

PURDUE
UNIVERSITY®
FORT WAYNE*

COUNSELOR EDUCATION
GRADUATE STUDENT HANDBOOK
2018

Purdue Fort Wayne
Counselor Education Program
School of Education
College of Professional Studies
2101 Coliseum Blvd. East
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CONTACT AND COMMUNICATION

PROGRAM FACULTY

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PROGRAM STAFF

| | |
|---|----------|
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SCHOOL COUNSELOR LICENSING

Mr. Jim Beard (beardj@pfw.edu)..... 481-6449

PROGRAM OFFICE

The Counselor Education faculty offices and mailboxes are located in Neff Hall, Suite 250. Students seeking information or appointments with faculty members should contact the faculty member directly. The office is staffed by Dawn Adams or Cheryl Wolever between the hours of 8:00 a.m. and 5:00 p.m.

COMMUNICATION WITH STUDENTS

It is important that we be able to keep in regular communication with all Counselor Education students. Please be sure we have your current local address and phone number. If you change your name, address, or phone number during the year, it is your responsibility to contact the Ms. Dawn Adams (481-6861; adamd@pfw.edu) with these changes. Please be certain to inform the PFW Registrar of any changes as well.

Much of our communication with students will occur via email. Upon entering the program you will be assigned a university email address; this is the address we will use for communicating

with you. Therefore, if you will not be actively using your university email address, it is your responsibility to have that address linked to the active email address of your choice.

Finally, when you graduate you may leave us, but we do not want to lose contact with you. It is important to us in the Counselor Education program that we keep in contact with our graduates. We therefore ask that when you relocate or change addresses, please let us know where you are. Please also keep us current as to your professional activities and accomplishments. You may do this through the PFW Counselor Education Facebook Group and/or by contacting Dawn Adams or Dr. Fineran. You may receive post-graduate surveys asking about how your education at PFW has prepared you for your professional activities- please consider filling out and returning these requests for information.

WELCOME TO THE COUNSELOR EDUCATION PROGRAM

Welcome to the Counselor Education program in the School of Education at Purdue Fort Wayne, formerly known as Indiana University-Purdue University Fort Wayne. The school officially transitioned to Purdue Fort Wayne as of July 1, 2018. As students who started the program before July 1, 2018, you will have the option of choosing to receive your degree from Indiana University or Purdue University. All students beginning the program after July 1, 2018 will receive their degrees from Purdue University.

As members of the Counselor Education faculty, we invite you to participate in an educational program that we trust will prove challenging, stimulating, and valuable. In our program, we offer Master's Degree Programs in both Clinical Mental Health Counseling (formerly known as Couple and Family Counseling) and School Counseling. The Clinical Mental Health Counseling (CMHC) program is designed to prepare students for the Licensed Mental Health Counselor (LMHC) license in Indiana. The School Counseling (SC) program is designed to prepare students to be Licensed School Counselors (K-12) in Indiana. Additional post-graduation requirements must also be met for full licensure; these requirements will be carefully reviewed with students throughout the program.

As faculty members, we are committed to your professional development and success as individuals as well as to fostering a cohesive learning community. This Counselor Education Graduate Student Handbook is intended to highlight relevant information about resources, policies, and procedures to help you make the most of your training in the program. More detailed information regarding the program is available from your program faculty advisor, the Director of Counselor Education, and from the School of Education. Dr. Fineran is the Director of Counselor Education, Dr. Isabel Nunez is the Director of the School of Education, and Dr. James Burg is the Dean of the College of Professional Studies. For university policies and procedures applicable to all graduate students, consult the PFW Graduate Bulletin.

Counselor Education Program Mission

We in the Counselor Education program at PFW strive to be a premiere training institution where we prepare clinically skilled, research-informed, compassionate, and reflective professional counselors. We are committed to providing a multidimensional training philosophy that involves an emphasis on mental "health" (vs. pathology), the value attached to understanding common developmental themes occurring throughout the lifespan, and an orientation in which counselors conceptualize individuals as embedded interactionally within multiple systems. We believe that an understanding and appreciation of multiculturalism, diversity, and social justice are integral to

the preparation of professional counselors. As such, we are committed to developing professionals who are advocates for both individual and systemic change at local through global levels.

Clinical Mental Health Counseling Program Objectives

PFW Clinical Mental Health Counseling Track Students and Graduates will:

1. Demonstrate mastery of core counseling knowledge and practical skills necessary for licensure as a Mental Health Counseling (LMHC) in the state of Indiana.
2. Demonstrate an understanding of, and effectiveness in, working with issues of diversity such as moral, social, cultural, racial, sexual, political, and economic issues in counseling-related contexts.
3. Demonstrate effective skills as a scholar-practitioner such as investigating, critiquing, evaluating, and understanding the research base in the counseling field in addition to the ability to assess the effectiveness of their own work with clients and agencies.
4. Demonstrate a professional counseling identity through an understanding of the foundations of the field, ethics, legal issues, and licensing standards, in addition taking on leadership roles and being vocal advocates for their clients and the profession of counseling.

School Counseling Program Objectives

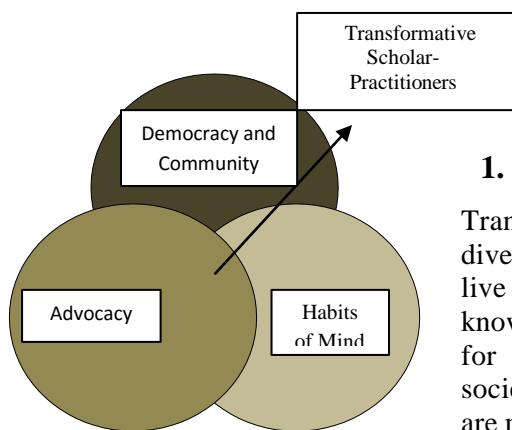
PFW School Counseling Track Students and Graduates will:

1. Demonstrate mastery of core counseling knowledge and practical skills necessary for licensure as a school counselor in the state of Indiana.
2. Demonstrate an understanding of, and effectiveness in, working with issues of diversity such as moral, social, cultural, racial, sexual, political, and economic issues in school and counseling-related contexts.
3. Demonstrate effective skills as a scholar-practitioner-educator such as investigating, critiquing, evaluating, and understanding the research base in the field of school counseling, in addition to the ability to assess the effectiveness of school counseling programs and their own work with students and school communities.
4. Demonstrate a professional counseling identity through an understanding of the foundations of the field, ethics, legal issues, and licensing standards, in addition taking on leadership roles and being vocal advocates for the profession of school counseling and school communities.

Conceptual Framework

The Counselor Education Program is also committed to the Conceptual Framework of the former Professional Studies and Educational Studies Departments (this framework will likely be updated as part of the transition to PFW and the new college/school structure):

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

1. Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.

2. Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.

3. Advocacy

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.

