

# **Barry University**

## **COUNSELING PROGRAM**

### **COUNSELING PROGRAM MANUAL**

#### **MASTER OF SCIENCE DEGREES IN:**

*Marital, Couple and Family Counseling  
Clinical Mental Health Counseling  
Clinical Rehabilitation Counseling  
School Counseling*

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## **WELCOME**

We welcome you to the Counseling Program in the Adrian Dominican School of Education at Barry University. As educators and counselors, it is our ethical responsibility to acknowledge multiculturalism and diversity within our society, and to strive for social justice and the psychosocial health of all people. Assuming these ethical duties as professionals is contingent upon positive change in political, social, professional, and personal arenas.

We are proud to offer students at Barry University four programs of study including: Marital, Couple, Family Counseling/Therapy; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and School Counseling. By housing the four programs of study in one administrative unit, students have an opportunity to investigate the breadth of the counseling profession. By completing core coursework and specialty courses prior to practicum and internship, students can make informed choices about the kinds of settings and types of human concerns they wish to explore in greater depth.

The Counseling Program faculty strives to create an environment that is scholarly and rigorous. In-class activities blend the traditional didactic approach to teaching with experiential methods. Students are challenged to work independently as well as cooperatively on written projects and oral presentations. Role-play demonstrations, audio and video recordings of skill practice, and supervisory observation of counseling sessions encourage both professional and personal development. Faculty work together to create an atmosphere of caring, openness, and trust. Consistent with the mission of the University, we seek to provide a learning environment that encourages students to explore and accept intellectual, personal, ethical, spiritual, and social responsibilities.

Chi Sigma Iota—Beta Upsilon is an honor society and professional student and alumni association offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice. Professional identity and contacts are enhanced by students' membership in the American Counseling Association (ACA), the American Association for Marriage and Family Therapy (AAMFT), American Rehabilitation Counseling Association (ARCA) and the American School Counseling Association (ASCA). Students are encouraged to participate actively in national, state, and local professional organizations to keep abreast of and to contribute to developments within the field. A description of the programs in the Counseling Program may be found at: <http://www.barry.edu/counseling>.

Through our work together, we strive to assist you in developing the knowledge, skills, and values necessary to becoming a competent and effective counselor. As Program Advisors, we are available to you for professional direction and guidance. We look forward to working with you.

## **BARRY UNIVERSITY MISSION STATEMENT**

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate, and professional education.

In the Catholic intellectual tradition, integration of study, reflection, and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

### **CORE COMMITMENTS**

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

#### **Knowledge and Truth**

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

#### **Inclusive Community**

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

#### **Social Justice**

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

#### **Collaborative Service**

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

**Approved by the President and the Executive Committee of the Administration on May 15, 2008; approved by the Board of Trustees on May 30, 2008; submitted to the General Council of the Adrian Dominican Sisters for final approval; Council approval received via letter from Sister Rosa Monique Pena, OP on June 20, 2008.**

## **THE COUNSELING PROFESSION**

The counseling profession recognizes that there is no one expert voice, grand solution, or final, right answer when it comes to the mental health field. Counselors recognize the importance of being open to more than one way of looking at any particular situation. With this perspective, counselors are encouraged to carefully listen to their clients, themselves as professionals, other therapists, and scholars. The process of counseling attempts to address human concerns in concrete, workable terms, selectively using all the theoretical models and intervention techniques available. Counselor education programs emphasize relationship and intervention skill development, and expose students to a wide range of individual and systemic theoretical frameworks. Master's and Educational Specialist degree programs in counseling are most appropriately designed to expand knowledge and skill proficiency across a range of counseling perspectives, as well as to facilitate implementation of learning in applied settings. The Barry University Counseling Program is committed to the training of theoretically and technically competent counselors who are multiculturally aware and proficient. The importance of relationship, context, and culture is emphasized throughout the Counseling curriculum.

## **COUNSELING PROGRAM STATEMENT OF PHILOSOPHY**

The Counseling Program in the Adrian Dominican School of Education, consistent with the mission of Barry University, is committed to providing excellence in professional graduate education designed to stimulate the professional and personal growth of counseling students. The Counseling Program strives to promote a learning environment that encourages students to explore and accept intellectual, ethical, spiritual, professional, and social responsibilities.

While striving to develop a professional identity, the Counseling Program encourages diversity and recognizes that social, cultural, and experiential differences enhance the quality of the learning experience for all. Students are challenged to work independently and cooperatively in order to become competent, flexible, and self-confident professionals. Instructional methods mirror our commitment to knowledge and skill acquisition through experiential learning.

Caring for self and others is a central theme in curricula, interpersonal interactions, and professional activities. Students are encouraged to demonstrate commitment to helping others inside and outside the classroom through internal and external community service. A fundamental belief in the capacity of people to grow and change is central to the clinical training of counselors. Clinical approaches that emphasize short-term goal attainment are emphasized.

## **ACCREDITATION**

The Master's degree programs in Marital, Couple, Family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students should be aware that the faculty and accreditation bodies will survey your professional progress and seek feedback on the program on a scheduled basis.

Since Barry University's Counseling Program offers various degrees and specialties, students sometimes become confused about the differences within the program and accreditation. To clarify, please be advised that all the degrees and programs of study offered at Barry University, including those in the Counseling Program, are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). The School Counseling, Clinical Mental Health Counseling, and Marital, Couple, Family Counseling /Therapy specialties are additionally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the Master of Science degree level. CACREP

accreditation is the premiere national accreditation for Counseling Programs and signifies that the accredited program meets the highest training standards of the counseling profession.

