meeting. Coordinators overview clinical placement expectations, processes, and documentation. The selection of a Practicum or Internship site is taken seriously. Student needs, the site, the supervisor, possible experiences, and "fit" are taken into consideration.

Engaging in the Clinical Interview Process

Immediately following the Clinical Matching Meeting, a meeting with the students seeking placement and the Clinical Coordinator (or CC Graduate Assistant) will take place. The discussion will center on the student's experiences, career objectives, and the availability of sites within the student's area of interest. The Coordinator will recommend a minimum of two sites that the student should apply to for clinical placement. Students must keep in mind that individual desire to work at a specific site will in no way guarantee matching and subsequent placement at that site. The Coordinator does have the responsibility to reject sites as options for a variety of reasons including: lack of a student fit for a desired site, lack of a qualified supervisor, lack of space availability, and needs of the student as determined by previous experiences and evaluations. By the end of the meeting, there should be a plan for which sites will be approached by the student, as well as ideas for how to approach the sites. Students are NOT permitted to contact sites before this meeting.

It is highly recommended that the student visit prospective sites. The student has the responsibility to find and secure an appropriate site. It is the student's responsibility to keep the Coordinator updated on progress, and it is the Coordinator's responsibility to be available for consultation (for students and/or prospective site supervisors) during the

process. Once the student and prospective site supervisor have reached an agreement, the student must notify the Clinical Coordinator who will then confirm the placement. The placement is not considered final until verified and approved by the Clinical Coordinator.

Completing Final Paperwork

Once the student and prospective site supervisor have reached an agreement, the student must notify the Clinical Coordinator who will then confirm the placement. The placement is not considered final until verified and approved by the Clinical Coordinator. Approval requires the student to submit a completed Site Information Form and Practicum/Internship Agreement Form.

Deadlines for returning applications vary each year, but generally are in the following months:

- November for spring semester placements
- March for summer placements
- March for fall placements

The COU 750 - Practicum is a single semester of 3 credits; COU 790 - Internship is a total of 6 credits obtained over two semesters, (3 credits each semester).

Liability Insurance

All students are required to have professional liability insurance when enrolled in COU 644 - PrePracticum, COU 645 - PrePracticum II, COU 750 - Practicum and COU 790 - Internship. All SU students in good-standing and engaged in a field placement in a student capacity (i.e. intern) receive liability insurance coverage under Syracuse University at no cost to the student. Should your site require proof of Liability Insurance send an email to Sindy Pitts and she will forward the memorandum to you.

Students may also consider purchasing professional liability insurance separate from Syracuse University. Students who join professional counseling organizations (e.g. American Counseling Association) may be eligible to purchase low-cost professional liability insurance. Alternatively, some professional organizations (e.g. American School Counseling Association) grant professional liability insurance upon membership to their organization.

Data Transferring and Storage

The ACA Code of Ethics and Health Insurance Portability and Accountability Act (HIPAA) require that all devices with client data (e.g. session recordings, progress notes, case conceptualization notes) be password protected. This includes computers, tablets, flash drives, and cell phones.

CHS students are required to utilize either the SIMULATIONiQ Counseling platform, or a 16GB (minimum) Corsair Flash Padlock Thumb Drive to secure all client data. Transfer of videos or documentation from a local device must happen within **120 hours** of the creation of the data. Upon data transfer, the session and documentation must be deleted from the device both locally and in “deleted” repositories (e.g. - trash, recycling bin).

Under no circumstances should recordings be placed online, even if the website is password protected. Also, client data should not be uploaded to any cloud sites other than the SIMULATIONiQ Counseling system. This includes HIPAA compliant sites.

Computer: File Storage

You must password protect any computer or device that contains session data. Also, all session data should be stored using encryption on either the SIMULATIONiQ Counseling platform or a 16GB (minimum) Corsair Flash Padlock Key Thumb Drive.

Flash Drive: Transfer and Storage

Clinical coursework requires the use of the SIMULATIONiQ Counseling platform for transferring and storing videos. If unique circumstances require transfer and storage beyond the scope of the SIMULATIONiQ Counseling system, students are required to purchase and only use a 16GB Corsair Flash Padlock Thumb Drive. This flash drive needs to be dedicated to your clinical coursework in that only counseling videos and materials for clinical courses should be saved on the jump drive. The jump drive should be used across all clinical experiences. Because you will periodically submit counseling sessions for faculty and supervisor review, you will need to share with faculty members and instructors the code for accessing your Corsair Secure Key Thumb Drives.

