

THE UNIVERSITY of TENNESSEE 
CHATTANOOGA



Counseling Student Handbook

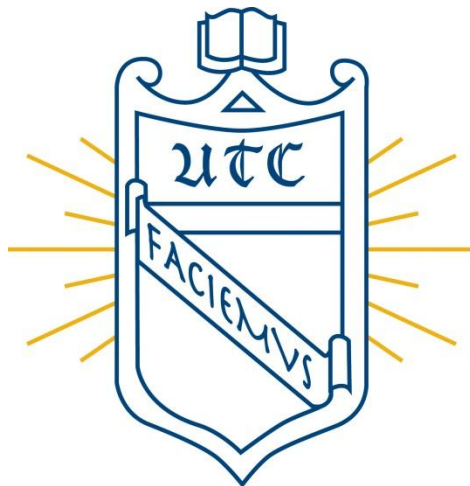
CHATTANOOGA

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UTC

University of Tennessee at Chattanooga



Counseling Student Handbook



UNIVERSITY OF TENNESSEE AT CHATTANOOGA
COUNSELOR EDUCATION PROGRAM

Counseling Program Informed Consent Agreement

The course content and experiential activities involved in the program offered by the Counseling Program at UTC are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses and performance. This feedback will come from faculty, supervisors, peers and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Program's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Counseling Program faculty believe they have a responsibility to provide remediation or dismiss students who are unable to render competent services due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to ensure that students have adequate recourse to address the decision made.

If in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practicum, and internship), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations to the Department Head.

As a counseling graduate student in the Counseling Program in the College of Health, Education and Professional Studies at UTC, I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of the Counseling Student Handbook. I agree that the faculty of the Counseling Program have the right and responsibility to monitor my academic and professional ethical behavior. I am willing to participate fully in the courses and requirements delineated in the Counseling Student Handbook. My signature below indicates that I have received a copy of the handbook, and therefore am responsible for knowing the information that it contains.

Student Name: _____

(Please print)

Student Signature: _____ Date: _____

Faculty Advisors Signature: _____ Date: _____

Student Responsibilities Fact Sheet

As a graduate student in counseling, you are entrusted with many freedoms that undergraduates do not have. Along with those freedoms come certain responsibilities as well. This fact sheet is to inform you of some of those responsibilities, and to help you avoid problems that can arise (such as not being eligible for certain classes, not getting into classes, missing deadlines for applications, etc) as a result of not meeting those responsibilities.

1. It is your responsibility to contact your advisor and request an advisement code in a timely manner. Advisement codes are typically good for Spring/Summer or Summer/Fall so you will need to request a new code each semester. Some classes fill very quickly, so it will be to your benefit to register for classes as soon as registration becomes available.
2. It is your responsibility to schedule an appointment to complete your Program of Study. This must be submitted after you have completed 9 hours and before you have completed 18 hours. (See appendix for example)
3. It is your responsibility to make sure you have all the prerequisites for your classes BEFORE you schedule to take them.
4. It is your responsibility to meet all deadlines. Deadlines for application for Practicum or Internship are June 1st and November 1st for Fall and Spring respectively. You must have all paperwork submitted by these deadlines, and you must have identified your host site and your supervisor.

Practicum and Internship

- For **Practicum**, prior to your enrollment in the class, you **Must Have Completed:**
 - COUN 5610 Seminar in Clinical Mental Health Counseling (CMHC) OR COUN 5620 Seminar in School Counseling (SC)
 - EPSY 5010 Methods of Educational Research
 - COUN 5020 Introduction to the Counseling Profession
 - COUN 5100 Ethics & Professional Issues in Counseling
 - COUN 5430 Theories of Human Development
 - COUN 5440 Theories & Techniques of Counseling
 - COUN 5450 Counseling Skills
 - EDUC 4000 Survey of Exceptional Learners (leveling course/school counseling only, non-teachers)
 - EDUC 4850 Orientation to Schools for Counselors (leveling course/school counseling only, non-teachers)
- For **Internship**, prior to your enrollment in the class, you **Must Have Completed:**
 - COUN 5470 Group Counseling
 - COUN 5490 Career Development in Counseling
 - COUN 5550 Counseling Practicum
 - COUN 5650 Examination & Implementation of School Counseling Principles (school Only)
 - COUN 5760 Theories & Practice in Multicultural Counseling
 - COUN 5750 Diagnosis/Treatment of Mental Disorders (CMHC Only)

If you have not completed the listed courses by the time you **Apply** to take Practicum or Internship, then you are not eligible to register for the course.

Internships require 600 clock hours, with 40% of your time spent in direct client contact (Practicum requires 100 clock hours, with 40% of time in direct contact). Clinical Mental Health Counseling Internship may be taken as a 6 credit hour course in one semester, or it may be taken as two 3 credit hour courses and spread out over two semesters. School Counseling Internships require 300 clock hours in elementary (preK-6) and 300 clock hours in secondary (7-12), both with 40% of your time spent in direct client contact (Practicum 100 clock hours, 40% direct contact). These Internships are two 3 credit hour courses, and may be taken concurrently or separately. If you are attempting to work while you are enrolled in Internship, it is **Not Recommended** that you take both Internships concurrently. The Practicum and Internship experiences are further outlined in the Student Field Placement Manuals, which may be obtained in the Brock Counselor Training Center.

For School Counseling specialists, the PRAXIS II in School Counseling is a requirement for licensure in Tennessee, North Carolina, and most other states. However, Georgia requires that you pass the GACE in order to be licensed. It is required that you pass the PRAXIS II to be endorsed by UTC for licensure as a school counselor. It is not a requirement for graduation, but for licensure. If you intend to work in Georgia, you will be required to pass the PRAXIS II, obtain licensure in Tennessee, then pass the GACE and apply for licensure in the state of Georgia. Score reports from the PRAXIS II should be sent to UTC.

Links to websites containing licensure information for both clinical mental health counselors and school counselors can be located on UTC Online in the Counselor Education Program under My Organizations . Websites for both Tennessee and Georgia are included. At the time of publication the links were checked for accuracy, however internet links are subject to change, therefore the accuracy of the links cannot be assured.

Table of Contents

Counseling Program Informed Consent Agreement	iv
Student Responsibilities Fact Sheet	v
Practicum and Internship	v
Introduction to the Counseling Program.....	3
Clinical Mental Health Counseling Program.....	3
School Counseling Program	3
Program Requirements	3
Mission Statement	4
Objectives	4
The Counseling Profession	4
Faculty Profiles.....	5
<i>Dr. Kristi Gibbs</i>	5
<i>Dr. Virginia Magnus</i>	5
<i>Dr. Elizabeth R. O'Brien</i>	6
<i>Dr. Mike Hauser</i>	6
University Organizational Structure.....	7
Counselor Education Program Courses	8
Clinical Mental Health Counseling.....	8
Elective courses	8
School Counseling	8
Leveling Courses	9
Counseling Course Rubric	10
Counseling Program Policies and Resources.....	12
<i>Advisement</i>	12
<i>UTC Counseling Listserv</i>	12
<i>Student Review and Retention Policies</i>	13
<i>Evaluating Student Fitness and Performance</i>	14
<i>Policy on Endorsement for Licensure</i>	15
<i>Licensure</i>	15
<i>The Brock Counselor Training Center</i>	15
Practicum	16
Internship.....	17
Procedures and Policies for Practicum & Internship.....	18
Comprehensive Examination Policies	19
<i>Counselor Preparation Comprehensive Examination (CPCE)</i>	20
Administration and Evaluation	20
Preparing for the CPCE	20
<i>National Counselor Examination (NCE)</i>	21
Graduate School Policies and Resources	22
<i>Program of Study</i>	22
<i>Admission to Candidacy</i>	22
<i>Time Limit of Candidacy Program</i>	22

<i>Application for Degree</i>	22
<i>Graduation</i>	23
<i>Dismissals from the Graduate School</i>	23
<i>Grades</i>	23
<i>Grade Appeal</i>	24
<i>Catalog Effective Date</i>	24
<i>Full-time Enrollment Equivalents</i>	24
<i>Honor Code</i>	24
<i>Graduate Assistantships</i>	24
<i>Graduate Student Association</i>	25
Professional Organizations	26
<i>American Counseling Association</i>	26
<i>American Mental Health Counselors Association (AMHCA)</i>	26
<i>American School Counselor Association (ASCA)</i>	26
<i>American Association for Marriage and Family Therapy (AAMFT)</i>	26
<i>Tennessee Counseling Association (TCA)</i>	27
<i>Chi Sigma Iota (CSI)</i>	27
<i>National Board for Certified Counselors (NBCC)</i>	27
<i>Council for Accreditation of Counseling and</i>	27
<i>Related Educational Programs (CACREP)</i>	27
University Resources	28
<i>Counseling and Career Planning</i>	28
<i>Financial Aid</i>	28
<i>Lupton Library</i>	29
<i>Adult Services Center</i>	29
<i>The Writing Center</i>	29
<i>Services for Students with Disabilities</i>	29
<i>References</i>	30
Appendices	31
<i>GS #101</i>	32
<i>GS #102</i>	33
<i>GS #103</i>	34
<i>Counseling Field Placement Application</i>	35
<i>Practicum/Internship Contract</i>	37
<i>Counseling Practicum Prerequisite Course Verification</i>	40
<i>Counseling Internship Prerequisite Course Verification</i>	41
<i>Hours Log - Monthly</i>	42
<i>Supervision Summary Log</i>	43
<i>Counseling Program Comprehensive Plan for Assessment</i>	44
<i>Professional Fitness Review Form</i>	45
Highlights of the 2005 ACA Code of Ethics	46
Notes	52

Introduction to the Counseling Program

The Master of Education in Counseling offers students two professional training options at the graduate level. Students may participate in either the Clinical Mental Health Counseling Program, which prepares counselors for work in human service agencies, or in the School Counseling Program, which prepares elementary and secondary school counselors. While there is an overlap in these programs, each is viewed as a distinctly different option. The primary purpose of the UTC counseling program is to provide quality training for individuals desiring to become human service agency or school counselors. This training includes classroom didactic and experiential activities, small group seminars, and supervised field experiences. These training components are designed to provide each student with a meaningful professional and personal growth opportunity.

Clinical Mental Health Counseling Program

The concentration in Clinical Mental Health Counseling is primarily designed for those persons who are fulfilling the role of counselor in a community setting and who desire to gain a higher level of competence in the field of counseling. The 60 credit program is a basis for preparation toward the requirements for licensure as a Professional Counselor in the State of Tennessee.

School Counseling Program

The concentration in school counseling is designed to prepare beginning counselors to work within a school environment. Successful completion of the program results in a Master's degree in Professional School Counseling and fulfills the requirements to qualify for licensure as a school counselor.

Program Requirements

The students program of study is planned in consultation with the program faculty. **All programs are competency based, and any course with a grade below B must be repeated.** Additionally, students must pass the comprehensive examination prior to graduating from the program.

During their course of studies, program faculty reviews all counseling students continuously in terms of academics and professional fitness. This review results in either one of three recommendations: continuation, continuation with conditions, or termination. Students are referred to the handbook for an explanation of professional fitness necessary for continuation in the program. All students are expected to abide by the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA) Code of Ethics.