1st Year 2018/2019***SUMMER 2018***

EDU 50200 Professional Orientation and Ethics (3 credits)
EDU 58000 Essential Counseling Skills (3 credits) (check section number)

FALL 2018

EDU 57500 Multicultural Counseling (3 credits)
EDU 50300 Counseling Theories and Techniques I (3 credits)
EDU 50100 Lab/Field Experience (0 credit) (stay until 8:30pm after theories)

SPRING 2019

EDU 50400 Counseling Theories and Techniques II (3 credits)
EDU 58000 Diagnosis and Treatment Planning (3 credits) (check section number)

SUMMER I 2019

EDU 51400 Lifespan Development (3 credits) (likely hybrid)
EDU 55200 Career Counseling Theory and Practice (3 credits) (likely hybrid) (could also be listed as 58000)

SUMMER II 2019

EDU 58000 Child & Adolescent Counseling (3 credits) (likely hybrid) (check section number)

2nd Year 2019/2020***FALL 2019***

EDU 52400 Practicum in Counseling (3 credits) (daytime option) (plan to stay until 10pm)
EDU 56700 Introduction to Marriage & Family Counseling (3 credits)

SPRING 2020

EDU 52500 Advanced Counseling Practicum (3 credits) (day and time remain the same from fall semester)
EDU 58000 Foundations of Mental Health Counseling (3 credits) (check section number)

SUMMER I 2020

EDU 58000 Trauma and Addictions Counseling (3 credits) (check section number)
EDU 55000 Internship in Counseling and Guidance (3 credits) (this is in the PFW clinic)

SUMMER II 2020

EDU 50500 Individual Appraisal: Principles & Procedures (3 credits)
EDU 55000 Internship in Counseling and Guidance (continued from summer I)

3rd Year 2020/2021***FALL 2020***

EDU 53200 Introduction to Group Counseling (3 credits)
EDU 55100 Advanced Internship in Counseling (3 credits) (in the field)

SPRING 2021

EDU 55100 Advanced Internship in Counseling (3 credits) (continued in the field)
EDU 59000 Research in Counseling & Guidance (3 credits) (thesis or capstone optional)

Total Credits: 60



**2018 COHORT
SCHOOL COUNSELING
CURRICULUM CHECK SHEET**

1st Year 2018/2019

SUMMER 2018

EDU 50200 Professional Orientation and Ethics (3 credits)

EDU 58000 Essential Counseling Skills (3 credits)

FALL 2018

EDU 57500 Multicultural Counseling (3 credits)

EDU 50300 Counseling Theories and Techniques I (3 credits)

EDU 50100 Lab/Field Experience (0 credit) (stay until 8:30pm after theories)

SPRING 2019

EDU 50400 Counseling Theories and Techniques II (3 credits)

EDU 54002 Organization & Development of Counseling Programs (3 credits)

SUMMER I 2019

EDU 51400 Lifespan Development (3 credits) (likely hybrid)

SUMMER II 2019

EDU 58000 Child & Adolescent Counseling (3 credits) (likely hybrid)

2nd Year 2019/2020

FALL 2019

EDU 52400 Practicum in Counseling (3 credits) (daytime option) (plan to stay until 10pm)

EDU 55200 Career and Academic Counseling (3 credits) (check section number)

SPRING 2020

EDU 52500 Advanced Counseling Practicum (3 credits) (day and time remain the same from fall semester)

EDU 56200 School Counseling: Intervention, Consultation, & Program Development (3 credits)

SUMMER I 2020

EDU 50500 Introduction to Special Education (3 credits) (often online or hybrid)

SUMMER II 2020

EDU 50500 Individual Appraisal: Principles & Procedures (3 credits)

3rd Year 2020/2021

FALL 2020

EDU 53200 Introduction to Group Counseling (3 credits)

EDU 55100 Advanced Internship in Counseling (3 credits) (in the field)

SPRING 2021

EDU 55100 Advanced Internship in Counseling (3 credits) (in the field)

EDU 59000 Research in Counseling & Guidance (3 credits) (thesis or capstone optional)

Total Credits: 54

Revised August 2018

Counselor Education Program Policies

CE PROGRAM CRITERIA FOR ADMISSION, RETENTION, & GRADUATION

Admission Requirements

- Undergraduate degree from an accredited institution
- Undergraduate GPA at or above 3.0 (or demonstration of ability to succeed in graduate school through demonstrated through other equivalent measures such as graduate coursework GPA or GRE scores)
- 2 professional letters of recommendation
- Statement of purpose (a 2-page statement of the applicant's goals for entering the CE program, qualifications and/or experience, and other applicable information)
- Applicant Interview

Academic Standing, Remediation and Dismissal

- Consistent with the PFW Graduate Bulletin, all students must maintain a minimum cumulative GPA of 3.0 to remain in good standing. Students with a cumulative GPA of below 3.0 will be placed on academic probation, and will be required to bring their GPAs up to 3.0 during their next semester of enrollment or they will be recommended to the Dean of the College of Professional Studies for dismissal from the program.
- Students who receive one grade of 'C+' or lower for a course in the program will be placed on academic probation. Students earning a second course grade of 'C+' or lower will be recommended to the Dean of the College of Professional Studies for dismissal from the program.
- Any course in which a student receives a grade of 'D' or 'F' (any version) must be retaken.
- Any student placed on academic probation will meet with his or her program faculty advisor to develop a remediation plan in order to assist the student in successfully moving off of probation. The faculty advisor will present this remediation plan for approval by the CE program director prior to the student engaging in the remediation activities.
- Additionally, students enrolled in the Counselor Education program must maintain the following academic criteria:
 - All students must successfully complete both 524 (Practicum) and 525 (Advanced Practicum) with a grade of A or B (any version) to be admitted to Internship.
 - CMHC students must successfully complete one semester of 550 (Internship) and two semesters of 551 (Advanced Internship) with a grade of A or B (any version) in order to graduate.

- SC students must successfully complete one semester of 550 (Internship) and one semester of 551 (Advanced Internship) with a grade of A or B (any version) in order to graduate.
- It is suggested that students who earn a “B-” in a course discuss this with their advisor, as this is often a warning sign of unsatisfactory academic progress.

Grading Policy

All final course grades in the Counselor Education Program are assigned as delineated in the chart below:

| Percentage Equivalent | Letter Grade | Grade Points |
|------------------------------|---------------------|---------------------|
| 99-100 | A+ | 4.0 |
| 94-98 | A | 4.0 |
| 90-93 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| 59 and below | F | 0.0 |

Grade Appeals

PFW’s grade appeal policy applies to all students in the Counselor Education program. It is as follows: The grade appeals policy applies to all students enrolled at PFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error. In appealing, the student must support in writing the allegation that an improper decision has been made and must specify the remedy sought. The student should seek the assistance of the PFW Dean of Students in pursuing the appeal. During an appeal, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. The student may have an advisor or friend present during all meetings with faculty members, administrators, and/or committees; he

or she may advise the student but may not speak for the student during the meetings. Grades may be changed only by a university authority upon the decision of the grade appeals subcommittee or by the instructor any time prior to the decision of the grade appeals subcommittee.