Encryption

CHS students must use the SIMULATIONiQ Counseling platform or a 16GB Corsair Flash Padlock Thumb Drive to secure their client data.

End of Semester Deletion of Data

CHS students will delete all recordings and notes stored on the 16GB (minimum) Corsair Flash Padlock Key Thumb Drive by the last day of the semester in which the student is enrolled in a clinical course. They will ensure that all data is *deleted from repositories (e.g. - trash bin, recycling)*. *The EMS system has an automatic purge schedule for recordings and notes after the semester's end date.*

Acknowledgement of CHS Policy/Procedures on Data Storage & Transferring

CHS students enrolled in clinical courses must sign the Acknowledgement Form to indicate that they understand the ethical protocol associated with data transferring and storing. The appropriate course instructor will coordinate this process.

Practicum

Practicum is intended to integrate didactic course learning within a clinical experience. This represents a foundational opportunity for the student to engage in direct service with clients. The focus of practicum is on continued professional comportment and counseling skill development; therefore, individual, and small group counseling experiences are the primary focus in the clinical setting.

Practicum Requirements

There are four requirements for practicum that are necessary to consider in identifying an appropriate site. These requirements meet the 2016 CACREP standards.

1. The student must commit a minimum of 100 clock hours over the course of a semester to the site to meet the requirements of practicum.
2. Of these 100 hours, a minimum of forty (40) must be direct service hours. Direct service hours involve face-to-face interaction with clients. Of the 40 hours the majority should be spent in individual counseling, with the remainder being drawn from group counseling (maximum of 10 group counseling hours).
3. The student **MUST** record the direct service hours for the purposes of supervision.
4. Complete a maximum of **ten direct contact hours** providing group counseling within the clinical setting (including both Practicum and Internship).

Practicum Supervision

Because practicum represents a foundational opportunity for the student to engage in direct services to clients, the faculty of record assumes primary responsibility for the oversight of each student's on campus clinical supervision which entails both group and individual supervision. The group supervision is facilitated by the faculty of record while the individual on campus supervision is facilitated by a doctoral student. This allows the faculty the opportunity to integrate didactic instruction and prior preparation with the counseling process. The site supervisor is expected to provide intensive on-site supervision during the practicum experience.

Practicum Group Supervision

Students meet weekly for three (3) hours of group supervision. The instructor assigned to COU 750 is responsible for providing group supervision. Students are expected to attend all classes and meet course requirements as outlined in the course syllabus.

Individual Supervision

Practicum students must meet for a minimum of 1 hour per week for individual and/or triadic supervision on campus and a minimum of one hour per week at their practicum site over the course of the semester. Individual supervision will be provided by qualified doctoral students (under the supervision of faculty) or by a faculty member. This supervision is required and must be successfully completed.

The Clinical Site Supervisor

The clinical site supervisor is critically important to the success of the practicum experience. The Department of Counseling and Human Services acknowledges the professionalism and commitment of our site supervisors. In order to qualify as a site supervisor, the individual must have:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. It is preferred that the site supervisor have relevant training in clinical supervision

The Department of Counseling and Human Services requests that the site supervisor of a practicum student:

1. Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients in individual as well as group counseling (as appropriate).
2. Help orient the student to the site.
3. Provide the student with the opportunity to record client sessions.
4. Provide appropriate space for the student to meet with clients.
5. Monitor the practicum in order to determine that the student's needs and the clients' needs are being met.
6. Provide individual or triadic supervision a minimum of one hour per week.
7. Maintain regular contact with the faculty of record over the course of the academic semester.
8. Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
9. Be available to the student in case of emergency; and
10. Provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisor's involvement in supervision above and beyond the minimum expectations listed above.)

For the provision of services, Syracuse University will provide a credit tuition waiver to the site supervisor, agency, school, or school district (depending upon school district policies) as compensation. The site will receive ½ of the credit the student is registered for. For a 3-credit course the site will receive 1 ½ remitted credits. If a student goes to more than one site, then the remitted tuition credits are divided between the sites at ¾ credit each or one gets no credits and the other receives the full 1 ½ credits. The credits are only good for a certain amount of time, so the site needs to make sure to use the credits or they lose them.