Mission Statement

The primary purpose of the UTC Counseling Program is to train knowledgeable, competent, skillful professional counselors to provide services in both human service agencies and educational settings. This program is based on a developmental process emphasizing skill development at early stages progressing to a strong theoretical base, an ethical and professional orientation, and multicultural sensitivity in order to work with a variety of individuals.

Objectives

The objectives listed below represent the major program objectives for all students in the counseling program. The more specific objectives related to each one of these provide the skeletal framework for the coursework offered to students and thus will be found in each course syllabi. (See page 43 for a copy of the "Evaluation of Student Learning Objectives")

- A. To facilitate student(s) acquisition of skills such as testing, ethics, consulting, interviewing, and diagnosis and assessment.
- B. To facilitate student(s) acquisition of skills and abilities with research and evaluation tools relevant to the delivery of helping services in the school or community agency milieu.
- C. To provide student(s) with a thorough and comprehensive knowledge base in those areas of professional orientation and acquisition of counseling and helping skills in the areas of individual and group interventions.
- D. To provide student(s) with knowledge of the organization and administration of human service agencies or schools as well as clarity regarding the role of the professional counselor in each of these settings.
- E. To introduce student(s) to an understanding of the wide scope of diverse populations they may encounter in their work settings.
- F. To assure that the diversity of students recruited reflects the diversity of the university, community, and region served consisting of both urban and rural environments.

The Counseling Profession

The American Counseling Association (ACA) has defined professional counseling as "the application of mental health, psychological or human development principles, through cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development, as well as pathology" (ACA, 2005, p. 1). Counseling is a unique mental health profession with distinct differences from other mental health professions (e.g., psychology, social work, psychiatry, etc.). After completing a degree, counselors can apply for various certifications and licenses developed by both state and national organizations. Counselors are employed in a variety of settings which include hospitals, substance abuse treatment centers, schools, colleges, universities, rehabilitation facilities, community counseling agencies, court systems, and other settings in which mental health services are being provided. Counselors provide services based on wellness and personal growth as opposed to a "medical model." Counselors serve a variety of individuals including those who have developmental or situational concerns as well as individuals with emotional disorders.

Faculty Profiles

Dr. Kristi Gibbs

Kristi Gibbs is an Associate Professor in the Counseling Program and Director for the Counselor Education Academic Unit. Dr. Gibbs received her Ph.D. in Counselor Education with a minor in Play Therapy from the University of New Orleans (UNO) in 2004. She holds a Master of Science in Counseling and a Bachelor of Science in Psychology from University of Louisiana at Lafayette. Dr. Gibbs has been licensed as a Professional Counselor in both Louisiana and Tennessee and is registered as a Play Therapist - Supervisor. She is a member of the American Counseling Association, Tennessee Counseling Association, the Association for Counselor Education and Supervision, Southern Association for Counselor Education and Supervision, and International Association for Play Therapy. Dr. Gibbs is a past-President of the Tennessee Association of Counselor Education and Supervision, and past President of the Lookout Counseling Association.

Prior to coming to UTC, Dr. Gibbs worked as a counselor and clinical supervisor in a community agency in New Orleans where her practice consisted primarily of counseling children and clinical supervision. Dr. Gibbs has three years experience working in an inpatient psychiatric setting as an assessment counselor and worked two years in a residential substance abuse facility.

Dr. Gibbs' research interests include counseling children, preparing students to counsel children, play therapy, clinical supervision and legal/ethical issues in counseling. Her dissertation was entitled "Counselor Educators' Perceptions about the Process of Training Students to Counsel Children."

Dr. Virginia Magnus

Virginia Magnus, Ph.D. is an Associate Professor in the Counseling Program and coordinator of the school counseling program. Dr. Magnus received her Ph.D. in Counselor Education from the University of North Carolina at Charlotte in 2005. She holds a Master of Science in Counseling/School Counseling from Butler University, Indianapolis, Indiana and a Bachelor of Education from the University of Toledo, Toledo Ohio.

Dr. Magnus is a Licensed Professional Counselor (LPC), and a Certified Sports Counselor (CSC) in Texas. She is also a Consultant and School Specialist with the National Institute for Trauma & Loss in Children. Dr. Magnus is a member of the American Counseling Association, the Association for Counselor Education and Supervision, American School Counselor Association, the International Honor Society in Education, Kappa Delta Pi, International Association for Play Therapy, and the International Honor Society for Counseling, Chi Sigma Iota (CSI). She currently serves as the faculty advisor for Upsilon Theta Chi, UTC's chapter of CSI and is the Co-Chair of Youths, Families, and Couples Committee for the International Association of Addictions and Offender Counselors.

Prior to coming to UTC, Dr. Magnus was a school counselor working specifically with children with special needs, K-12 students, and students in alternative schools. Additionally,

Dr. Magnus was the program counselor for adolescents in a residential substance abuse facility. She also worked with female offenders.

Dr. Magnus' research and professional interests include children and adolescents, grief and loss, alternative schools, school counseling, addictions counseling, addictions and the elderly, and female offenders.

Dr. Elizabeth R. O'Brien

Elizabeth O'Brien is an Assistant Professor in the Counseling Program and coordinator of the Clinical Mental Health Counseling program. Dr. O'Brien received her doctorate of philosophy in Education from the University of Central Florida in Orlando in 2007. She holds an Educational Specialist degree in Marriage and Family Counseling from the University of South Carolina and a Bachelor of Arts degree in Sociology from the University of South Carolina.

Prior to coming to UTC, Dr. O'Brien was a graduate assistant at UCF. In her various roles at that institution, she served as a crisis manager in the Counseling department's on-sight clinic, as a quality control manager in the University of Central Florida's Stronger Marriages/Stronger Families grant, and was later responsible for recruitment and orientation for incoming students of the Doctoral program. Elizabeth worked for two years at a county mental health agency as a school based counselor, and was placed to work on-sight with elementary, middle, high, and alternative school students in the West Columbia, South Carolina area.

Dr. O'Brien has presented extensively both nationally and internationally on the subjects of couples counseling, initiating partnerships between school counselors and mental health counselors, and integrating assessment into concurrent research collection in counselor education.

Dr. Mike Hauser

Mike Hauser is a Lecturer in the Counseling Program. Dr. Hauser received his Ph.D. in Counselor Education from Old Dominion University (ODU) in Norfolk, VA in 2009. He holds a Master of Education in Counseling from the University of Tennessee at Chattanooga (UTC), a Master of Science in Strategic Intelligence (MSSI) from the National Defense Intelligence College (NDIC), a Master of Theology (MTh) from Covington Theological Seminary, and a Bachelor of Arts in General Studies from the University of Arizona. Dr. Hauser is a Licensed Professional Counselor (LPC) in Georgia. He is a member of the American Counseling Association (ACA), National Board of Certified Counselors (NBCC), and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC).

Dr. Hauser's research interests include disaster and trauma; grief relief; spirituality and religion; and therapeutic outcome efficacy. His dissertation was entitled "The Role of Optimism and Working Alliance and Its Utility in Predicting Therapeutic Outcomes in Counseling Relationships."

University Organizational Structure

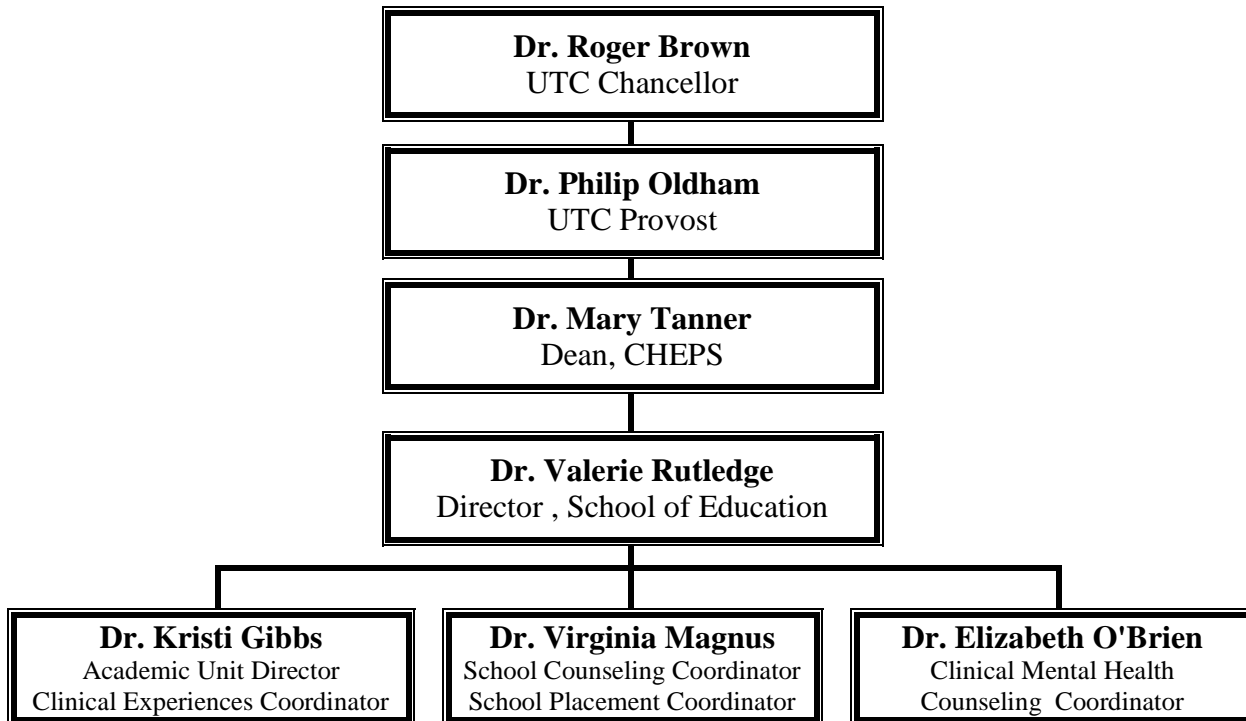
The Counseling Graduate Program includes 4 full-time faculty members (Dr. Kristi Gibbs, Dr. Virginia Magnus, Dr. Elizabeth O’Brien, and Dr. Mike Hauser), and part-time adjunct faculty members who change from semester to semester. Administration of the Counseling Graduate Program is the responsibility of the Counselor Education Academic Unit Director, Dr. Gibbs. The Counseling Program includes two concentration areas: Clinical Mental Health Counseling and School Counseling. Dr. O’Brien is the Clinical Mental Health Counseling Program Coordinator and Dr. Magnus is the School Counseling Program Coordinator.

All faculty members in the Counseling Graduate Program are members of the School of Education (SOE). The Counseling Graduate Program is a part of that department.

The Dean of the College of Health, Education & Professional Studies (CHEPS) is Dr. Mary Tanner and the Associate Dean is Dr. Anthony Lease. The Director of the School of Education, which is within CHEPS, is Dr. Valerie Rutledge.

All programs that offer graduate degrees at UTC are coordinated by the Graduate School. The Graduate School sets university-wide policies and procedures for graduate programs. The Dean of the Graduate School is Dr. Jerald Ainsworth.

The chief academic officer of the university is Dr. Philip Oldham, Provost and Vice Chancellor for Academic Affairs. The Provost reports to the Chancellor, Dr. Roger Brown.