Appeal deadlines. An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each step must be reported within 30 calendar days of the filing of an appeal at that step, provided that this deadline falls within the regular academic year (fall or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

Steps in the Process of a Grade Appeal

Step 1. *Course instructor:* The student makes an appointment with his or her instructor to discuss the matter. If the instructor is unavailable, the department or program chair shall authorize an extension of time or allow the student to proceed to Step 2. If the chair is unavailable, the dean of the college or school shall authorize the extension.

Step 2. *College/school/department/program:* If the matter has not been resolved at Step 1, the student makes an appointment with the chair of the department or program offering the course, who may make an informal attempt to resolve the appeal. If the appeal is not resolved informally, the chair will direct the student procedurally in making an appeal to the college, school, department, or program committee. Only one committee shall hear the appeal in Step 2. The student filing an appeal shall have the opportunity to be heard in person by the committee.

Step 3. *Grade appeals subcommittee:* If the matter has not been resolved at Step 2, the student makes an appointment with the dean of students, who will direct the student procedurally in submitting the case to the grade appeals subcommittee.

College/school/department/program appeals procedure. Each college, school, department or program will establish appeals procedures that provide for a committee of three or more faculty members responsible for hearing grade appeals related to courses listed or administered by that college/school/department/program if those appeals have not been satisfactorily resolved

between the student and the instructor or informally by the department chair. The procedures established by each college, school, department or program shall provide for each case to be heard by only one such committee. The procedure shall provide the opportunity for the student to be heard in person and for the decision to be reported in writing to the student and the instructor. A copy of each unit's procedures will be given to the vice chancellor for academic affairs, to the dean of students, and to students, upon request.

Grade appeals subcommittee. This subcommittee shall consist of nine members elected from among the Voting Faculty according to procedures specified in the Bylaws of the Senate. Before hearing the details of a case, the subcommittee will decide by majority vote whether to consider the appeal and will report its decision in writing within 30 calendar days. The bases for a decision to consider an appeal may include (but not be limited to) a finding that (1) improper procedures have been followed by university employees at earlier steps of the appeal; (2) new information is present; or (3) the instructor has declined to accept the college, school, department, or program committee's recommendation. No member of the subcommittee may take part in an appeal involving a course or instructor from the member's department or program. Members should also recuse themselves from cases in which they have potential conflicts of interest, personal involvement, schedules that will interfere with hearing the appeal in a timely manner, or other disqualifying causes. From those members remaining, the chair will elect the five-person hearing panel. The panel members will elect a chair who will be responsible for making arrangements related to the case. If the case is to be heard, the hearing will take place within 30 days of the decision to hear the appeal, or within 30 days of the start of the fall semester, whichever is applicable. Each member of the panel will vote on whether the appeal is valid, and if so, on what remedy should be provided. If the panel, by majority vote, finds in favor of changing a grade, the chair shall report this finding to the registrar and to the parties listed below. The decision of the panel is binding on all parties and may not be appealed.

Reporting of subcommittee and panel decisions. The subcommittee and each panel shall report its finding and actions to the student; the college, school, department, or program from which the appeal came; the instructor; the chair of the student's department; the dean or director of the student's school or division; the dean of students; and (in the case of a panel decision) the chair of the grade appeals subcommittee.

Academic Integrity

All Counselor Education students are bound by the PFW Code of Student Rights, Responsibilities and Conduct as described in the PFW Graduate Bulletin and which can be found at: <http://bulletin.ipfw.edu/content.php?catoid=44&navoid=1204>. All students must also maintain the highest level of academic honesty as described in the Ethical Standards of the American Counseling Association, the American School Counseling Association, and the Publications Manual of the American Psychological Association. All students are expected to understand and comply with these policies; ignorance of the codes is not a valid excuse for an act of academic dishonesty.

CE PROGRAM STUDENT BEHAVIOR REVIEW POLICY

The PFW Counselor Education Program prepares graduates for licensure in the State of Indiana as LMHCs or School Counselors. These licenses require clinical experience as a part of graduate training. Additionally, these licenses require graduates to perform their duties in an ethical and professional manner. The program, in compliance with the Ethical Standards, Standards of Preparation, and Professional Conduct Codes of the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), abides by these standards and holds students to these same standards as well. Inability to complete academic and clinical components of the curriculum due to emotional or behavioral issues, or inability to demonstrate professional and ethical behavior as defined by these organizations, may result in dismissal from the program.

The following behavior review policy is intended to ensure that students successfully complete the academic and clinical components of the program and demonstrate appropriate ethical and professional behavior. This policy applies to all students in the program. A full description of the policy, along with desired professional characteristics of counseling students, is included in Appendix A.

The behavior review policy enables the faculty to share information about student progress. Student review is an item on the agenda on all regular Counselor Education faculty meetings. At that time, any questions about students may be raised for faculty consideration. Once a year, a faculty meeting is set aside for student review. At this meeting, the progress of all students in the counseling program is assessed. Students who are not making satisfactory progress or about whom

faculty members have expressed significant concern are asked to make an appointment with their faculty advisors in order to facilitate appropriate program adjustment.

If, in the professional judgment of a Counselor Education faculty member, a student is underperforming academically or if the student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the following steps are taken (according to the student's right to due process):

1. The faculty member(s) who has become aware of a problem will meet with the student. The student will at this time be made aware of the concerns and be allowed to respond. The student may also request to have another faculty member or the program director present at the meeting. The faculty member(s) will outline desired changes in the student's behavior and recommendations for improvement. This meeting will be documented in writing by the faculty member(s). Examples of problems which may be addressed include, but are not limited to:

- Affect, emotions, or behaviors that negatively impact academic or clinical performance;
- Ineffective interpersonal skills;
- Lack of respect for the feelings, opinions, knowledge, and abilities of others;
- Lack of awareness of social and professional behaviors and expectations;
- Unwillingness/inability to reflect upon and take responsibility for own behavior;
- Unwillingness/inability to accept suggestions positively and modify behavior appropriately.

If requirements are placed upon the student for continuation in the counseling program, these requirements must be approved by the program director. The report, including recommendation and/or requirements, will be placed in the student's file and a copy will be provided to the student. Included in this report will be an appropriate timeline for the necessary modifications of behavior.

If deemed necessary, the recommendations made by the faculty member(s) may include immediate suspension of clinical privileges in practicum or internship until the necessary behavioral modifications have been made.

Following the meeting between the faculty member(s) and the student, if the student wishes to appeal the results of the meeting including any recommendations or requirements that were outlined, the student may appeal to the Student Affairs Committee of the School of Education

by contacting the Director of the School of Education, Dr. Isabel Nunez at 260-481-6450 or nunezi@pfw.edu.

2. The Director of Counselor Education and/or the student's advisor will monitor and document the student's progress or lack of progress in carrying out the written plan and recommendations. The student's failure to comply with the recommendations in the specified timeline may lead to the student's file being forwarded to the Dean of the CPS or the PFW Dean of Students with a recommendation that the student be dismissed from the program.