Practicum Evaluation

The following criteria will be used by the instructor for evaluation of each counselor. Although each of the following criteria will be taken into consideration, the demonstration of core counseling skills (reflection, empathy, open-ended questions, etc.) will be the **primary** determinant of the final grade:

1. **Counseling Skills** as evidenced in individual and group supervision, case presentations, instructor review of counseling sessions, and participation in class discussions. Emphasis will be placed on your ability to provide clinically and ethically sound, multiculturally competent, and socially just interventions.
2. **Written Work** as evidenced by the intake interview, case notes, and other written reports required by both the instructor and individual supervisor. This section also includes the required experience journal.
3. **Conceptual Understanding** of what is going on in your counseling sessions and what can be considered critical to the client's motivations and behaviors.
4. **Case Presentations** of your ongoing counseling sessions. As a professional counselor, it is necessary that you use common case presentation formats, professional language, and demonstrate solid case presentation skills (e.g. ability to consider feedback, use of voice variability, demonstration of appropriate body posture).
5. **Class Participation.** It is critical that counselors develop the skills necessary to effectively engage in case consultations. This is a primary professional responsibility. Therefore, class attendance and participation is not optional in practicum. Lack of participation in class will result in a significantly lowered final grade, which may require the re-taking of the course.
6. **Ability to be Supervised.** Your relationship with your individual supervisor, site supervisor, and the instructor will serve as indicators of readiness to function productively in the counseling profession, ability to apply one's knowledge to counseling, etc. Equally important is your ability to receive feedback, consider it, and make an accurate decision about its usefulness within any given counseling session.
7. **Professional Behavior.** It is important that you are a responsible professional as well as a good helper. Indicators of professionalism include attendance at site as set forth in the practicum contract, promptness of written work, courtesy displayed toward client populations, overall maturity regarding the role of the counselor.

As is the case with all clinical courses, this is a competency-based course. As such, students must achieve competency across all of the identified course assignments and expected skills in order to successfully pass the class. Thus, if a student is deficient in even a single area, their success in the course is jeopardized. It should be noted that different from content courses wherein a student's high performance on one assignment can compensate for lower performance on another, in this and all other competency-based courses, students must achieve an acceptable level of competence across **all** identified objectives and skills.

Incompletes in Practicum will only be granted if there are less than 25 of the required 100 hours yet to be completed. If more hours are remaining, the student will be required to enroll in Practicum in a subsequent semester. All requirements from Practicum must be completed before beginning Internship.

Clinical Internship

There is a fundamental difference in emphasis between the Practicum and the Clinical Internship. The Internship experience builds on the counseling skill development emphasized in Practicum but goes further to provide students with an in-depth practical experience. This experience is designed to have interns relate academic and theoretical learning to clinical field experience. Interns are expected to assume a spectrum of varied counseling roles and functions. The intern is asked to participate in as many activities as feasible that are similar to the responsibilities of the employed professional counselor.

The Internship also provides students with evaluative feedback on the knowledge, attitudes, and skills with specific client populations.

Internship Requirements

There are seven requirements for internship that are necessary to consider in identifying an appropriate site.

1. The student must commit a minimum of 600 clock hours to the site to meet the requirements of internship.
2. Of these 600 hours, a minimum of 240 must be direct service hours. Direct service hours involve face-to-face interaction with clients that includes the application of counseling, consultation, or human development skills. The student is expected to provide both individual and group counseling.
3. The site must allow the intern to record direct service hours for the purposes of supervision.
4. The site must provide supervision by a supervisor deemed qualified by the Counselor Education Department. (See the section on "Site Supervisor" below for details.)
5. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform.
6. Students must complete a Consultation Activity.
7. Students must complete a minimum of ten hours of direct group counseling work (including Practicum and Internship group hours).

Students wishing to complete the internship will register for a three (3) credit internship during each semester of internship (totaling 2 semesters and 6 credit hours). Students will attend the internship class during **both** semesters.

- School Counseling P-12 Students - can register to take 3 credits of internship in the Fall and 3 credits in the Spring.
- Clinical Mental Health Counseling Students - can register for internship during the Fall, Spring, and Summer semesters.