Counselor Education Program Courses

Clinical Mental Health Counseling (60 Credit Hours)

48 Core Hours

EPSY 5010	Methods of Educational Research
COUN 5020	Introduction to the Counseling Profession
COUN 5100	Ethics and Professional Issues in Counseling
COUN 5430	Theories of Human Development
COUN 5440	Theories and Techniques of Counseling
COUN 5450	Counseling Skills
COUN 5470	Group Counseling
COUN 5480	Measurements and Assessments in Counseling
COUN 5490	Career Development and Counseling
COUN 5610	Seminar in Clinical Mental Health Counseling
COUN 5750	Diagnosis and Treatment of Mental Disorders
COUN 5760	Theory and Practice in Multicultural Counseling
COUN 5550	Counseling Practicum
COUN 5590/5720	Internship in Clinical Mental Health Counseling
COUN 5630	Introduction to Counseling Supervision

Elective courses (12 hours required)

COUN 5500	Perspectives on Human Sexuality for Counselors
COUN 5510	Crisis Counseling and Suicidology
COUN 5520	Addictions Counseling
COUN 5530	Family Counseling I
COUN 5540	Counseling Children and Adolescents
COUN 5620	Seminar in School Counseling
COUN 5640	Introduction to Play Therapy
COUN 5680	Couples Counseling
COUN 5780	Advanced Family Counseling
COUN 5030	Selected Topics in Counseling

School Counseling (48 Core Credit Hours)

EPSY 5010	Methods of Educational Research
COUN 5020	Introduction to the Counseling Profession
COUN 5100	Ethics and Professional Issues in Counseling
COUN 5430	Theories of Human Development
COUN 5440	Theories and Techniques of Counseling
COUN 5450	Counseling Skills
COUN 5470	Group Counseling
COUN 5480	Measurement and Assessment in Counseling
COUN 5490	Career Development and Counseling
COUN 5620	Seminar in School Counseling
COUN 5650	Examination and Implementation of School Counseling Principles
COUN 5760	Theory and Practice in Multicultural Counseling
COUN 5540	Counseling Children and Adolescents
COUN 5550	Counseling Practicum
COUN 5700	Internship in Elementary School Counseling
COUN 5710	Internship in Secondary School Counseling

Leveling Courses (non-teachers only)

EDUC 4000	Survey of Exceptional Learners
EDUC 4850	Orientation to Schools for Counselors

Counseling Course Rubric

COUN		CREDIT HOURS	FALL (EVEN)	SPRING (ODD)	SUMMER (ODD)	FALL (ODD)	SPRING (EVEN)	SUMMER (EVEN)
E 5010	Methods of Educational Research	3	X	X	X	X	X	X
C5020	Introduction to the Counseling Profession	3	X			X		
C5030	Special Topics	3	TBA					
C5100	Ethics & Professional Issues in Counseling	3			X			X
C5370	Gender Issues in Counseling	3	TBA					
C5430	Theories of Human Development	3			X			X
C5440	Theories & Techniques of Counseling	3	X	X		X	X	
C5450	Counseling Skills	3	X	X	X	X	X	X
C5470	Group Counseling	3	X			X	X	
C5480	Measurements and Assessment in Counseling	3	X	X		X		
C5490	Career Development Counseling	3	TBA		X			X
C5500	Perspectives on Human Sexuality for Counselors	3			X			
C5510	Crisis Counseling and Suicidology	3	TBA			TBA		
C5520	Substance Abuse Counseling	3			X			
C5530	Family Counseling I	3					X	
C5540	Counseling Children	3		X			X	
C5550	Counseling Practicum	3	X	X		X	X	
C5590	Internship in Clinical Mental Health	6	X	X		X	X	

	Counseling							
C5610	Seminar in Clinical Mental Health Counseling	3		X			X	
C5620	Seminar in School Counseling	3		X			X	
C5630	Introduction to Counseling Supervision	3	X			X		
C5640	Introduction to Play Therapy	3						X
C5650	Examination & Implementation of School Counseling Principles		X			X		
C5680	Counseling Couples	3						X
C5700	Internship in Elementary School Counseling	3	X	X		X	X	
C5710	Internship in Secondary School Counseling	3	X	X		X	X	
C5720	Clinical Mental Health Counseling Internship	3	X	X		X	X	
C5750	Treatment of Mental Disorders	3	X			X		
C5760	Theory and Practice in Multicultural Counseling	3			X	TBA		X
C5780	Advanced Family Counseling	3		X				
C5xx0	Grief, Loss, & Life Transitions	3	TBA			TBA		

Counseling Program Policies and Resources

Advisement

Upon acceptance into a master's degree program, each student is assigned a faculty advisor by the Counseling Graduate Program Coordinator. Students meet with their assigned advisor and plan their preliminary program of study, including a schedule of courses to be taken and a plan for completing their degree programs.

Faculty advisors serve a number of important functions for master's students. Students should consult their faculty advisor if they have any problems related to their academic programs. Faculty advisors answer questions related to program requirements, but expect students to read the UTC catalog and this handbook before asking questions.

At minimum, faculty advisors ensure that students have developed a reasonable plan for completing their degree programs, assist students in selecting their internship sites, and develop and file all forms necessary for the student to complete the degree program. Faculty advisors may also serve as mentors for students by assisting them in developing and identifying as a professional counselor as well as adopting professional approaches to their work and interactions with others.

Faculty advisors create and sign a number of important documents regarding students' academic programs. It is the responsibility of students to initiate meetings with their faculty advisors in order to have documents created and filed on their behalf. Students should be provided with a copy of all documents created by their faculty advisors and should request such copies for their own files if not offered.

In the event a student or his/her faculty advisor believes it would be in the student's best interest for a different faculty member to serve as the student's faculty advisor, either may request that the Coordinator reassign the student to a different full-time faculty member in the Counseling Graduate Program. Normally such requests for a change in faculty advisors will be granted unless there is no other full-time faculty member willing or available in the Counseling Graduate Program to advise the student.

UTC Counseling Listserv

The Counseling Program has developed a listserv for program graduates. The listserv's primary purpose is to have a method of communication with and between alumni. In addition, it is our hope that this will provide an academic and professional bridge for recent program graduates, allowing former students an opportunity to be aware of program news. You can use the list serv to consult with other graduates or simply to share pertinent information. Please feel free to use this listserv for any purpose related to the Counseling Program or counseling issues.

You may request to be added to the list serv either while you are a current student or once you graduate. However, we recommend using an e-mail other than your UTC e-mail address so that you will continue to receive e-mails once you are no longer a student at UTC.

Listsers operate as a central post office for email. As a member of the UTC Counseling

Listserv you can post a question or comment to the entire group by sending the email to a central address. The server software will then send the message to all members of the listserv. In turn, other members can reply to your post via the group as a whole or by directly sending their reply to your home address. To subscribe to the UTCCounseling Listserv:

1. Send an email to Kristi-Gibbs@utc.edu
2. In the subject line type "Add me to the listserv"
3. Type in the body of the message: firstname lastname e-mail address

To Post a Message: Send an email to: UTCCounseling@raven.utc.edu

If you have any problems with the listserv, feel free to contact: Dr. Kristi Gibbs at 423-425-4106 or at Kristi-Gibbs@utc.edu

Student Review and Retention Policies

The ACA Code of Ethics and Standards of Practice of the American Counseling Association states that [faculty members] ... assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent services due to academic or personal limitations (Section F.5.b.) Therefore, students in the Counseling Program at UTC are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards

All programs are competency based, and any course with a grade below "B" must be repeated.

Nonacademic Standards

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects prospective counselors to:

- be committed to personal growth and professional development
- be concerned about people
- demonstrate emotional and mental fitness in their interactions with others
- be able to receive and give constructive feedback
- use the skills and techniques that are generally accepted by others in the profession

Further, students are expected to adhere to the codes of ethics of professional associations (e.g., American Counseling Association) [See Appendix] and the relevant regulatory boards of the state of Tennessee. A student's acceptance in the program does not guarantee his or her

fitness to remain in the program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.

Evaluating Student Fitness and Performance

Members of the faculty evaluate student fitness and performance on an ongoing basis. The faculty make judgments as to the student's professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisor's evaluations of students' performances in clinical situations, and their adherence to their disciplines' codes of ethics. A series of formal evaluations are conducted at key stages of the student's education, which include admission to candidacy and prior to enrollment in Practicum and/or Internship.

Faculty seeks to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing student's academic performance, students' professional fitness will be evaluated using the Professional Fitness Review Form [See Appendix]. All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by grades and/or professional/personal behaviors, the faculty advisor will meet with the student to discuss evaluation.

On rare occasions, faculty may become concerned about a student's suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work.

For example, a student's professional integrity, skills level, or professional development is deficient. Examples of behaviors that may be evidence of professional impairment included but are not limited to the following:

- violation of professional standards of ethical codes
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements
- interpersonal behaviors and interpersonal functioning that impairs one's professional functioning
- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problem.

If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:

- a formal reprimand
- additional practicum and/or clinical work
- personal counseling
- temporary leave of absence from the program
- additional course work
- additional supervision

- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

Policy on Endorsement for Licensure

According to the ACA Code of Ethics, "counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement." The faculty of the counseling program adhere to the ACA Code of Ethics, which includes this standard. Faculty will take reasonable steps to assist any student or supervisee who is deemed not qualified for endorsement to become qualified.

Licensure

The State of Tennessee provides counselors with the opportunity to apply for the Licensed Professional Counselor (LPC) certification. Currently, all 50 states offer licensure certifications, with each state varying on requirements. The State of Tennessee license is governed by the Board of Professional Counselors, Marriage and Family Therapists, and Clinical Pastoral Therapy. The license is designed to promote the highest standards available to counselors and the public. Each applicant must meet certain criteria before being eligible. After meeting those requirements, the applicant then completes an oral examination with the designated board official. For more information about the Tennessee LPC, visit the website at www.state.tn.us/health/.

The Brock Counselor Training Center

The Counseling Program of UTC has developed a training center/counseling lab designed to provide students with state-of-the-art technology to assist in their development as counselors. The lab provides students with a comprehensive method of self-evaluation through the use of videotaped sessions, as well as a location to view peer sessions. The lab is located in Hunter Hall Room 101. The facility contains both individual and group counseling rooms equipped with videotaping equipment and viewing equipment that includes video cameras, sound equipment, recording devices, monitors, and one-way mirrors for live supervision.

Practicum

The Practicum is "a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship." (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2001, p. 104).

There are distinctive differences between the practicum and internship experiences. The practicum provides for the development of individual counseling and group work skills under supervision. This experience is designed to orient the student to the role and responsibilities of the professional counselor.

Specifically, the program requires students to complete a supervised practicum experience that totals a minimum of 100 clock hours. The student's practicum includes the following:

- A minimum of 40 hours of direct service with clients, in both individual and group work
- A minimum of one hour per week of individual supervision on-site with the site supervisor (using audiotape, videotape, or live supervision) over each academic term
- A minimum of one hour per week of individual supervision with the university supervisor (using audiotape or videotape). **The individual supervision sessions are scheduled at the discretion of the instructor of the practicum course. These sessions can be scheduled in the day or night hours and will be negotiated at the beginning of the semester.**
- An average of one and one-half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member
- Evaluation of the student's performance throughout the practicum including a formal evaluation at the mid-point of the semester and after the student completes the practicum to be completed by both site and university supervisors

On average, eight to ten hours per week on-site gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate to a limited extent in the organization's day-to-day operation. Students will become familiar with the policies and procedures within the organization and define their role accordingly.