3. If the student is not satisfied with the decision of the Dean of the CPS or the Dean of Students, he or she may subsequently follow the appeals procedure of Purdue Fort Wayne, listed in the PFW Code of Student Rights, Responsibilities, and Conduct in the graduate bulletin at <http://bulletin.ipfw.edu>.

ADDITIONAL COUNSELOR EDUCATION PROGRAM POLICIES

Class Attendance

Courses in the Counselor Education program are designed to be interactive and offer many opportunities for discussion, reflection, and experiential learning. As such, class time is an essential part of students' learning and students are expected to attend all classes. Students should not miss classes except for valid reasons such as illness, accidents, or participation in officially approved university activities. When absent from classes, it is the student's responsibility to inform his or her instructors of the reason for the absence as early as possible and to arrange to make up missed assignments and class work insofar as this is possible. Specific attendance policies will be presented by faculty in course syllabi. Because hours in practicum and internship courses are counted toward supervision and licensure and there is a significant responsibility for client welfare, students may miss a maximum of 2 classes per semester. If three classes are missed, the student will need to withdraw from the course in order to prevent a failing grade.

Faculty/Staff Evaluation

Students will have the opportunity to regularly review faculty/instructor performance through teaching evaluations that occur at the conclusion of each course. We ask that all students complete a course evaluation for all courses. Additionally, some faculty/instructors may employ additional evaluation practices such as mid-term course evaluations and teaching observations or recording. If students have complaints about a faculty member/staff member/instructor, they must first discuss their concerns with that faculty member/staff member/instructor. If the concerns are

unresolved, students may contact the Director of Counselor Education (Dr. Fineran) and/or the Director of the School of Education (Dr. Nunez). If students feel unsafe approaching a faculty member directly for any reason, they may approach the Directors directly, with the understanding that based on the concern, the student may be referred back to the instructor.

Student Program Revisions

The Counselor Education Program is operated as a cohort program in which students progress through a sequenced program of study as a group. Under rare circumstances a student may need to revise or delay their program of study. If this occurs, students must consult with their assigned faculty advisor and the Director of Counselor Education to submit a revised plan of study. **All program revisions must be approved by the Director of Counselor Education and documented in the student's file.**

Clinical Work in the Program

Students will be required to attend two additional trainings during their second year in the program: Suicide Assessment and Intervention Training (typically held in September/October) and Practicum Orientation (August prior to the start of practicum). Students will be given practicum and internship handbooks that detail the requirements for all clinical coursework. Details regarding purchasing required professional liability insurance are included in the handbooks.

Additionally, students will be required to attend a minimum of 10 hours of group counseling as members of a personal growth group during their time in the program; this group counseling experience may be led by more advanced students in the counseling program. Students will complete an informed consent form for this experience. Students who do not wish to participate in this experience will need to attend another group counseling experience approved by the Director of Counselor Education for the 10 hour requirement at their own expense. An informed consent form or alternative agreement form is included at the end of this handbook.

Non-Supervised Counseling Activities of Graduate Students

The position of the Counselor Education faculty is that students enrolled in the program will not engage in unsupervised counseling activities. It is the purpose of this statement to clarify those conditions under which students can obtain permission to engage in counseling activities independent of required practicum, internship, and group counseling experiences.

This policy applies to any student enrolled in a degree program or in a non-degree program of study approved by the faculty. ***The policy does not apply to students who engage in counseling***

under the auspices of a school or agency in which they are employed, and in which there are established administrative and supervisory procedures. Although students employed in settings providing on-site licensed supervision are exempt, the university does not assume legal liability for the clinical work of the students in these instances.

Any student wishing to advertise or perform counseling (individual, group, marriage, or family) should secure the written permission of the Director of Counselor Education. Permission will be granted only when it is clear that the student: (a) is competent to perform the counseling, (b) has arranged for acceptable supervision on a regular basis, (c) does not imply in advertising or otherwise that he or she is a licensed counselor, and (d) will conduct the proposed activities during acceptable hours in a professional setting. The written approval of the Director of Counselor Education must be placed in the student's file. Any student found in violation of this policy is subject to immediate dismissal from the program.

Professional Organizations

Joining professional organizations is the beginning of students identifying themselves as professionals. These organizations welcome student members and encourage participation in professional activities at reduced rates. State and local chapters of organizations provide networking opportunities and allow students to be active at the grassroots level. An additional advantage to membership in professional organizations is the opportunity to preview state or national conferences and national publications. These organizations also offer free or reduced rates for membership services such as liability insurance (required for all PFW practica and internships), travel services, and consumer discounts.

As members of a professional counselor training program, students are **strongly** encouraged to join the American Counseling Association (ACA) as their primary professional affiliation. Additionally, school counseling students are encouraged to join the American School Counseling Association (ASCA). Students may also wish to join other national divisions of ACA, or state or local organizations. Students can learn more about these organizations by exploring their websites:

ACA: www.counseling.org

ASCA: www.schoolcounselor.org

Indiana School Counseling Association: <http://www.indianaschoolcounselor.org/>

Indiana Counseling Association: <http://www.indianacounseling.org/>

Conference Attendance and Presenting/Submission Policy

Students are also **strongly** encouraged to attend a minimum of one professional conference during their time in the CE program. Presenting at a professional conference as an individual, group, or with a faculty member is also encouraged. If students plan to submit a proposal to present at a professional counseling conference (or submit any statements/essays to publications or contests) where they will be identified as counseling students or as members of the PFW educational community, they must have their proposal/program/statements reviewed by a core faculty member **prior** to proposing/presenting/submitting **and** submit an Intent to Present/Submit Form (Appendix B) to the Program Director.

Endorsement, Credentialing, and Employment

Students who earn a degree from our program are **eligible** for licensure in the state of Indiana as Mental Health Counselors or School Counselors. However, additional steps may be required to obtain the license, such as state licensing exams and supervised practice requirements. Specific information related to testing and licensure requirements can be found in the Internship Handbooks for School Counseling and Clinical Mental Health Counseling.

Students who require endorsement for their internship experience should ask their internship instructor or faculty advisor for a signed internship endorsement form. Typically, additional letters of recommendation are not provided for internships.

Personal letters of recommendation for employment or awards/scholarships may be sought from faculty and clinical staff individually, and writing letters is at the discretion of the faculty or staff member. When requesting a letter of recommendation, please make your request in writing/email and include your current resume. Please give appropriate notice (a minimum of two weeks). Faculty or staff members who decline to write recommendations may be asked for reasons for declining, which will then be given to the student/graduate.

Students must keep all course syllabi and practicum/internship hours and supervision logs. The program is not responsible for providing these for you after the conclusion of each course. If you need one of these items post-graduation, please call the Counselor Education Clinical Director (Ms. Brooke Sellhorn), and if they are on-file, we will provide them to you (however, this is not guaranteed). If necessary for credentialing or employment, the program can also provide you with an official statement of hours required to pass our internship courses. For confirmation of

completion of the degree in counseling, graduates must request official transcripts through the PFW Office of the Registrar.