Consultation Requirement

Students must complete one consultation experience as part of Internship. CACREP requires that students demonstrate the ability to use counseling skills in consultation contexts as well as counseling contexts. This requirement exists because all professional counselors engage in consultation. Students will submit a written analysis of their consultation experience (5-7 pages) according to a format to be provided in COU 790 Internship in Counseling.

Internship Group Supervision

During internship, clinical supervision in a group format is provided on campus by the instructor of record for the course. The site supervisor is responsible for on-site supervision lasting a minimum of one hour per week. Clinical supervision includes the supervision of counseling cases and related professional activities.

Internship Individual Supervision

The Counseling and Human Services faculty meets after every semester, and as needed, to evaluate the program progress of each matriculated student. Input is obtained from faculty and additional supervisors concerning each student's academic and clinical performance, along with the student's demonstration of professionalism and ethical conduct. As part of the review process, faculty determine if a student could benefit from individual university supervision during internship. Ongoing supervision for field placement students is common and serves to support the student's growth. Faculty seek to provide students with individualized attention to strengthen their counseling skills and professional development. Student will be notified via email if they have been identified to receive individual university supervision during internship. With the assignment of university supervision, the master's student must meet with their individual university supervisor on a weekly basis for a whole semester.

Internship Group Supervision

A minimum of an average of 1.5 hours per week of group supervision over the course of the semester is required. The instructor assigned to COU 790 is responsible for providing group supervision. Students are expected to attend all classes and meet course requirements as outlined in the course syllabus.

Internship Site Supervision

As a primary supervisor, the site supervisor must commit a minimum of one hour of weekly individual supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities. The site supervisor must use of the intern's recorded counseling sessions for supervision. The site supervisor will be asked to provide the Department of Counseling and Human Services with evaluations of the student intern's overall performance and professionalism during the internship.

The Department of Counseling and Human Services acknowledges the professionalism and commitment of our site supervisors. In order to qualify as a site supervisor, the individual must have:

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses
- A minimum of 2 years of pertinent professional experience in the program area in

which the student is completing clinical instruction.

- Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- Relevant training in clinical supervision.

The Department of Counseling and Human Services requests that the site supervisor of an internship student:

- Organize the internship experience and assure that the student will have an opportunity to work in a full complement of site activities including consultation and group counseling.
- Help orient the internship student to the site.
- Provide appropriate space for the student to meet with clients.
- Provide the student with the opportunity to record client sessions.
- Provide a minimum of 1 hour per week of supervision to ensure that the student is successfully implementing the site's case management practices and that clients are being served in a professional manner.
- Monitor the internship experience in order to establish that CACREP standards are being met.
- Be available to the intern in case of emergency at the site.
- Provide the faculty supervisor with evaluation of the student's overall performance during the internship.

For the provision of services, Syracuse University will provide a credit tuition waiver to the site supervisor, agency, school, or school district (depending upon school district policies) as compensation.

Internship Evaluation

Internship is a **Pass/Fail** course. Criteria that will be used for final evaluation are as follows:

- Students must demonstrate the counseling proficiency expected of entry-level counselors, including knowledge, skill, and self-awareness.
- Students must demonstrate high standards of professionalism and ethical behavior.
- Students must demonstrate their ability to receive and benefit from supervision.
- Students must meet all requirements stipulated in this syllabus.
- Students must receive a positive evaluation from their site supervisors that reflects the ability to perform a variety of counseling activities at their sites.

A **Pass** indicates that, in addition to completing all course requirements in a timely and professional manner, the intern demonstrates well developed counseling skills, has high standards of professional, personal, and ethical behavior, is resourceful in the work setting, and is committed to the counseling profession and to the welfare of their clients. The student's interactions with clients and staff demonstrate a high level of professionalism, knowledge, and skills characteristic of an advanced graduate student.

A **Fail** indicates that the student has performed below the required level. The intern demonstrated inadequate counseling skills and/or unprofessional or unethical behavior. A student receiving this grade may be asked to reconsider their choice of counseling as a profession, or under exceptional circumstances, may be allowed to repeat internship.

In cases where the intern has failed to meet the required number of clock hours within the semester time frame allotted for the internship experience, a grade of “I” may be given until the student meets the requirement. An **Incomplete *can only be given if the student has less than 50 hours to complete for a 3-credit course.*** Students who have more than the maximum number of hours allowed for an incomplete will be required to register for an additional Internship class. Failure to complete the requirements within one semester following the Incomplete will result in a grade of Fail.