The program requires the counseling student to prepare for the practicum experience by completing the following core courses prior to enrolling in practicum:

COUN 5610/5620	Seminar in Clinical Mental Health Counseling /Seminar in School Counseling
EPSY 5010	Methods of Educational Research
COUN 5020	Introduction to the Counseling Profession
COUN 5100	Ethics & Professional Issues in Counseling
COUN 5430	Theories of Human Development
COUN 5440	Theories & Techniques in Counseling
COUN 5450	Counseling Skills

Note: Students will not be allowed to collect hours toward Practicum/Internship prior to the start of the semester. Students must be receiving supervision by the University Supervisor in order to collect hours.

Students are required to complete the practicum for one (1) full semester. This will require the student to continue the practicum until the end of the academic semester.

Internship

The internship is "a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement." (CACREP, 2001, p. 105)

The internship experience includes a minimum of 600 clock hours after the successful completion of a student's practicum. The internship provides an opportunity for the student to perform under supervision a variety of tasks and activities that a regularly employed staff member in the setting would be expected to perform. The student's internship requires:

- A minimum of 240 hours of direct service with clients
- A minimum of one hour per week of individual supervision on-site (using audiotape, videotape, or live supervision) over each academic term
- The university supervisor has the option to require individual supervision throughout the semester. These sessions would be scheduled at the discretion of the university supervisor
- An average of one and one-half hours per week of group supervision that is provided on a regular schedule over the course of the student's internship by a program faculty member or a supervisor under the supervision of a program faculty member
- The opportunity for a wide-variety of professional activities
- Evaluation of the student's performance throughout the internship including a formal evaluation at the mid-point of the semester and after the student completes the internship to be completed by both site and university supervisors

For the internship portion of the clinical experience, the student will spend 20 to 40 hours per week on-site, depending on the length of the experience, the organization, and the start of the performance of responsibilities in the role of the professional counselor. This role will involve individual and group counseling responsibilities, as well as other duties such as case management, charting, etc. The on-site experience gives the student the opportunity to understand the philosophy and administrative guidelines of the organization and to participate fully in the organization's day-to-day operation.

Students have the option to complete the internship in one (1) semester or two (2) semesters. If a student chooses to complete the internship in 1 semester, the student will be required to be on-site for approximately 40 hours per week. If a student chooses to complete the internship in 2 semesters, the student will be required to be on-site for approximately 20 hours per week.

Note: Students may take one (1) course while enrolled in Internship. No exceptions!

The program requires the counseling student to prepare for the internship experience by completing the following core courses prior to enrolling in internship:

COUN 5470	Group Counseling
COUN 5490	Career Development in Counseling
COUN 5550	Counseling Practicum
COUN 5650	Examination & Implementation of School Counseling Principles
COUN 5760	Theory & Practice in Multicultural Counseling
COUN 5750	Diagnosis/Treatment of Mental Disorders (Community Students)
EDUC 4000	Survey of Exceptional Learners (School Students)
EDUC 4850	Orientation to Schools for Counselors (School Students)

Procedures and Policies for Practicum & Internship

(COUN 5550 – Counseling Practicum & COUN 5700/5710 School Counseling Internship, COUN 5592/5720 Clinical Mental Health Counseling Internship)

1. You should begin exploring information regarding practicum and internship during your first **semester** in the program. While you are completing prerequisite course work (See Counseling Practicum Prerequisite Course Verification), explore your professional goals and the type of field experience that seem appropriate for you. Plan to begin your Practicum after completing all prerequisite course work.
2. Discuss possible sites with your advisor. Choose several sites for exploration. Investigate them by contacting other students who have personal experience as one of your resources. You are encouraged to prepare a one-page resume for each potential interview with potential sites.

It is your responsibility to find an acceptable site. You must discuss your site choice with your advisor or the Clinical Coordinator **prior to contacting the site.** Your application must be signed by the Site Supervisor and submitted to your advisor for approval. **The application will then be submitted to the Clinical Coordinator for approval. The application must be submitted and approved prior to pre-registration of the semester before the practicum begins.**

Applications Due:

Practicum/Internships beginning in Fall Semester - June 1

Practicum/Internships beginning in Spring Semester - November 1

In researching sites, choose several to investigate. A goal of your search is to find a site that provides a training setting compatible with your career goals. In making this decision, consider the following:

- The kind of work you wish to do or experience you wish to gain;
- The kind of population with whom you wish to work;
- Whether or not suitable transportation is available;
- Scheduling your hours on site;

- Availability of licensed or credentialed on-site supervision;
 - Additional activities the organization or agency may require of their Practicum/Internship students;
 - Policies and procedures of recording for supervision purposes.
3. Most schools that employ a full time counselor are possible sites for school counseling internships. Your site must provide a minimum of 8 hours of on-site work per week for the school counseling practicum, and 20 hours per week for each 300 hour internship sequence. In addition, one hour per week of supervision, on-site, by a Master's level counselor, or the equivalent, is required. **Finally, your placement must be approved by the Clinical Coordinator on an individual basis prior to registering for classes.**
 4. ALL STUDENTS MUST HAVE LIABILITY INSURANCE IN PLACE BEFORE BEGINNING PRACTICUM. INSURANCE APPLICATION FORMS AND OTHER INFORMATION CAN BE OBTAINED IN THE DEPARTMENT. YOUR UNIVERSITY SUPERVISOR WILL REQUIRE DOCUMENTATION OF THIS INSURANCE AT THE BEGINNING OF YOUR PRACTICUM EXPERIENCE.
 5. If your plans regarding your placement change, notify both the Clinical Coordinator and the site personnel. If you have registered, you are required to formally withdraw from the course. In the event of changing your site, you will need to complete another application.
 6. Each student is required to be on site weekly, approximately 8 (practicum) to 20 hours (for each 300 hour internship). It is not acceptable to complete the hours prior to the end of the semester or in a shorter period of time. Students must continue to work on-site until the end of the semester. The site has made a commitment to you. You should do the same.

Comprehensive Examination Policies

The comprehensive examination (“comps”) is an exit examination required of all Master's degree counseling students. It is ordinarily taken while students are enrolled in internship near the end of their program. In order to be eligible for the comprehensive examination, students must have completed all the core courses, have an overall average of B or better, and be a student in good standing. Core courses include the following:

EPSY 5010	Methods of Educational Research
COUN 5020	Introduction to the Counseling Profession
COUN 5100	Ethics and Professional Issues in Counseling
COUN 5430	Theories of Human Development
COUN 5440	Theories and Techniques of Counseling
COUN 5450	Counseling Skills
COUN 5470	Group Counseling
COUN 5480	Measurements and Assessments in Counseling
COUN 5490	Career Development and Counseling
COUN 5760	Theory and Practice in Multicultural Counseling

The purpose of the examination is to determine whether students have attained the level of knowledge in the field of counseling which can ensure minimal competence in the field. Application packets will be available for pick up in the Brock Counselor Training Center (Hunter, 101) during the first week of each semester. Applicants must submit completed applications along with a personal check for \$40.00 no later than 45 days before the date of the exam.

Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is used as the Program's comprehensive exam. The CPCE was developed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (these are affiliates of the National Board for Certified Counselors). It is a highly valid and reliable way to make judgments about a student's progress toward mastery of the subject matter of professional counseling.

Benefits of the CPCE are that the test

1. Provides master's programs with a comprehensive exam that meets psychometric standards.
2. Gives programs an objective view of the knowledge level of their students.
3. Allows programs to examine student functioning in various curricular areas.
4. Promotes longitudinal self-study.
5. Compares a program's results to national data.
6. Stimulates integration of knowledge learned in separate courses.
7. Gives students comparative strength/weakness feedback.

Administration and Evaluation

The CPCE, a national standardized test, is administered by a counseling program faculty member or representative. After each examination, upon obtaining the results from the CPCE examination office, the program's comprehensive examination committee establishes cut off points for passing and failure. Students who fail the examination may retake it once during a future scheduled exam date (upon reapplication and payment of the fee).

Results are mailed approximately 3-4 weeks after the test administration. Any student wishing to appeal the grade on the comprehensive examination must comply with the same procedures for grade appeal outlined in the University catalog and faculty handbook.

Preparing for the CPCE

The CPCE covers the eight, Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their *Standards for Preparation*:

1. *Human growth and development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. *Social and cultural foundations* – studies that provide an understanding of issues and

- trends in a multicultural and diverse society.
3. *Helping relationships* – studies that provide an understanding of counseling and consultation processes.
 4. *Group work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
 5. *Career and lifestyle development* – studies that provide an understanding of career development and related life factors.
 6. *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.
 7. *Research and program evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
 8. *Professional orientation and ethics* – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The content addressed in the CPCE is covered in the core courses students complete in their master's degree program at UTC. As a result, a review of core course materials with a focus on information that might be included in multiple-choice questions is the best way to prepare for the exam. There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination (*see below*). Students may obtain free sample questions from the NBCC website:

www.nbcc.org/exams/NCEsample2.htm. Paid subscriptions to exam test banks covering the eight content areas are available online at www.counselingexam.com/nce. A list of other study resources is available at www.nbcc.org/exams/study.htm. Please note that neither NBCC nor UTC endorses any study materials for these exams.

National Counselor Examination (NCE)

The University of Tennessee at Chattanooga Counseling Graduate Program students have a special opportunity to become a Nationally Certified Counselor (NCC). Because UTC's master's degree programs are CACREP accredited, the Counseling Program at UTC is participating in offering the *National Counselor Exam (NCE) for Licensure and Certification* to all students. Students may take the NCE as they near their graduation date, *prior to actually graduating*. In contrast, students who have graduated from a non-CACREP accredited program must wait until after they graduate before taking the exam and must complete 3,000 hours of supervised experience within three years before they can be certified. You are at a distinct advantage in applying to become a National Certified Counselor (NCC), having gone through a CACREP-accredited program.

Graduate School Policies and Resources

(Please see the Graduate School Catalog for more detailed information)

Program of Study

Students are required to complete a Program of study with their advisor after completing their first semester of graduate work. This form serves as a plan for students to follow in order to complete the required coursework so that they can obtain eligibility to apply for admission to candidacy as well as graduation when these requirements are met.

Admission to Candidacy

Admission to a graduate degree program allows the student to demonstrate ability but does not guarantee the right to continue toward a degree unless he or she is admitted to candidacy. The application for admission to candidacy should be made after the student has completed the majority of his/her coursework and **is enrolled in the semester *before*** he/she anticipates graduating

In order to be eligible for admission to candidacy, the student must have a B average (3.0 GPA) on all courses taken for graduate credit and have completed prerequisites and designated courses as required by the major department or school.