Counselor Education Program Assessment

Excellence in counselor training is the primary objective of the Counselor Education program at PFW. In order to evaluate our program quality and continuously strive for improvement, we utilize a system that allows us to regularly assess our accomplishments in meeting professional training standards. The Counselor Education program is designed to meet the professional training standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and our application for CACREP accreditation is in preparation.

Additionally, as a program of the School of Education at PFW, the Counselor Education program's curriculum follows the accreditation requirements of the Council for the Accreditation of Educator Preparation (CAEP). The Counselor Education program's assessment system is thus designed to meet both the CAEP and CACREP requirements for a system that assesses program and student performance on CACREP standards throughout the sequenced course of study.

The CE faculty believes that effective counselor training focuses upon three broad areas of counseling practice: therapeutic/theoretical skills, systemic/cultural awareness skills, and research/evaluation skills. Aiming to formalize these foundational aspects of counselor training in terms of both a program mission statement as well as a programmatic assessment process, the faculty has developed three distinct groups (Areas A, B, and C) of interrelated key assessments to gauge student progress throughout their course of study, which we have chosen to call ***Broad Areas of Counseling Practice (BACP)***:

- Area A: Building Authentic & Effective Change Practices
- Area B: Growing Just & Ethical Sociocultural Practices
- Area C: Applying Sound & Coherent Assessment Practices

The 2016 CACREP standards aligned within each section are outlined below:

| Area A. Building Authentic and Effective Change Practices | |
|--|--|
| CORE | <p>II.F.5.a; theories and models of counseling</p> <p>II.F.5.f; counselor characteristics and behaviors that influence the counseling process</p> <p>II.F.5.g; essential interviewing, counseling, and case conceptualization skills</p> <p>II.F.5.j; evidence-based counseling strategies and techniques for prevention and intervention</p> <p>II.F.5.n; process for aiding students in developing a personal model of counseling</p> |

| | |
|------------|---|
| | II.F.3.h; a general framework for understanding differing abilities and strategies for differentiated interventions |
| MHC | V.C.1.b; theories and models related to clinical mental health counseling V.C.3.b; techniques and interventions for prevention and treatment of mental health issues |
| SC | V.G.3.d; interventions to promote academic development V.G.3.f; techniques of personal/social counseling in school settings |

| Area B. Growing Just and Ethical Sociocultural Practices | |
|---|--|
| CORE | II.F.1.d; the role and process of the professional counselor advocating on behalf of the profession II.F.1.e; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients II.F.1.i; ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling II.F.2.c; multicultural counseling competencies II.F.2.h; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination II.F.5.d; ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships |
| MHC | V.C.2.j; cultural factors relevant to clinical mental health counseling V.C.3.e; strategies to advocate for persons with mental health issues |
| SC | V.G.2.a; school counselor roles as leaders, advocates, and systems change agents in P-12 schools V.G.2.f; competencies to advocate for school counseling roles |

| Area C. Applying Sound and Coherent Assessment Practices | |
|---|--|
| CORE | II.F.5.h; developmentally relevant counseling treatment or intervention plans II.F.5.i; development of measurable outcomes for clients II.F.7.e; use of assessments for diagnostic and intervention planning II.F.7.i; use of assessment results to diagnose developmental, behavioral, and mental disorders II.F.8.a; the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice II.F.8.h; analysis and use of data in counseling |
| MHC | V.C.1.e; psychological tests and assessments specific to clinical mental health counseling V.C.2.b; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders |
| SC | V.G.3.h; skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement V.G.3.o; use of data to advocate for programs and students |

Within each BACP area (A, B, and C), key objective assessments (KOAs) have been designed to measure and monitor student knowledge and progress over time according to guiding precepts of the BACP. Course sequencing is outlined in the flowchart below:

Area A. Building Authentic & Effective Change Practices

- G503 Counseling Theories and Techniques I
- G504 Counseling Theories and Techniques II
- G567 Introduction to Marriage and Family Therapy
- G524 Practicum in Counseling
- G525 Advanced Practicum in Counseling

Area B. Growing Just & Ethical Sociocultural Practices

- G502 Professional Orientation and Ethics
- G575 Multicultural Counseling
- G563 Foundations of MHC
- G542 School Foundations
- G580 Child and Adolescent Counseling

Area C. Applying Sound & Coherent Assessment Practices

- G563 Foundations of MHC
- G542 O&D of School Counseling Programs
- G580 Diagnosis and Treatment Planning
- G505 Individual Appraisal: Principles and Procedures
- G590 Research in Counseling and Guidance

KOAs for all three areas of the BACP are outlined below:

| |
|---|
| <u>Area A. Building Authentic and Effective Change Practices</u> |
| <p>50300 Counseling Theories and Techniques I</p> <ul style="list-style-type: none"> • <i>Individual Case Conceptualization and Treatment Plan:</i> Students design a case study for an individual client, then provide a case conceptualization and develop a theoretically-grounded treatment plan. Areas of emphasis include demographics, presenting concerns, behavioral descriptions, affective manifestations, cognitive and interpersonal patterns, treatment goals, theoretical approaches, techniques, and issues of self-awareness or countertransference. |
| <p>50400 Counseling Theories and Techniques II</p> <ul style="list-style-type: none"> • <i>Systemic Case Conceptualization and Treatment Plan:</i> Students design a case study for a family system, then provide a case conceptualization and develop a treatment plan. Areas of emphasis include: presenting concerns; strengths; crises; initial goals, techniques, and strategies; working goals, techniques, and strategies; and termination goals, techniques, and strategies. |
| 56700 Introduction to Marriage and Family Therapy (CMHC only) |

| |
|--|
| <ul style="list-style-type: none"> • <i>Advanced Systemic Case Conceptualization Paper:</i> Students interview a family and then conceptualize the interview through multiple theoretical lenses. Case conceptualization focuses on an interpretation of family dynamics from the structural, experiential, and Emotionally Focused Therapy viewpoints. |
| <p>52400 Practicum in Counseling</p> <ul style="list-style-type: none"> • <i>Clinical Case Conceptualization:</i> Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students) and complete treatment plan. |
| <p>52500 Advanced Practicum in Counseling</p> <ul style="list-style-type: none"> • <i>Research-based Clinical Case Conceptualization:</i> Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students), complete treatment plan, and synopsis of three journal articles (focused on evidence-based and best practices) related to client presenting concern. |