Direct Service Hours for Practicum and Internship

Direct hours include all hours when the student counselor is **providing counseling or related services to others**. They do not include hours when the student counselor is the *recipient* or *observer* of services. Therefore, direct services include:

1. Individual, group, couple, or family counseling conducted by the student counselor (or in which the student counselor participates as a co-counselor).
2. Consultation when the student counselor is offering assistance to others.
3. Classroom or educational interventions. Examples might include developmental guidance units, residence hall programs, or educational units offered to target populations in agencies.
4. Additionally, as part of internship, a small number of direct service hours may be earned by reviewing a tape of a peer’s counseling session (in its entirety) and offering feedback to the peer. For each entire session critiqued, one direct service hour may be claimed. A total of 15 direct service hours may be earned during internship in this way.

A single contact of **over 45 minutes** may be rounded up to 1 hour. Smaller units of time must be added to equal the number of direct hours claimed. While smaller units may be a legitimate part of one’s work in a particular setting, the student should strive to complete as many counseling sessions of 45-minute (or more) duration as possible. (For school counselors, the optimal length may be somewhat shorter.) During practicum, the student **must** complete a minimum of 20 full counseling sessions. Again, the length of these sessions may vary somewhat based on whether the student is in a school, university, or agency setting.

Direct Service Hour Recording or Live Supervision for Practicum/Internship
CACREP requires that field experiences include recordings and/or live supervision of interns’ interactions with clientele.

Practicum students should aim to record or have live supervision for all direct service clock hours. CHS requires a minimum of 35 out of the 40 required direct hours be recorded or live supervised by a qualified supervisor.

Interns must record or have live-supervision with all ongoing clientele (i.e., students and clients continuing on an intern’s caseload). Interns are strongly encouraged to record or engage in live supervision with clients presenting as needing crisis/walk-in care, intakes, or initial assessments.

Supplementary Supervision

At times during the clinical experience, a student may be offered or required to receive supplementary supervision facilitated by an assigned doctoral supervisor. Supplementary supervision is intended to further develop clinical skill in an identified area of need and is provided for the developmental growth of the student. It can also be implemented when there has been a discontinuity between clinical experiences.

Interim Internship Contract Policy

The Interim Internship Contract outlines roles and responsibilities for a student to gain experience at a clinical site when the academic semesters are not in session. An Interim Clinical Contract needs to be completed by the student, signed by the site supervisor, and then provided to the appropriate faculty member teaching the clinical course. Final approval will be granted by the Department Chairperson. The form for the Interim Clinical Contract is available at soe.syr.edu/wp-content/uploads/2018/08/Interim_Internship_Contract.pdf

Winter Break

For students who are continuing with their clinical placement between the conclusion of fall semester and the beginning of spring semester, they are eligible to complete an Interim Internship Contract for one week after the completion of fall semester and two weeks prior to the start of spring semester. During the Interim Internship Contract for the additional three weeks, students are permitted to accrue both indirect and direct client contact hours. **All supervision and oversight responsibilities are assumed by the clinical site and individual site supervisor.**

For students who are finalizing their clinical hours at the completion of fall semester, they can complete an Interim Clinical Contract to extend their internship hour accrual two weeks after the completion of fall semester. If the requisite internship hours cannot be completed in this timeframe, then students will need to defer graduation until spring semester to ensure adequate completion of internship requirements.

For students who are transitioning into a new clinical placement or who are beginning Practicum in spring semester, an Interim Clinical Contract can be completed for the two weeks prior to the start of spring semester. During that time, only indirect hours can be accrued towards their clinical experience.

Summer Term

For students who are finalizing clinical hours at the conclusion of spring semester or transitioning into Internship at the same clinical site as Practicum, they can complete an Interim Clinical Contract for the week between spring semester and the start of summer semester. Both direct and indirect hours can be accrued during this timeframe.

Students who are finalizing clinical hours at the conclusion of summer Internship or transitioning into the second semester of Internship at the same clinical site, can complete an Interim Clinical Contract for the weeks between the end of summer term and start of fall semester. Both direct and indirect hours can be accrued during this timeframe.