On the application, the student must add elective or other courses that were not part of the students' original Program of Study, and are required for completion of the degree.. The application, reviewed and signed by the major advisor and approved by the coordinator of the graduate program, must be submitted to the Graduate School office and approved by the dean of the Graduate School one semester prior to the date on which the degree is anticipated (see form for submission deadlines). It is the approved program, rather than any examples that may appear in the Graduate Catalog, which will constitute the student's graduation requirements. A student who fails to submit a candidacy form and application to graduate will not be allowed to graduate in the semester that they have fully completed the coursework for their degree. .

Time Limit of Candidacy Program

All credit applied toward a master's degree must be earned within a six-year period beginning with the registration for the earliest course counted. On appeals for a one-year extension of the time limits for the degree, and on such appeal only, the departmental committee may grant a one-year extension of the time limit. The Graduate Council shall be notified promptly and in writing of all such appeals being granted.

Application for Degree

Commencement is held each year in May, and December. Students who expect to receive graduate degrees must file an application for the degree with the Office of Records by the date specified (check the academic calendar). The application form is available in the Office of Records.

Graduation

In order to be eligible for degree conferral, the candidate must have completed all coursework as specified on the approved Application for Admission to Candidacy form, with no course of a grade below B presented for the degree and with a minimum average of B on each of the following: (a) all coursework taken for graduate credit at UTC, (b) all coursework transferred to UTC for graduate credit and (c) all coursework completed to fulfill the program approved on the Application for Admission to Candidacy. **The same credits may not be used toward two master's degrees.**

Dismissals from the Graduate School

Decisions regarding continuation will be made by the dean of The Graduate School. Students admitted to graduate study must maintain a 3.0 cumulative grade point average in all courses taken for graduate credit. Graduate students will be placed on academic probation when their cumulative GPA falls below a 3.0. By the end of the next two terms of enrollment (counting the entire summer session as one term), students must raise their cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this cumulative GPA within the two semester probation or if they fail to achieve a 3.0 or higher for either probationary semester. Dismissed students may appeal to the Graduate Council for readmission to the Graduate School. Students must then reapply to the Counseling Program, adhering to all admission requirements.

Grades

Grades in the Graduate School have the following meaning:

- A** - is given for work of distinctly superior quality and quantity accompanied by unusual evidence of enthusiasm, initiative, thoroughness, and originality.
- B** - is given for work showing the above qualities to a lesser extent.
- C** - represents fulfillment of the minimum essentials of a course.
- D** - represents poor work.
- F** - indicates unqualified failure.
- S** - is given for courses completed on a satisfactory/no credit basis. The hours are not computed in the GPA.
- NC** - represents failure to complete the requirements in satisfactory/no credit courses. The attempted hours are not computed in the GPA.
- I** - may be given to a student whose work has been of passing quality and who has valid reason for not completing some requirements of the course. Removal of an Incomplete must be submitted by the instructor to the Office of Records no later than three weeks before the last day of classes in the next regular semester, or the Incomplete will become an F. The Incomplete grade will not be computed in the GPA during the interim. An Incomplete may not be used to allow the student to do additional work to bring up a grade.
- IP** - is used as an interim grade to indicate work in progress requiring more than the normal limitations of a semester except for thesis. It is restricted to graduate level courses

(500 and above) and has a one-year limitation for removal. The instructor will determine the IP designation in the first half of the semester or term. A student may not register for additional courses if he or she has earned two incomplete (I or IP) grades. The IP grade may not be given for thesis.

W - indicates official withdrawal from one or more classes after the first two weeks for classes and up to the last six class weeks before the final examinations. Comparable deadlines apply to each of the summer terms.

Grade Appeal

Each faculty member has the prerogative and responsibility to determine in accordance with his or her best judgment the grade for each student. Whenever a student feels that his/her rights and interests have been seriously jeopardized by unfair, arbitrary, or malicious exercise of faculty grading prerogative, the student may appeal a grade. Failure to receive the grade desired or expected is not sufficient reason to appeal a grade. If at any time in the appeals process the University fails to respond to the student within the time specified, this shall be treated as a denial of the appeal and the student may proceed to the next step of the process. In all cases, the instructor shall be presumed to have assigned the proper grade and the student appealing shall have the burden of proof to the contrary.

Catalog Effective Date

Graduate students will comply with the catalog requirements in effect at the time of the submission of their Program of Study.

Full-time Enrollment Equivalent

Individuals who are admitted to the Graduate School will be considered as full-time students if they are enrolled in nine or more semester hours for graduate credit or if they are enrolled in COUN 5590, COUN 5700, COUN 5710, or COUN 5720.

Honor Code

The UTC Honor Code is based upon the assumption that the student recognizes the fundamental importance of honesty in all dealings within the University community and that education is a cooperative enterprise between student and teacher and between student and student. Any act of dishonesty violates and weakens this relationship and lessens the value of the education, which the student is pursuing. The Honor Code, the Honor Court, and its procedures are detailed in the UTC Student Handbook.

Graduate Assistantships

To be eligible, a student must be fully admitted to a graduate program and have academic good standing. International students are generally not eligible for graduate assistantships in their first semester of enrollment.

All awards and work assignments will be made through the director or dean of the respective discipline. Continuation of assistantships will be determined by the dean of The Graduate

School and will be contingent upon the student's maintaining a 3.25 or higher graduate grade point average.

Assistantships serve to facilitate graduate students in the prompt and successful completion of an advanced degree program and to provide work experience in a setting under supervision of a faculty or administrative mentor.

Research assistantships are general awards; the student assists with a range of duties, including library research, preparation of reports, field studies, and laboratory research.

In administrative assistantships, the graduate student works in an administrative office, gathering, organizing, and analyzing information. Such work may be clerical, computer-based, and/or editorial in nature. To allow maximum professional development, the student should be given the opportunity to apply his or her academic skills to the assigned tasks and develop new administrative skills.

Instructional assistantships recognize that graduate students make valuable contributions in laboratory settings and supportive activities. Graduate students should not be used in teaching roles unless they have earned their master's degree and meet all SACS criteria. Accordingly, student instructional assistantships should work in limited settings under close supervision of a specific faculty member.

Graduate Student Association

The Graduate Student Association is a student-run organization that helps meet the needs and concerns of all graduate students at UTC. Its main purpose is to:(a) promote cohesiveness between different graduate-level programs and encourage collegiality among all graduate students (b) support and promote an academic and cultural atmosphere in the University community; (c) make recommendations to the Graduate School Office and Graduate Council; (d) ensure professional development of graduate students; (e) assist in recruiting of graduate students and secure campus speakers and co-sponsor campus activities.

To become a member: Any student currently enrolled in at least one UTC graduate course (3 hours) will be considered a member of GSA. The GSA does not discriminate on the basis of race, sex, color, religion, natural origin, handicap, or veteran status.

For more information, please contact the Graduate Student Association at 423-425-4666.

Professional Organizations

American Counseling Association

The faculty in the Graduate Counseling Program believe that an essential component of professional development for counselors is membership and participation in national and state professional counseling associations. The primary professional association representing the counseling profession is the American Counseling Association (ACA). ACA is a non-profit professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

To find out more information about ACA, visit the website at www.counseling.org.

American Mental Health Counselors Association (AMHCA)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry. For more information, visit the website at www.amhca.org.

American School Counselor Association (ASCA)

The American School Counselor Association is the national organization representing the school counseling profession. ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. With ONE VISION ONE VOICE, ASCA emphasizes its commitment to all school counselors and all students. For more information, visit the website at www.schoolcounselor.org.

American Association for Marriage and Family Therapy (AAMFT)

Founded in 1942, the American Association for Marriage and Family Therapy is the professional association for the field of marriage and family therapy. AAMFT represents the professional interests of more than 24,000 marriage and family therapists throughout the United States, Canada and abroad. For more information, visit the website at www.aamft.org.

Tennessee Counseling Association (TCA)

The Tennessee Counseling Association (TCA) is a branch of the American Counseling Association. TCA is an organization of professionals who practice in a variety of work settings (e.g., public and private schools, community colleges, vocational technical centers, mental health facilities, private practice, etc.). All persons engaged or interested in any phase of counseling and human development are eligible for membership. TCA brings together individuals from education, industry, business, mental health and government, marriage and family counselors and those engaged in research, measurement and evaluation in the field of counseling. The vision of TCA is to maintain, support and advocate for the counseling profession. To find out more information about TCA, visit the website at www.tncounselors.org.

Chi Sigma Iota (CSI)

Chi Sigma Iota (CSI) is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement as well as outstanding service within the counseling profession.

The UTC chapter of CSI is Upsilon Theta Chi. If you would like more information, contact Dr. Virginia Magnus, faculty advisor or visit the website at www.csi-net.org.

National Board for Certified Counselors (NBCC)

The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC certifies more than 31,000 counselors to date, and more than 40 states and the District of Columbia have adopted the NBCC examinations as part of their statutory credentialing processes. For more information about NBCC, visit the website at www.nbcc.org.

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

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was formed in 1981. Often, as with CACREP, the specialized accrediting bodies have been organized by professional associations. The history of commitment to accreditation has been long and substantive by the American Counseling Association (ACA) and its respective

divisions. Accreditation is viewed as a means of proactively strengthening our profession. Formed as a corporate affiliate of ACA, CACREP's mission coincides with that of ACA -- to promote the advancement of quality educational program offerings.

University Resources

Counseling and Career Planning

The Counseling and Career Planning Center at The University of Tennessee at Chattanooga offers a variety of services to students. These services include personal, vocational, academic counseling, and crisis intervention, for individuals and groups. Consultation services, workshops and other programs are developed and available for the university community.

The staff of the center includes a variety of mental health professionals, who have achieved appropriate certification and/or licensure at the state and national levels. The center serves as a practicum site for graduate students who work under the supervision of the center's professional staff.

Programs and services include: career planning, personal counseling; outreach programs/workshops; consultation and testing. Information on a wide variety of careers, opportunities, graduate schools, and career development is available from books, pamphlets, audio, video resources, and computers. The resources are provided without charge for testing materials.

Location and hours: Counseling & Career Planning Center, Room 338 University Center, (423) 425-4438, Monday through Friday 8 A.M.-5 P.M.

Financial Aid

The University of Tennessee at Chattanooga has several financial programs to assist graduate students with the cost of advanced studies. The University provides funds to students who have documented financial need; it also has assistance that is not need-based. Students who want further information about academic merit awards (graduate assistantships) should contact the department program to which they are applying for graduate study and obtain applications from the Graduate School Office.

Students requesting need-based and non-need based federal and state financial aid from UTC will need to complete the *Free Application for Federal Student Aid (FAFSA)* on-line at www.fafsa.ed.gov or on the paper application which will need to be mailed to the appropriate address. These forms and assistance are available in the UTC Financial Aid Office.

Early application for financial aid is encouraged. The FAFSA should be mailed by February 15 for the fall semester and September 15 for spring semester entry. If requested, students must submit the Financial Aid Institutional Verification form and copies of income tax return forms, if filed, in order to complete a Financial Aid file. The Financial Aid Office will process applications throughout the school year for any available funds; however, qualified students who mail the FAFSA by recommended dates and submit all required documentation by April 1, will receive maximum consideration. Students need to reapply for financial aid each year.