Specific assessments designed to measure the BACP areas are described below:

| |
|--|
| <p><u>Area A. Building Authentic and Effective Change Practices</u></p> |
| <p>50300 Counseling Theories and Techniques I</p> <ul style="list-style-type: none"> • <i>Individual Case Conceptualization and Treatment Plan:</i> Students design a case study for an individual client, then provide a case conceptualization and develop a theoretically-grounded treatment plan. Areas of emphasis include demographics, presenting concerns, behavioral descriptions, affective manifestations, cognitive and interpersonal patterns, treatment goals, theoretical approaches, techniques, and issues of self-awareness or countertransference. |
| <p>50400 Counseling Theories and Techniques II</p> <ul style="list-style-type: none"> • <i>Systemic Case Conceptualization and Treatment Plan:</i> Students design a case study for a family system, then provide a case conceptualization and develop a treatment plan. Areas of emphasis include: presenting concerns; strengths; crises; initial goals, techniques, and strategies; working goals, techniques, and strategies; and termination goals, techniques, and strategies. |
| <p>56700 Introduction to Marriage and Family Therapy (CMHC only)</p> <ul style="list-style-type: none"> • <i>Advanced Systemic Case Conceptualization Paper:</i> Students interview a family and then conceptualize the interview through multiple theoretical lenses. Case conceptualization focuses on an interpretation of family dynamics from the structural, experiential, and Emotionally Focused Therapy viewpoints. |
| <p>52400 Practicum in Counseling</p> <ul style="list-style-type: none"> • <i>Clinical Case Conceptualization:</i> Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students) and complete treatment plan. |
| <p>52500 Advanced Practicum in Counseling</p> |

- **Research-based Clinical Case Conceptualization:** Students prepare and present one formal case conceptualization for a practicum client that includes a diagnosis (for CMHC students), complete treatment plan, and synopsis of three journal articles (focused on evidence-based and best practices) related to client presenting concern.

Area B. Growing Just and Ethical Sociocultural Practices

50200 Professional Orientation and Ethics

- **Ethical Applications Paper:** Students describe an ethical issue using a fictional scenario, review applicable ethical codes, work through an ethical decision making model to explain and support a chosen course of action, and explain advocacy efforts to be made in the scenario.

57500 Multicultural Counseling

- **Case Study & Presentation:** In research groups, students create a case study that will be used as the basis for a final paper and group presentation. Each group prepares a presentation to include a role play based on the case study to evidence grasp of multicultural counseling competencies.

56300 Foundations of Mental Health Counseling (CMHC only)

- **Site Report and Needs Assessment Project:** Students conduct interviews at a community agency. The project report includes a site report, needs assessment, proposal for program design, and program evaluation.

54200 Organization and Development of School Counseling Programs (SC only)

- **Peer Helping Programs Paper:** Students prepare a paper on the ethical and practical advantages and disadvantages of using peer helping programs as a delivery system in high schools.

58000 Child and Adolescent Counseling

Ethics, Advocacy, and Counseling Strategies with Children and Teens: Students address issues of ethics, prejudice, power, and advocacy, as well as relevant strategies for enhancing the counseling experience of children and adolescents. Student responses must draw upon the AMCD Multicultural Counseling Competencies, the 2014 ACA Code of Ethics, and the ACA Advocacy Competencies to articulate their personal and professional viewpoint on the challenges of working with children and adolescents.

Area C. Applying Sound and Coherent Assessment Practices

58000 Diagnosis and Treatment Planning

- **Biopsychosocial Project:** Students conduct an intake interview with a classmate, formalize the information using a Biopsychosocial History Assessment, and

| |
|---|
| complete a mental status exam and narrative. The treatment plan includes at least 5 measureable objectives and interventions, as well as narrative rationales. |
| <p>56300 Foundations of Mental Health Counseling (CMHC only) <i>Site Report and Needs Assessment Project:</i> Students conduct interviews with supervisors at community agencies. The project report includes a site report, needs assessment, proposal for program design, and program evaluation</p> |
| <p>54200 Organization and Development of School Counseling Programs (SC only)</p> <ul style="list-style-type: none"> • <i>School Counseling Portfolio & Presentation:</i> Students develop a comprehensive developmental school counseling program based on actual local school data. Using the ASCA National Model, groups create a portfolio and present a report that includes programming justifications for a hypothetical school counseling program based on analysis of the provided data |
| <p>50500 Individual Appraisal: Principles and Procedures</p> <ul style="list-style-type: none"> • <i>Assessment Report:</i> Students interview and observe a client, administer a written instrument, interpret the results of the interaction, develop recommendations, and write a formal assessment report. |
| <p>59000 Research in Counseling and Guidance</p> <ul style="list-style-type: none"> • <i>Research Prospectus:</i> In research teams, students develop a hypothetical study similar to the first three chapters of a graduate thesis. The project includes six project phases, each building upon the next to create a formal research proposal, or prospectus. A formal class presentation is also required. |

Thus, all CE graduate students are required to obtain an account in TaskStream and/or a newly selected assessment storage program selected by the School of Education (to be updated fall 2018). When a new assessment system is selected (notification will be given to students by the end of the fall semester), students should plan to enroll. Instructions and costs are to be determined, but will be no more than \$100 per year.

Returning Graduates Policy

Students in the Counselor Education Program graduate with a specialization in either Clinical Mental Health Counseling or School Counseling. Graduates of either specialization may apply to return to obtain the course work necessary for licensure in the specialization area from which they did not graduate.

Completing the educational requirements for an additional license will require additional course work as well as an additional year of internship, taking at least one year to complete. Applicants must agree to complete all of the courses determined by the faculty as necessary for meeting the

licensing standards. The number of courses will vary depending on when the student graduated and changes in the licensing laws.

Due to the logistical issues with arranging internships, graduates must apply for approval by April 1st to begin courses the following summer.

Graduates who apply for this option must submit an application to the Professional Studies Department Secretary consisting of:

1. A new application to the Counselor Education Program (no fee is required).
2. A letter of intent explaining his/her rationale for returning for the additional license area.
3. An updated resume or curriculum vita.

Applications will be reviewed by the faculty, and approval will be granted on a case-by-case basis as there is space in the program courses.

Counselor Education Honor Society

The Counselor Education Honor Society, Chi Eta Sigma, is a local honor society for counseling students and practitioners. The purposes and objectives of this organization are: (a) to honor the pursuit of academic and clinical excellence in the counseling profession; (b) to promote counseling scholarship, professionalism, leadership, and advocacy amongst members; and (c) to provide counseling students and alumni with social and community engagement opportunities. Students are eligible for membership once they have completed one long semester (fall or spring) with a 3.2 GPA. Members must maintain a 3.2 GPA and attend at least one society event/activity per semester to retain their membership in the society. First year students who achieve the minimum GPA will be invited to join in the spring semester of their first year. All students, regardless of membership status, are invited to society events.

Each year, nominations (self and other) are solicited for society positions. Available executive positions are: President, Vice-President, Secretary, and Treasurer. Committees of the society are: Social, Newsletter, Fundraising, and Professional Development. Each of these committees have an elected Chair or co-Chairs, and all members are encouraged to be a member of at least one committee.