Student Initiated Vacations During Field Experience

Practicum and Internship require intense commitment and investment. If you expect to need or want significant or repeated time away from your site at any time during your field experience, you should consider completing your field experience at a later time when you can be more fully dedicated. Please plan accordingly.

Although the field experience spans multiple semesters, the schedules of field partnership sites often do not match university breaks. As such, interns are responsible for considering the impact of vacation requests with the utmost caution. Lengthy separation from your site may contribute to negative outcomes to you (e.g., skill-slippage, lack of hours) and your clients (e.g., discontinuity of care, potential abandonment). Interns are responsible for requesting permission for vacations or other leaves of absence well in advance of the anticipated dates of absence. Ultimately, your site supervisor and program coordinator will approve what is possible and appropriate. Not all requests are approved.

Progression in Clinical Work

In the event that a student is asked to leave or is removed from a clinical site, the student is immediately suspended from matriculation in the clinical experience. The faculty will in a timely manner, convene a committee to review the reason for removal from a clinical site and provide a recommendation to the Department Chair regarding a recommended course of action. The student may not be allowed to resume clinical work until such time as they are notified in writing of the disposition of the department. Depending on the severity of the reasons for discontinuation at a clinical site, the student may be asked to relocate to a new clinical site, suspend clinical work until the subsequent semester, take a voluntary or administrative leave of absence, or be recommended for removal or dismissal from the program.

Endorsement

Students who successfully complete all requirements for the Master of Science degree in the Department of Counseling and Human Services will receive formal endorsement in their area of specialization by the faculty of the training program. **Formal endorsement** includes recommendation for provisional state certification and employment for those students successfully completing the program in the school counseling P-12 program; or a recommendation for a limited permit to practice mental health counseling and employment for students successfully completing the clinical mental health counseling program. Students will receive formal program endorsement only in that program for which they have met training requirements. **Successful completion of a program** means the completion of all didactic and experiential course work - including practicum and internship, passing program comprehensives, and is marked by performance sufficient to ensure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made.

Professional Credentialing

State of NY Certification for School Counseling P-12

Provisional Certification

Students graduating from Syracuse University's master's program in School Counseling P-12 are eligible for New York State Provisional School Counselor Certification.

As part of the requirements for the M.S. in School Counseling P-12, New York state requires all future school personnel to document successful completion of "Dignity for All Students Act (DASA) training prior to their placement in any school. Accordingly, our school counseling P-12 students must register for EED 640, which is a 0-credit alternative formatted course that accomplishes the DASA training. Students should complete the course the semester prior to their Practicum placement. For most full-time students, that means they should register for this in their first semester.

Only upon completion of your approved program of study in School Counseling P-12 can you receive program recommendation for provisional New York school counselor certification. Certification request forms are available at 111 Waverly, Suite 230. You are responsible for completing and submitting your application for certification. **Your application for certification cannot be processed until you have officially graduated.**

Provisional and Permanent School Counselor Certification

Provisional School Counselor certificates will no longer be issued by New York State after February 1, 2023. Individuals must apply and meet all of the requirements for Provisional School Counselor certification by this date. Presently, New York State requires that school counselors holding Provisional Certification must work two years as a full-time school counselor AND complete a total of 60-credit hours of relevant coursework to be eligible for **Permanent Certification**. Counselors wishing to complete their additional coursework for Permanent Certification at SU may apply for the C.A.S. program.

For Syracuse University students building on a 48-hour CACREP-accredited school counseling master's program, the C.A.S. may be obtained after the completion of twelve additional credit hours. School Counseling Students can apply for the CAS program after successfully completing Practicum. (Students who apply for the C.A.S. with master's degrees from other institutions must complete more than half of the credits for the C.A.S. [i.e., more than 30 credits] at Syracuse University in order to apply for the degree.) The C.A.S. also requires the completion of a field project, which is typically done as part of COU 749.

State of NY Licensure as a Mental Health Counselor (LMHC)

Students graduating from Syracuse University's master program in Clinical Mental Health Counseling are eligible for a Limited Permit in New York State to practice mental health counseling. The Certification of Professional Education form (Form 2) that you use from NYS to obtain your temporary license cannot be completed until your transcript is conferred. Once your transcript reads 'conferred', you complete the first page then pages 2 and 3 of the form will be completed by the CHS department and sent to the Registrar's office for the "Official Seal" before Registrar sends the form to NYS.