Lupton Library

The Lupton Library is the center of many of the teaching, learning, and research activities of the students, faculty, and staff of UTC, as well as members of the metropolitan Chattanooga community. The library maintains a collection of over 473,000 books; 2,700 current periodical subscriptions; 24,000 reels of microfilm; and 14,000 audiovisual items. Total holdings comprise over 1.7 million physical pieces of material

Adult Services Center

The Adult Services Center, is located on the first floor of the University Center, and is open from 11 a.m.-7 p.m., Monday through Thursday; 11 a.m.-5p.m., Friday, and 10 a.m.-noon Saturday, for the convenience of non-traditional students, most of whom work full-time. The center provides individualized advisement, registration, fee collection, and other University services for non-traditional students. All admissions for second baccalaureate degree-seeking students are processed in the center. Workshops and seminars related to educational opportunities and transitions are conducted regularly for current students and individuals who are interested in either entering or returning to college.

The Writing Center

The writing center at UTC is a free service offered to all members of the University community. Its purpose is to help writers from all disciplines, at all stages of their educational development, and at all stages of the writing process meet the demands of any writing task—whether for a writing class, another class, or personal need. The Center’s tutoring staff is made up of peer tutors, graduate assistants, and English instructors. These tutors can assist in writing essays, research papers, texts for speeches or oral presentations, lab reports, literature reviews, and resumes. The services of the center include one-on-one tutorials, small group workshops, access to electronic and print resources, and quick answers to reference questions.

The writing center is located in 119 Holt Hall. The phone number is 425-1774. The hours open are Monday and Thursday from 9a.m. to 6 p.m.; Tuesday and Wednesday from 9 a.m. to 8 p.m., and Friday from 9 a.m. to 3 p.m. Appointments are greatly appreciated, but walk-ins are welcome.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, UTC seeks to eliminate barriers, which students with disabilities encounter, and to work with them to achieve and maintain individual autonomy. Reasonable adjustments and accommodations are made to facilitate access to academic programs and University activities for all students with disabilities. The director of affirmative action and ADA coordinator assumes primary responsibility for university-wide issues related to disability services. Students with questions regarding the range and type of academic support services available should contact the Office for Students with Disabilities located at 102 Frist

Hall, (423) 425-4006 or the Office of Student Affairs, 216 University Center, (423) 425-4534 or 425-4280. <http://www.utc.edu/OSD>

References

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Chi Sigma Iota. (2001). *What is Chi Sigma Iota?* Retrieved August 31, 2001, from www.csinet.org/htmls/whatis.htm.

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Appendices

GS #103

Name: _____ Date: _____ UTCID: _____

**GRADUATE APPLICATION FOR CANDIDACY, CERTIFICATE AWARD AND GRADUATION
UTC RECORDS OFFICE AND THE GRADUATE SCHOOL**

The name to be inscribed on your diploma or certificate is **your legal name at the time of graduation** and also how your name will appear in the Commencement program. Your name will not appear in the Commencement program if you have instructed the University to not release your directory information. Names of students receiving certificates do not appear in the Commencement program and these students do not participate in the Commencement ceremony.

Typed / Printed Name (LEGIBLY): _____
First
Middle
Last
Suffix

- Graduation Status Reports and updates will only be sent to a valid UTC E-mail address
- Students will only receive ONE diploma per degree awarded (not per major)
- Diplomas are only issued in the legal name at the time of graduation

Degree:

- | | |
|--|--|
| <input type="checkbox"/> Master of Accountancy (MAcc)
<input type="checkbox"/> Master of Arts (MA)
<input type="checkbox"/> Master of Business Administration (MBA)
<input type="checkbox"/> Master of Music (MM)
<input type="checkbox"/> Master of Public Administration (MPA)
<input type="checkbox"/> Master of Science (MS)
<input type="checkbox"/> Master of Science in Athletic Training (MSAT)
<input type="checkbox"/> Master of Science in Criminal Justice (MSCJ) | <input type="checkbox"/> Master of Science in Nursing (MSN)
<input type="checkbox"/> Master in Education (MEd)
<input type="checkbox"/> Specialist in Education (EdS)
<input type="checkbox"/> Doctor of Nursing Practice (DNP)
<input type="checkbox"/> Doctor of Physical Therapy (DPT)
<input type="checkbox"/> Doctor of Philosophy (PhD)
<input type="checkbox"/> Doctor of Education (EdD)
<input type="checkbox"/> Certificate Program |
|--|--|

Program (Major): Use COMPLETE title (example: Secondary Education)

Program (Major): _____ Concentration: _____

Certificate Program Title (if applicable): _____
 (In the space below, list all courses taken for a certificate program.)

Below list all electives or course changes not listed on the original PROGRAM OF STUDY. Use the Continuation form for additional courses/changes if needed.

Course Prefix & Number	Course Title	Credit Hr	Semester	Grade

I am only filing candidacy at this time: Yes No

Semester/Year in which you plan to graduate: (see the Graduate Academic Calendar for specific dates for submission)

Fall: December 20 _____ **Spring: May 20** _____ **Summer: 20** _____
 Due last date of spring early registration Due last date of fall early registration Due last date of spring early registration

Your diploma will be mailed upon completion of the Diploma Mailing card on the Records Office web site at www.utc.edu/records/forms.php. The diploma mailing card should be completed after Commencement and include the mailing address where you will be located eight weeks after graduation.

_____ Student's Signature	_____ Major Advisor / Chairperson
_____ Date	_____ Date
_____ Program Officer (Director, Coordinator, etc.)	_____ Dean, Graduate School
_____ Date	_____ Date

SUBMIT completed form to: Graduate School Office, Dept 5305, 103 Race Hall, 615 McCallie Ave., Chattanooga, TN 37403

Counseling Field Placement Application

**University of Tennessee at Chattanooga
College of Health, Education & Professional Studies**

Note: INCOMPLETE APPLICATIONS WILL BE RETURNED. PLEASE PRINT LEGIBLY.
All information on this form must be completed. Both your Academic Advisor and your intended Site Supervisor must sign the application before submission. Please include the full mailing address/phone numbers for your site. Do not begin collecting hours until application is approved.

<input type="checkbox"/> Practicum	<input type="checkbox"/> Internship	<input type="checkbox"/> Community	<input type="checkbox"/> School
<input type="checkbox"/> New Application		<input type="checkbox"/> Amended Application	

Date submitted: _____ UTC ID: _____

Student: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: () - Office: () -

Alternate Phone(s)/Pager(s): _____

Email Address: _____

Beginning Term: _____ Ending Term: _____

Site Information

Name of Site: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Email Address: _____

Note: Site supervisors must hold a masters degree in counseling or a related field with a minimum of two years post master's experience in the field

On-Site Supervisor Information

On-Site Supervisor: _____ Title: _____

Address (if different): _____

City: _____ State: _____ Zip: _____

Telephone: _____ E-mail: _____

On-Site Supervisor's Credentials (Please check all that apply):

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> School Counselor Certification | <input type="checkbox"/> LMFT |
| <input type="checkbox"/> NCC | <input type="checkbox"/> LPC |
| <input type="checkbox"/> NCSC | <input type="checkbox"/> LPC/MHSP |
| <input type="checkbox"/> CCMHC | <input type="checkbox"/> LCSW |
| <input type="checkbox"/> ACA Membership | <input type="checkbox"/> Other: _____ |

Supervisor's Degree(s): _____ Years of Counseling Experience: _____

Concentration or Specialty(ies): _____

Site-Supervisor Signature Date

Academic Advisor Date

<input type="checkbox"/> Approved <input type="checkbox"/> Denied

Coordinator's Signature Date

Reason for Denial: _____

Liability Insurance Information

Note: Students must have obtained liability insurance prior to collecting hours. You must submit documentation of the insurance. The American Counseling Association Insurance Trust or the American School Counselor Association Insurance program is recommended.

Name of Insurance Company: _____

Insurance Coverage Date(s): _____

Practicum/Internship Contract
University of Tennessee at Chattanooga
College of Health, Education & Professional Studies

This contract serves as an agreement between the Counseling Program at the University of Tennessee at Chattanooga and;

(Agency/Organization)

This agreement between the University of Tennessee at Chattanooga and;

(Agency/Organization)

will be effective for the period of one semester beginning _____ (Date)

This agreement indicates that both parties are willing to meet the responsibilities for (check appropriate boxes) Practicum (100 hours) and/or Internship (600 hours) as set forth by the Counseling Program at The University of Tennessee at Chattanooga.

Site Responsibilities:

1. Provide the student with appropriate workspace and office supplies.
2. Provide opportunities for the student to engage in a variety of counseling activities under the supervision of a trained counselor. These activities may include but are not limited to: individual counseling, career counseling, co-counseling, group counseling, marriage and family counseling, intake interviews, record keeping, consultation and referrals.
3. Provide the student with _____ clinical hours with a minimum of _____ direct service with clients as defined by face-to-face contact with clients in a therapeutic capacity.
4. Please initial in the box beside the type of activities that this student will receive at this site.

Direct Service Activity (Practicum 40 hrs./Internship 240 hrs.)	Indirect Service Activity (Practicum 60 hrs./Internship 360 hrs.)
Initials	Initials
_____ Individual Counseling { Mandatory _____ Group Counseling _____ Intake Interview _____ Couple Counseling _____ Family Counseling _____ Intervention _____ Career Counseling _____ Conjoint Counseling _____ Crisis Intervention _____ Class Room Guidance/ Psychoeducational Teaching _____ Other Clinical Work	_____ Individual Supervision (On-site) { Mandatory _____ Case Consultation _____ Group Supervision _____ Staff Meetings _____ Report Writing _____ Case Notes _____ Professional Meeting _____ Educational Session _____ Other Indirect Activity

Site Supervisor(s) Responsibilities:

1. Provide the student with a minimum of one hour per week of individual supervision, which involves either audiotape, videotape, or live supervision. This supervision should be on-going and face-to-face contact.
2. Be available to the student for regular consultation.
3. Review and sign the student's logs of activities completed at the site.
4. Ensure that the student is informed and follows site policies for working with minors and for handling cases.
5. Provide an orientation for the student that includes policies for record keeping, introducing student to relevant staff, and informing the student of the policies and procedures of the site.
6. Provide both written and oral feedback to the student on a regular basis regarding development of counseling skills.
7. Provide written evaluations at the mid-point and end of the semester. This evaluation should include oral feedback regarding level of professionalism and competence in counseling skills. Student should sign the evaluation.
8. Assist the student in obtaining sufficient and appropriate client load.
9. Inform the university supervisor of any problems that the student is experiencing with an appropriate amount of time for remediation.

Student's Roles and Responsibilities:

1. Be aware of their responsibilities for Practicum/Internship participation, including learning the policies and procedures within the organization, site expectations, rules and other regulations
2. Ask before acting
3. Abide by the ethical standards developed by the American Counseling Association
4. Obtain liability insurance
5. Follow the administrative policies, standards, and practice of the Site
6. Report to the Site on time and follow all established regulations during the regularly scheduled operating hours of the Site
7. Conform to the standards and practices of the University while training at the Site
8. Keep in confidence all medical and health information pertaining to clients

The Counseling Program at the University of Tennessee at Chattanooga responsibilities:

1. Provide supervision for the student from a designated university supervisor, who will be responsible for the assignment of a grade in the course.
2. Ensure to the greatest extent possible that the student is personally and professionally suitable to work with clients.
3. Provide an opportunity for the student to conduct and participate in case presentations.
4. Provide group supervision experiences in which the student will provide feedback to peers and receive feedback from peers.
5. Be available to site supervisor for consultation regarding placement and competence of student. Inform student of the responsibilities to follow policies, rules, and procedures of site.
6. Be available to the student for additional clinical supervision should the site supervisor deem it necessary.