Counselor Education Program Awards

Each year, a Celebration of Excellence is held, sponsored by Chi Eta Sigma. At this celebration, new initiates to the honor society are welcomed and graduating students are honored. It is a CE program tradition to give out one or more of the following awards:

Student Scholar of the Year: This award is presented annually to the 3rd year student who has maintained the highest GPA throughout his or her 3 years in the program.

Leadership Award: This award is presented annually to a student who has demonstrated qualities of leadership, both in the program and in the professional counseling field.

Clinical Excellence Award: This award is presented annually to a student who has performed exceptional clinical work, is dedicated to growth in counseling practice, and who goes above and beyond basic course requirements to provide outstanding services to counseling clientele.

Service to the Program Award: This award is presented to a student who has provided significant service to the program and clinic.

Professional Engagement Award: This award goes to a student who has actively pursued and embraced professional engagement through participation in conferences, research, training opportunities, and involvement with professional organizations.

Professional Spirit Award: This award honors an individual who embodies the professional ideals of commitment to growth and learning, perseverance, integrity, and passion for the field.

Chi Eta Sigma Member of the Year Award: This award goes to a Chi Sigma Eta member who has made a significant impact for the organization over the course of the previous year.

APPENDIX A

**Counselor Education Program
Purdue Fort Wayne****REMEDIATION PLAN PROCEDURES**

It is the objective of the Counseling faculty to identify concerns about student competency as early as possible and to initiate the necessary procedures for addressing the concerns.

Academic Concerns:

- Consistent with the PFW Graduate Bulletin, all students must maintain a minimum cumulative GPA of 3.0 to remain in good standing. Students with a cumulative GPA of below 3.0 will be placed on academic probation, and will be required to bring their GPAs up to 3.0 during their next semester of enrollment or they will be recommended to the Dean of the College of Professional Studies for dismissal from the program.
- Students who receive one grade of 'C' or lower in the program will be placed on academic probation. Students earning a second grade of 'C' or lower will be recommended to the Dean of the College of Professional Studies for dismissal from the program.
- Any course in which a student receives a grade of 'D' or 'F' must be retaken.
- Any student placed on academic probation will meet with his or her program faculty advisor to develop a remediation plan in order to assist the student in successfully moving off of probation. The faculty advisor will present this remediation plan for approval by the rest of program faculty prior to the student engaging in the remediation activities.

Additionally, students enrolled in the Counselor Education program must maintain the following academic criteria:

- All students must successfully complete both 52400 (Practicum) and 52500 (Advanced Practicum) with a grade of A or B to be admitted to Internship.
- CMHC students must successfully complete one semester of 55000 (Internship) and two semesters of 55100 (Advanced Internship) with a grade of A or B in order to graduate.
- SC students must successfully complete one semester of 55000 (Internship) and one semester of 55100 (Advanced Internship) with a grade of A or B in order to graduate.

Grade Appeals: PFW's grade appeal policy applies to all students in the Counselor Education program. This policy is published in the PFW Graduate Bulletin, which can be found at <http://bulletin.ipfw.edu>

Academic Integrity Concerns:

All Counselor Education students are bound by the University's honor code as described in the [PFW Graduate Bulletin](#). All students must also maintain the highest level of academic honesty as described in the Ethical Standards of the American Counseling Association, the American School Counseling Association, and the Publications Manual of the American Psychological Association. All students are expected to understand and comply with these policies; ignorance of the codes is not a valid excuse for an act of academic dishonesty.

Behavioral, Clinical, and Ethical Concerns

The PFW Counselor Education Program prepares graduates for licensure in the State of Indiana as LMHCs or School Counselors. These licenses require clinical experience as a part of graduate training. Additionally, these licenses require graduates to perform their duties in an ethical and professional manner. The program, in compliance with the Ethical Standards, Standards of Preparation, and Professional Conduct Codes of the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), abides by these standards and holds students to these same standards as well. Inability to complete academic and clinical components of the curriculum due to emotional or behavioral issues, or inability to demonstrate professional and ethical behavior as defined by these organizations, may result in dismissal from the program.

The following behavior review policy is intended to ensure that students successfully complete the academic and clinical components of the program and demonstrate appropriate ethical and professional behavior. This policy applies to all students in the program.

The behavior review policy enables the faculty to share information about student progress. Student review is an item on the agenda on all regular Counselor Education faculty meetings. At that time, any questions about students may be raised for faculty consideration. Once a year, a faculty meeting is set aside for student review. At this meeting, the progress of all students in the counseling program is assessed. Students who are not making satisfactory progress are asked to make an appointment with their faculty advisors in order to facilitate appropriate program adjustment.

Academic concerns are one reason for a review meeting and the development of a remediation plan. However, behavioral, clinical, and ethical concerns may also warrant review and remediation. If, in the professional judgment of a Counselor Education faculty member, a student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the following steps are taken (according to the student's right to due process):

1. The faculty member(s) who has become aware of a problem will meet with the student. The student will at this time be made aware of the concerns and be allowed to respond. The student may also request to have another faculty member or the program director present at the meeting. The faculty member(s) will outline desired changes in the student's behavior and recommendations for improvement. This meeting will be documented in writing by the faculty member(s). Examples of problems which may be addressed include, but are not limited to:
 - Affect, emotions or behaviors that negatively impact academic or clinical performance;
 - Ineffective interpersonal skills;
 - Lack of respect for the feelings, opinions, knowledge, and abilities of others;
 - Lack of awareness of social and professional behaviors and expectations;
 - Inability to reflect upon and take responsibility for own behavior;
 - Unwillingness/inability to accept suggestions positively and modify behavior appropriately.

If requirements are placed upon the student for continuation in the counseling program, these requirements must be approved by the program director. The report, including recommendation and/or requirements, will be placed in the student's file and a copy will be provided to the student. Included in this report will be an appropriate timeline for the necessary modifications of behavior.

If deemed necessary, the recommendations made by the faculty member(s) may include immediate suspension of clinical privileges in practicum or internship until the necessary behavioral modifications have been made.

Following the meeting between the faculty members and the student, if the student wishes to appeal the results of the meeting including any recommendations or requirements that were outlined, the student may appeal to the Student Affairs Committee of the School of Education by contacting the School of Education Director.

2. The Director of Counselor Education will monitor and document the student's progress or lack of progress in carrying out the written plan and recommendations. The student's failure to comply with the recommendations in the specified timeline may lead to the student's file being forwarded to the Dean of the CPS or the PFW Dean of Students with a recommendation that the student be dismissed from the program.
3. If the student is not satisfied with the decision of the Dean of the CPS or the Dean of Students, he or she may subsequently follow the appeals procedure of Purdue Fort Wayne, listed in the PFW Code of Student Rights, Responsibilities, and Conduct in the graduate bulletin at <http://bulletin.ipfw.edu>.

Counselor Education Program Purdue Fort Wayne

REMEDIATION PLAN AND REQUIREMENTS

Student's Name:

Instructor/Faculty Member:

Date:

The following concerns regarding the above student's professional counseling competency have been noted.