As part of the requirements for the M.S. in these programs, the student is required to complete the child abuse mandatory reporting workshop. This workshop is offered online via the New York State Office of Child and Family Services. Students enrolled in COU 612: Professional Issues and Orientation will complete child abuse mandated reporting training.

Once counselors are granted a Limited Permit, they have three years to accrue 3,000 hours of experience as a mental health counselor. (3,000 hours is defined as two years of full-time employment.) This experience must be done in a setting approved by the State (by virtue of their acceptance of the conditions of the Limited Permit) and under the supervision of a N.Y. licensed mental health professional. Once the appropriate experience has been accrued, the counselor passes a State exam to become a permanent LMHC in New York.

The National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and maintain a registry of these counselors. This process grants "Board Certified" recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor as the title after the name (i.e. - "Otto Sims, MS, NCC"). As of 2022, all counselors receiving the national certification from NBCC must graduate from a CACREP accredited program.

The Counseling and Human Services faculty strongly urges all students to take the National Counselor Exam (NCE), or the National Clinical Mental Health Counseling Examination (NCMHCE) during their last semester at Syracuse, or immediately after graduation based on specific State Regulations. Each exam has a registration fee for which the student is responsible.

Appendix A: Clinical Mental Health Counseling Recommended Course Sequencing

These course recommendations are for full-time students matriculated into the CMHC program as of 2021.

2021-2022		2022-2023	
FALL SEMESTER 2021	Cr.	FALL SEMESTER 2022	Cr.
COU 612 Prof. Orient. & Ethical Prac.	3	COU 642 Career Development	3
COU 644 PrePracticum	3	COU 646 Assessment	3
COU 624 Theories of Counseling	3	COU 750 Practicum	3
COU 614 Group Work	3	COU 628 Lifespan	3
FALL CREDITS:	12	FALL CREDITS:	12
SPRING SEMESTER 2022	Cr.	SPRING SEMESTER 2023	Cr.
COU 727 Foundations of CMHC	3	COU 758 Research Methods	3
COU 645 PrePracticum II	3	MFT 625 Family Systems	3
COU 672 Counseling Child. & Adolescents	3	COU 790 Internship	3
COU 626 Social & Cultural Dimensions	3	COU 675 Substance Abuse Counseling	3
SPRING CREDITS:	12	SPRING CREDITS:	12
SUMMER SEMESTER 2022	Cr.	SUMMER SEMESTER 2023	Cr.
COU 651 Crisis Counseling	3	COU 790 Internship	3
SWK 724 Psychopathology	3	Elective	3
SUMMER CREDITS:	6	SUMMER CREDITS:	6

TOTAL CREDITS: 60

Appendix B: School Counseling P-12 Recommended Course Sequencing

These course recommendations are for full-time students matriculated into the SC P-12 program as of 2021.

2021-2022		2022-2023	
FALL SEMESTER 2021	Cr.	FALL SEMESTER 2022	Cr.
COU 612 Prof. Orient. & Ethical Prac.	3	COU 642 Career Development	3
COU 644 PrePracticum	3	COU 646 Assessment	3
COU 624 Theories of Counseling	3	COU 790 Internship	3
COU 614 Group Work	3	COU 628 Lifespan	3
FALL CREDITS:	12	FALL CREDITS:	12
SPRING SEMESTER 2022	Cr.	SPRING SEMESTER 2023	Cr.
COU 729 Counselor in the Schools	3	COU 758 Research Methods	3
COU 750 Practicum	3	COU 790 Internship	3
COU 626 Social & Cultural Dimensions	3	COU 749 Leadership & SC Prog Impl	3
COU 672 Counseling Child. & Adolescents	3	COU 675 Substance Abuse Counseling	3
SPRING CREDITS:	12	SPRING CREDITS:	12
SUMMER SEMESTER 2022	Cr.	Summer Semester 2023	Cr.
COU 678 Child Center Play Therapy	3	COU 651 Crisis Counseling	3
SWK 724 Psychopathology	3	COU 739 SC for College Access & Retention	3
SUMMER CREDITS:	6	SUMMER CREDITS:	6

TOTAL CREDITS: 60