7. Remove student from the placements should the site supervisor deem that the student is jeopardizing the welfare of clients or is interpersonally unfit as a counselor-in-training.

Agency/Organization representative	Date
University supervisor	Date
Counseling Student	Date

Counseling Practicum Prerequisite Course Verification

**University of Tennessee at Chattanooga
College of Health, Education & Professional Studies**

The following courses must be completed before beginning practicum.

Student: _____ Date: _____

Program: Community School UTC ID: _____

List the term and year completed and the grade earned in each course:

Specialty Area Courses:	Term	Year	Grade
COUN 5610 Seminar in Clinical Mental Health Counseling	_____	_____	_____
COUN 5620 Seminar in School Counseling	_____	_____	_____
Core Courses:*	Term	Year	Grade
EPSY 5010 Methods of Educational Research	_____	_____	_____
COUN 5020 Intro to the Counseling Profession	_____	_____	_____
COUN 5100 Ethics & Professional Issues in Counseling	_____	_____	_____
COUN 5430 Theories of Human Development	_____	_____	_____
COUN 5440 Theories & Techniques in Counseling	_____	_____	_____
COUN 5450 Counseling Skills	_____	_____	_____
Non-Teacher Courses:*	Term	Year	Grade
EDUC 4000 Survey of Exceptional Learners	_____	_____	_____
EDUC 4850 Orientation to Schools for Counselors	_____	_____	_____

** All core course must be completed when application is made to complete practicum.*

Counseling Internship Prerequisite Course Verification

**University of Tennessee at Chattanooga
College of Health, Education & Professional Studies**

The following courses must be completed before beginning internship.

Student: _____ **Date:** _____

Program: Community School **UTC ID:** _____

List the term and year completed and the grade earned in each course:

Specialty Area Courses:	Term	Year	Grade
COUN 5750 Diagnosis/Treatment of Mental Disorders (Community Students)	_____	_____	_____
Core Courses:*	Term	Year	Grade
COUN 5470 Group Counseling	_____	_____	_____
COUN 5490 Career Development in Counseling	_____	_____	_____
COUN 5550 Counseling Practicum	_____	_____	_____
COUN 5760 Theory & Practice in Multicultural Counseling	_____	_____	_____

****With the approval of advisor, one course may be taken during the same semester as Internship. Students must have completed COUN 5450 and COUN 5550 before applying for Internship.***

Supervision Summary Log

Community School

Student: _____

This form is a running total of the hours which will document the completion of the 700-hour field experience. You will need to complete the appropriate information, and collect appropriate signatures each semester you participate in either Practicum or Internship. After completing all of the required hours you need to collect the signature of the Program Director. Please ensure that the final form has original signatures, no copies will be accepted. You may want to create more than one master form with original signatures for your records.

PRACTICUM HOURS

_____ On-Site Supervisor Signature _____ Date

_____ University Supervisor Signature _____ Date

Total Indirect Hrs (60 Req): Total Direct Hrs (40 Req): Total Contact Hrs (100 Req):

INTERNSHIP I HOURS (300/2 Semesters)

_____ On-Site Supervisor Signature _____ Date

_____ University Supervisor Signature _____ Date

Total Indirect Hrs (180 Req): Total Direct Hrs (120 Req): Total Contact Hrs (300 Req):

INTERNSHIP II HOURS (300/2 Semesters)

_____ On-Site Supervisor Signature _____ Date

_____ University Supervisor Signature _____ Date

Total Indirect Hrs (180 Req): Total Direct Hrs (120 Req): Total Contact Hrs (300 Req):

INTERNSHIP HOURS (600/1 Semester)

_____ On-Site Supervisor Signature _____ Date

_____ University Supervisor Signature _____ Date

Total Indirect Hrs (360 Req): Total Direct Hrs (240 Req): Total Contact Hrs (600 Req):

TOTAL PROGRAM HOURS

Total Indirect Contact Hrs: Total Direct Contact Hrs: Total Contact Hrs:

_____ Student's Signature _____ Date

_____ Counseling Program Director _____ Date

**Counseling Program Comprehensive Plan for Assessment
and Evaluation of Student Learning Objectives**

In an effort to maintain the highest level of training and skills acquisition, the counselor education department at the University of Tennessee at Chattanooga is committed to continuous evaluation of student learning. The faculty has chosen six learning domains that align with the overall program objectives: Theoretical Orientation, Research and Evaluation, Professional Orientation and Counseling Skills, Knowledge of Organizations and Administration, Multicultural Competency, and Professional/Personal Wellness. The counseling faculty examines student learning in each of these domains longitudinally by collecting data at three points during students’ matriculation in the program. This data is utilized to make changes and augment teaching and training for students in order to maintain excellence in the Counselor Education Department. For more information regarding the Comprehensive Assessment Plan, please see your advisor. Domains and data collection points are as follows:

Criteria	Training in Organizations	Learning in Higher Education	Learning in Counselor Training Programs
Reaction	Trainee affective reactions and utility judgments	Student affective reactions and utility judgments	Student evaluations of teachers and supervisors
Learning	Direct measures of learning outcomes, typically knowledge tests or performance tasks	Direct measures of learning outcomes, knowledge tests, performance tasks or other graded work	CPCE*, Praxis**, Clinical Site Placement Supervisors’ Evaluations***
Behavior/ Transfer	Measures of actual on-the-job performance: supervisor ratings or objective indicators of performance/job outputs	Evidence of student use of knowledge and skills learned early in the program in subsequent work	Longitudinal Measures of Learning in Core Areas: MAK-SS; 5 F WEL; Theory Paper
Results	Productivity Gains, increased customer satisfaction, employee morale for management training, profit value gained by organization	Alumni career success, post-master’s graduate school admission, service to society, personal stability	Alumni surveys, employer feedback, Site supervisor surveys

Note. Adopted from “Praslova, L. (2010). Adaptation of Kirkparticks’s four level model of training criteria to assessment of learning outcomes and program evaluation in higher education. *Educational Assessment, Evaluation and Accountability*, 22, 215-225.

*Indicates a measure also used for SACS Accreditation

** Indicates a measure also used for NCATE Accreditation

***Indicates measure used for both SACS and NCATE Accreditation

Professional Fitness Review Form

Student: _____ Faculty: _____

Semester: _____ Year: _____

Course(s) enrolled: _____

Evaluation Criteria

1. No opportunity to observe, 2. Does not meet criteria for program level, 3. Meets criteria only minimally or inconsistently for program level, 4. Meets criteria consistently at program level, 5. Exceeds criteria consistently at program level

PROFESSIONAL FITNESS CATEGORIES:

• Professional Responsibility	
The student relates to peers, professors and others in an appropriate professional manner.	① ② ③ ④ ⑤
The student does not exploit or mislead other people during or after professional relationships.	① ② ③ ④ ⑤
The student applies legal and ethical standards during the training program.	① ② ③ ④ ⑤
• Competence	
The student takes responsibility for compensating for his/her deficiencies.	① ② ③ ④ ⑤
The student provides only those services and applies only those techniques for which he/she is qualified by education, training or experience.	① ② ③ ④ ⑤
The student demonstrates basic cognitive skills and appropriate affect in response to clients.	① ② ③ ④ ⑤
• Compartment	
The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	① ② ③ ④ ⑤
The student demonstrates honesty and fairness both personally and professionally.	① ② ③ ④ ⑤
The student is aware of his/her own belief systems, values, and limitations do not actively affect his/her professional work.	① ② ③ ④ ⑤
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	① ② ③ ④ ⑤
• Integrity	
The student does not make statements that are false, misleading, or deceptive.	① ② ③ ④ ⑤
The student respects the fundamental rights, dignity, and worth of all people.	① ② ③ ④ ⑤
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.	① ② ③ ④ ⑤
The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	① ② ③ ④ ⑤
The student behaves in accordance with the programs accepted code(s) of ethics/standards of practice.	① ② ③ ④ ⑤
• Performance in Coursework	
The student displays a desire to learn and grow as a professional counselor.	① ② ③ ④ ⑤
The student attends class regularly and demonstrates a positive attitude toward class and coursework.	① ② ③ ④ ⑤
The student demonstrates open-mindedness and flexibility related to information presented in course(s).	① ② ③ ④ ⑤
The student possesses the cognitive abilities to be successful in coursework.	① ② ③ ④ ⑤

Highlights of the 2005 ACA Code of Ethics

Harriet L. Glosoff and Michael M. Kocet

Note: The following article is an abbreviated version of the 2005 ACA Code of Ethics. It was downloaded from <http://www.counseling.org/Resources/CodeofEthics/TP/HOME/CT2.aspx>, on 10 April, 2010. To obtain a full copy of the ACA Code of Ethics go to the above listed link.

The American Counseling Association recently adopted a new Code of Ethics, effective July 1, 2005. For a code of ethics to be useful to a group of professionals, it must be a living document, one that is updated to reflect changes in society and the profession. The process of revising a code affords professional organizations an opportunity to examine current practices and clinical, social, and ethical issues faced by its members. Since ACA, then the American Personnel and Guidance Association, adopted its first Code of Ethics in 1963, the Code has been revised approximately every 7 to 10 years. The purpose of this article is to provide a brief overview of the revision process and some of the changes that were made to the 1995 Code of Ethics and Standards of Practice.

Revision Process

In 2002 David Kaplan, then ACA president, appointed the following members to serve on the ACA Ethics Code Revision Taskforce: John Bloom, Tammy Bringaze, Rocco Cottone, Harriet Glosoff, Barbara Herlihy, Michael Kocet (Chair), Courtland Lee, Judy Miranti, Christine Moll, and Vilia Tarvydas. The taskforce members were assisted by two doctoral students, Anna Harpster and Michael Hartley, who served as note-takers during the process.

The revision process took approximately 3 years, with taskforce members initially meeting for telephone conference calls approximately once a month. The committee communicated regularly between meetings by e-mail and worked in subcommittees to review sections of the Code and to draft recommended changes. The entire group discussed all recommendations and made revisions to each section. As they continued in their work, the taskforce members met at least biweekly to create a draft code of ethics that was published in *Counseling Today* and posted on the ACA Web site. ACA provided members with the opportunity to provide feedback to the taskforce. In addition, the taskforce sought guidance from ACA leadership and from outside experts as they worked on sections of the draft. Finally, ACA sponsored town hall meetings at the 2004 and 2005 national conventions during which ACA members met with the taskforce, discussed highlights of the draft document, and provided feedback.

In comparing the 1995 Code of Ethics and Standards of Practice and the 2005 ACA Code of Ethics, readers will note many differences. It is beyond the scope of this article to present a comprehensive comparison of the two documents. Instead, we call your attention to a few major differences in the 2005 ACA Code of Ethics.