- Academic Concern
- Academic Integrity Concern
- Behavioral, Ethical, or Clinical Concern

The specific concerns are outlined below:

Meeting:

1. The following constitute:
 - the requirements for the student to continue in this course and/or the counseling program. These requirements may change as the student's progress is assessed.
 - or*
 - the specification of student withdrawal from the program.

The specific plan and timeline for remediation is as follows:

Instructor/Faculty Member's Signature

Date

Director of Counselor Education Signature

Date

Student:
(check all that apply)

- I understand and have received a copy of this Student's Professional Competency Report and Requirements form.
- I agree to the specified requirements or to withdrawal from the program, as specified above.

Student's signature

Date

Personal Characteristics and Behavior Checklist

Student Name:

Evaluator/Faculty Member:

Date:

| CHARACTERISIC/BEHAVIOR | RATING | | | | | COMMENTS |
|---|--------|---------|------|---|---|----------|
| | LOW | AVERAGE | HIGH | | | |
| Student is empathic, understanding, and genuine. | 1 | 2 | 3 | 4 | 5 | |
| Student is able to communicate and relate effectively with others by responding to verbal and non-verbal behavior in meaningful ways. | 1 | 2 | 3 | 4 | 5 | |
| Student employs effective listening skills, and communicates understanding of messages that are communicated to him or her. | 1 | 2 | 3 | 4 | 5 | |
| Student is open-minded and accepting of others and the values of others. | 1 | 2 | 3 | 4 | 5 | |
| Student is able to tolerate ambiguity. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates appropriate levels of emotional stability, personal security, strength, and confidence. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates professional dress and grooming appropriate to the setting. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates appropriate problem solving skills through the use of logic and intelligent inquiry. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates respectful verbal and non-verbal behavior when interacting with faculty/staff, peers, and clients. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates honest and trustworthy behavior with willingness to accept personal responsibility. | 1 | 2 | 3 | 4 | 5 | |
| Student engages in healthy and legal behavior with no inappropriate incidents of alcohol/ substance abuse or criminal activity while enrolled in program. | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|---|---|---|---|---|---|--|
| Student exhibits an appropriate degree of patience. | 1 | 2 | 3 | 4 | 5 | |
| Student exhibits a sense of humor. | 1 | 2 | 3 | 4 | 5 | |
| Student exhibits creativeness. | 1 | 2 | 3 | 4 | 5 | |
| Student expresses self-understanding and an awareness of emotional limitations. | 1 | 2 | 3 | 4 | 5 | |
| Student is willing to sincerely consider others' feedback and make appropriate changes. | 1 | 2 | 3 | 4 | 5 | |
| Student respects the uniqueness and inherent worth of all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status. | 1 | 2 | 3 | 4 | 5 | |
| Student is able to recognize personal limitations and responds to these appropriately. | 1 | 2 | 3 | 4 | 5 | |
| Student upholds professional ethics and demonstrates commitment to professional codes of conduct. | 1 | 2 | 3 | 4 | 5 | |
| Student is able to maintain objectivity and boundaries. | 1 | 2 | 3 | 4 | 5 | |
| Student demonstrates appropriate clinical and personal judgement. | 1 | 2 | 3 | 4 | 5 | |

Comments:

APPENDIX B

**PLAN TO PRESENT/SUBMIT AS A PFW
COUNSELING STUDENT FORM**

Name:

Track:

Name of Conference/Contest:

Date of Conference/Contest Submission:

Title of Presentation/Submission:

Brief Description of Presentation/Submission:

Will you be seeking travel funding through student government? Yes No

Name of Faculty Member who Reviewed and Approved Presentation/Submission:

Date Approved:

In presenting/submitting, I hereby assert that I have followed all appropriate ethical guidelines and that I will represent PFW and the PFW Counselor Education Program professionally and to the best of my ability.

Student Signature

Date

Program Director

Date

APPENDIX C



**COUNSELOR EDUCATION HANDBOOK STUDENT
ACKNOWLEDGEMENT**

Please initial on the lines below and fill out the bottom portion.

_____ I certify that I have read and understand the policies outlined in the Counselor Education Student Handbook.

_____ I certify that the department may register me for my classes each semester and that if I am on an alternate plan of study, I will contact the department secretary prior to the start of each semester to register.

_____ I certify that I understand that all official communication from PFW will be sent to my PFW address and that it is my responsibility to forward this address to any personal address I may prefer.

Name (printed): _____

Signature: _____

Date: _____

APPENDIX D

**GROUP COUNSELING PARTICIPATION AKNOWLEDGEMENT**

Please initial on the lines below and fill out the bottom portion.

_____ I understand that I will be expected to attend 10 hours of group counseling as a group member during my time in the counselor education program.

_____ I understand that at this time, this counseling will be led by advanced third year students under the supervision of Dr. Fineran. These sessions may be audio or video recorded for the purposes of student group leader development and will be destroyed at the end of the semester. Anything revealed in the tapes will be confidential (within the ethical limits of confidentiality) between the group members, group leaders, and Dr. Fineran. If a group member reveals something that indicates the member is not fit to counsel or pursue professional licensure, Dr. Fineran will meet with the member to discuss the concern. I also understand that if I have any concerns about the group leadership, I may contact Dr. Fineran at any time.

_____ I understand that as a group member, I am expected to be honest, open, respectful of other members, and to be an active participant in the group process. I am expected to keep what happens in my group confidential, but that confidentiality is also the responsibility of group members and cannot be guaranteed. I understand that like a class, I am expected to attend each week for the full time.

_____ I understand that in order to have my participation counted, I will be keeping a weekly journal through Blackboard. Dr. Fineran will check these posts occasionally for compliance (however, if you have any concerns that need to be addressed, please send these directly to Dr. Fineran- do not use the journals for communication purposes). Nine journal entries must be completed to be in compliance. Each journal entry must be completed by the Saturday following the group session at 11:59pm.

Name (printed): _____

Signature: _____

Date: _____

APPENDIX E

**GROUP COUNSELING ALTERNATIVE PLAN AKNOWLEDGEMENT**

Please initial on the lines below and fill out the bottom portion.

_____ I understand that I will be expected to attend 10 hours of group counseling as a group member during my time in the counselor education program.

_____ I understand that at this time, this counseling will be led by advanced third year students under the supervision of Dr. Fineran. Rather than participating in this counseling provided by the program, I plan to pursue 10 hours of group counseling at my own expense. I will contact Dr. Fineran for approval of my group counseling alternative no later than September 5, 2018.

_____ I understand that in order to have my participation counted, I will be keeping a weekly journal through Blackboard. Dr. Fineran will check these posts occasionally for compliance (however, if you have any concerns that need to be addressed, please send these directly to Dr. Fineran- do not use the journals for communication purposes). Nine journal entries must be completed to be in compliance. I will meet with Dr. Fineran to set a due date schedule for the journal entries that corresponds with my counseling dates.

Name (printed): _____

Signature: _____

Date: _____