Introduction to the Code of Ethics

The 2005 ACA Code of Ethics consists of the same eight main sections as the 1995 document with some changes in the titles. Following are the eight areas with differences in the titles of the 1995 sections, if any, in parentheses:

- A. The Counseling Relationship;
- B. Confidentiality, Privileged Communication, and Privacy (Confidentiality);
- C. Professional Responsibility;

- D. Relationship With Other Professionals;
- E. Evaluation, Assessment, and Interpretation;
- F. Supervision, Training, and Teaching (Teaching, Training, and Supervision);
- G. Research and Publication; and
- H. Resolving Ethical Issues.

Readers of the new Code will notice there is no longer a reference to Standards of Practice, which was part of the title of the 1995 document. The intent of the Standards of Practice was to offer a concise outline of minimum expectations for ethical behaviors, more behavioral than aspirational in nature. Rather than finding the Standards helpful, however, individuals found these confusing in terms of using the document in their day-to-day lives and their ethical decision-making processes. Further, people were unclear of how the Standards of Practice were used in adjudication of accused violations of the Code of Ethics. Based on feedback, the Standards of Practice were integrated into the body of the 2005 Code.

Preamble and Purposes

The Preamble has been updated to address issues of cultural context and values that inform the development and interpretation of the 2005 Code. In addition, another new feature of the Code is the section that outlines five main purposes of the ACA Code of Ethics as follows: (1) to enable the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members; (2) to support the mission of the association; (3) to establish principles that define ethical behavior and best practices; (4) to serve as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession; and (5) to serve as the basis for processing of ethical complaints and inquiries initiated against members of the association. In presenting the purposes of the 2005 Code, ACA includes a discussion of the new introductions to each section.

The introductions now found at the beginning of each of the eight sections are meant to set a tone for each section. Each introduction “helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the ACA Code of Ethics” (ACA, 2005, p. 3). In addition to asking counselors to reflect on ethical mandates presented in the Code, the new introduction to the Code notes that counselors should recognize that there are reasonable differences of opinion regarding which values, ethical principles, and ethical standards should be applied when faced with ethical dilemmas. Counselors are now expected to be familiar with a credible model of ethical decision making that “can bear public scrutiny and its application” (ACA, 2005, p. 3).

One charge given to the taskforce by the ACA Governing Council was for the members to draft recommended changes to the 1995 Code with special (but not exclusive) consideration of cultural and social justice issues faced by counselors in today’s complex world. Before presenting a few highlights of changes in each of the eight sections, we briefly review some ways that cultural issues are infused in the 2005 Code.

Multicultural and Diversity Issues

As noted, an important component threaded through the 2005 ACA Code of Ethics is an emphasis on multicultural and diversity issues facing counseling professionals. The majority of

introductory statements speak specifically to ethical obligations of counselors to consider cultural contexts related to the standards in the related sections. For example, the introduction to Section G, Research and Publications, ends with “Counselors minimize bias and respect diversity in designing and implementing research programs” (ACA 2005, p. 16).

Following are just a few examples of ways in which issues of culture, diversity, and social justice are addressed in the new ACA Code of Ethics. Standard A.1.d. was changed from “Family Involvement” to “Support Network Involvement” and broadens the concept of family to include any person from the perspective of the client who plays a central role in that person’s life. New Standard A.10.e. Receiving Gifts states that “Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude.” The 2005 Code also brings attention to the need for counselors to be aware of and sensitive to cultural meanings of confidentiality and privacy as well (see Standard B.1.a. Multicultural/Diversity Considerations). Just one more example of the recognition of how cultural and social issues affect the counseling relationship is the new Standard E.5.c., which directs counselors to “recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.” We now briefly highlight some other changes and new standards in each of the sections.

Section A

ACA made several additions to this section. The standards related to boundary issues between counselors and clients and counselors and former clients seem to reflect a paradigm shift that is taking place in the counseling profession. Previously, there was an emphasis on the need to avoid any type of nonprofessional relationship with clients with no recognition that not all types of “dual relationships” may be harmful. The 2005 Code contains a new standard, A.5.d., which speaks, albeit with cautions, to potentially beneficial interactions between counselors and clients that go beyond the traditional professional counseling relationship. Please consult standard A.5.d. to learn more about potentially beneficial relationships and factors that should be considered. Another change related to boundary issues is in Standard A.5.b., which changes the prohibition on having sexual or romantic relationships with former clients from 2 to 5 years while expanding the language to include such relationships with romantic partners or family members of former clients.

A significant addition to the 2005 ACA Code of Ethics is Section A.9., which provides guidance to counselors serving clients who are terminally ill. The American Counseling Association is one of the few national mental health organizations to specifically address end-of-life care in its Code of Ethics. In doing so, ACA does not endorse one way of approaching this sensitive issue. Rather it directs counselors to take measures that enable clients

1. to obtain high quality end-of-life care....;
2. to exercise the highest degree of self-determination possible;
3. to be given every opportunity to engage in informed decision making regarding their end-of-life care; and to
4. receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice. (A.9.a., p. 5)

Counselors facing end-of-life issues are also ethically responsible for seeking supervision and consultation to help clients receive competent care from a wide range of professionals.

Section A.12. Technology Applications greatly expands on the same section in the 1995 Code. ACA integrated the Ethical Standards for Internet Online Counseling adopted by ACA in 1999 into the new Section A.12. and broadened the ethical use of technology in research, record keeping, and the provision of services to consumers.

Section B

One major change in Section B is an increased discussion of privacy and confidentiality when working with clients who are minors or adults who cannot give informed consent. Standards B.5.a., B.5.b., and B.5.c. outline the need for counselors to protect the confidentiality of such clients and to include clients in decisions about the disclosure of confidential information while being “sensitive to the cultural diversity of families” and respecting “the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges.” Counselors are expected to “work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.”

Although we cannot review all the changes in Section B, there are two that we want to bring to the attention of readers. First, Standard B.3.f., also new to the 2005 Code of Ethics, reminds counselors that they are required to protect the confidentiality of deceased clients. Second, there is a significant change related to family counseling. Standard B.2.b. (Family counseling) of the 1995 Code stated that “...information about one family member cannot be disclosed to another member without permission. Counselors protect the privacy rights of each family member.” Standard B.4.b. of the 2005 ACA Code of Ethics, now called Couples and Family Counseling, addresses the need of counselors to “clearly define who is considered ‘the client’ and to discuss expectations and limitations of confidentiality” and to “seek agreement and document in writing such agreement among all involved parties having capacity to give consent, concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.”

Section C

More detailed language was added to this section on counselor impairment in Standard C.2.g. In addition to counselors being responsible to seek assistance for problems that reach the level of professional impairment, we are now also ethically obligated to “assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted.” In addition, a section was added that addresses the importance of all counseling professionals, regardless of setting, to create a plan for the transfer of clients and records to an appropriate colleague in the event of a counselor’s incapacitation, death, or termination of practice (Standard C.2.h.).

Another addition to the ACA Code of Ethics is Standard C.6.e. Scientific Bases for Treatment Modalities. Although the 1995 Code directed counselors to monitor their effectiveness, it did not speak to our responsibility to base techniques and treatment plans on theory and/or empirical or scientific results. Standard C.6.e. further states that “counselors who do not must define the techniques/procedures as ‘unproven’ or ‘developing’ and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm.”

Section D

Counselors across work settings are often part of interdisciplinary teams. There are several new standards that address responsibilities to develop and strengthen relationships with colleagues from other disciplines to best serve clients (Standard D.1.b.); to keep the focus on the well-being of clients by “drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines” (Standard D.1.c.); and to clarify professional roles, parameters of confidentiality, and ethical obligations of the team and its members (Standards D.1.d., D.1.e.).

Section E

One noteworthy change in this section is the terminology used. For example, the word tests used in the 1995 Code has been replaced with the word assessment, which has a broader, more holistic meaning. There are two other significant changes from the 1995 document. The first is the addition of Standard E.5.c., which we previously discussed. The second is the acknowledgement that over the past 10 years, counselors have increased their presence in legal proceedings including forensic evaluations. This led to the inclusion of new Standards E.13.a. through E.13.d. that address the need for counselors to understand their primary obligations when conducting forensic evaluations, how these obligations differ from those involved in counseling, and their responsibility to explain this to clients. The new standards also prohibit counselors from conducting forensic evaluations with clients they are counseling or have counseled and to “avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past” (Standard E.13.d.).

Section F

This section has been reorganized since 1995 and greatly expanded in terms of noting ethical obligations of counselors who supervise counseling students, trainees, and staff. It now includes many of the standards noted in the 1993 Ethical Guidelines for Counseling Supervisors published by the Association for Counselor Education and Supervision (a division of ACA). Section F focuses on counselor supervision and client welfare across settings, informed consent in the supervisory relationship, competence of counseling supervisors, supervisor responsibilities, potentially harmful and beneficial relationships between supervisors and supervisees and between faculty members and students, student welfare and orientation, self-growth experiences, impairment of counseling students and supervisees, ethical evaluation of the performance of supervisees and students, and endorsement of supervisees and students. The changes are too substantial to review in this article, and we encourage counselors, supervisors, supervisees, counselor educators, and counseling students to closely review this section.

Section G

Readers will notice that the term research subjects used in the 1995 Code of Ethics and Standards of Practice has been replaced with the term research participants, meant to be more inclusive and less clinically detached. This section provides guidance to counselors in the appropriate handling of records during the research process, informed consent with research

participants, and confidentiality of people involved with research projects. Although research is often conducted by faculty members of counselor education programs, there are counselors practicing in a variety of settings who also engage in research. According to new Standard G.1.c., when these “independent researchers do not have access to an Institutional Review Board (IRB),” they have an ethical obligation “to consult with researchers who are familiar with IRB procedures to provide appropriate safeguards” for research participants. Section G also addresses issues related to publication. There is a new standard specifically stating that counselors do not plagiarize the work of others (Standard G.5.b.). In addition, Standard G.4.e. from the 1995 Code, which addressed the professional review of material submitted for publication, has been expanded in the new Standard G.5.h.

Section H

The 2005 ACA Code of Ethics provides greater clarity to counselors about ways to address potential conflicts between ethical guidelines and legal requirements. Standard H.1.b. notes that in such situations, counselors “make known their commitment to the ACA Code of Ethics and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.” Another change in this section is the expanded list of potential agencies/organizations to which information regarding suspected or documented ethical violations may be reported to include “state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or . . . the appropriate institutional authorities” (Standard H.2.c.). Finally, there is a new standard (H.2.g.) that protects the rights of ACA members who have made or been the subject of an ethics complaint.

Conclusion

As previously mentioned, our intent in writing this article is to provide a brief overview of the revision process and a general overview of some changes that were made to the 1995 Code of Ethics and Standards of Practice. We believe it is critical for counselors, as well as an ethical obligation, to thoroughly review the entire 2005 ACA Code of Ethics to understand how to apply the new Code to their day-to-day practice. No code of ethics can address any and all situations that counselors may face. Consulting with ethics experts in the field on specific standards, therefore, becomes quite important. One way of doing this is to ask the ACA Ethics Committee for a formal interpretation of the 2005 ACA Code of Ethics by submitting a scenario and question(s) about specific standards to the ACA Ethics Committee staff liaison.

References

- American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.
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