## COUNSELING PROGRAM DEGREES

The **Master of Science (M.S.) in Counseling** is awarded in four specialties:

Marital, Couple, Family Counseling/Therapy	66 credits
Clinical Mental Health Counseling	63 credits
School Counseling	60 credits
Clinical Rehabilitation Counseling	66 credits

*Please note:*

Each counseling program area of specialty (i.e., “marriage, couple, and family counseling/therapy,” “clinical mental health counseling,” “clinical rehabilitation counseling,” and “school counseling”) requires completion of a clinical field experience—consisting of a practicum course completed in one semester, followed by an internship experience which is also completed in one semester—in a clinical setting appropriate the student’s area of specialty. Students pursuing multiple specializations are required to complete an internship in each of their specialty areas. A Lab Fee and Insurance Fee are assessed for practicum and internship courses.

**Clinical Mental Health Counseling**, a CACREP-accredited specialty, provides intensive training in the prevention, assessment, and treatment of mental health problems. Clinical Mental health counselors work in a variety of mental health and social service agencies, as well as private counseling practices. This curriculum offers intensive training in individual, group, and family counseling.

**Clinical Rehabilitation Counseling** provides broad knowledge and skills training for work as counselors and caseworkers in health and human services agencies, government, and industry. Special attention is given to training students to work with the physically and/or emotionally impaired in applied settings.

**Marital, Couple, Family Counseling/Therapy**, a CACREP-accredited specialty, provides understandings of theory and practice in the field of Marital, Couple, Family Counseling/Therapy. Students develop clinical skills necessary to help couples and families cope with relationship problems, life cycle and developmental crises, and other issues of family living. Emphasis is placed on helping couples and families to identify and access their own strengths and resources. Marital, couple, and family counselors and therapists work in a wide range of community mental health and social service agencies and in private practice.

**School Counseling**, a CACREP-accredited specialty, provides the knowledge and skills necessary for working with school-based populations. Particular attention is given to understanding the multiple roles played by the school counselor within the school and the responsibilities associated with these roles.

By meeting the course work requirements for the licensure of clinical mental health counselors and marital, couple and family therapists or the certification of school counselors and clinical rehabilitation counselors, the Counseling Program in the Adrian Dominican School of Educationat Barry University demonstrates its commitment to the development and attainment of professional standards and competencies.

## **MISSION AND GOALS OF THE COUNSELING PROGRAM**

The mission of the Master's counseling programs at Barry University is to provide education and training in clinical assessment, leadership, and counseling practice. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in counseling practice. The counseling programs espouse the four core values set forth in the mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our programs are communities of learners in which the study, development, and improvement of effective practice is promoted through scholarly and critical analysis. The programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society.

The programs are also committed to offering services to communities for various human, social, economic, and environmental problems. Situated in South Florida, the Barry University Counseling Program serves the educational needs of students from all over the United States, North, Central, and South America, Jamaica, Hispaniola, and other Caribbean Islands. Respect for diversity and an emphasis on ethical practice are the guiding principles of all of the course work and activities within the Counseling Program. The Dr. Maureen Duffy Family Enrichment Center, the on-campus training clinic of the Barry University Counseling Program, is housed within the CARE Center. The CARE center provides a clinical training center for students in the counseling program as well as providing clinical services and outreach to the surrounding diverse community. The common goals for professional growth and development of the counseling program and the specific goals of each of the specialties within the counseling program are as follows:

### **PROGRAM GOALS**

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work, and to apply this knowledge to the counseling process.

### **Clinical Mental Health Counseling Specialty Goals**

1. Describe historical perspectives and development of the clinical mental health counseling specialty.
2. Apply knowledge and skills to provide counseling in a clinical mental health setting or agency.
3. Distinguish the specific roles and functions of the clinical mental health counselor.
4. Apply the knowledge and skills necessary to function as part of a multi-disciplinary mental health

team member in a community agency with other mental health service providers.

5. Develop a—knowledge and understanding of psychopathology and psychopharmacological medications as applied to clinical mental health counseling.
6. Apply ethical, legal, and professional considerations related to the practice of clinical mental health counseling.

### **Clinical Rehabilitation Counseling Specialty Goals**

1. Describe historical perspectives, associated legislation, and development of rehabilitation counseling as a specialty.
2. Discuss knowledge and understanding of physical and mental aspects of disability.
3. Evaluate clients' strengths and weaknesses in order to facilitate their placement in appropriate work settings.
4. Distinguish the roles and functions of the rehabilitation counselor .
5. Develop understanding of the philosophy and organization of rehabilitative services and eligibility.

### **Marital, Couple, and Family Counseling/Therapy Specialty Goals**

1. Describe historical perspectives and development of marital, couple, and family counseling and therapy as a specialty.
2. Distinguish the specific roles and functions of the marital, couple, and family counselors and therapists.
3. Classify the influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling and therapy.
4. Apply a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Define the major and emerging models and theories in of marital, couple, family counseling and therapy.
6. Demonstrate skills in marital, couple, and family counseling and therapy interviewing, assessment, and intervention.

### **School Counseling Specialty Goals**

1. Develop knowledge, skills, and practices necessary to provide counseling and developmental guidance activities that promote academic, career, and personal/social development of all K–12 students.
2. Apply knowledge and skills of comprehensive developmental guidance programs in a K-12 school setting.
3. Distinguish the specific roles and functions of the school counselor.

4. Demonstrate knowledge of legal and ethical standards relevant to school counseling.
5. Demonstrate the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting.
6. Apply appropriate processes and technology in comprehensive counseling program development, implementation, and evaluation that include counseling, prevention, intervention, diversity, and advocacy.

Faculty are available both within and outside the classroom to facilitate attainment of these goals. Should students have concerns related to a specific course, they are encouraged to contact the instructor. If concerns arise that are programmatic, students are urged to contact their Program Advisor. Student evaluation of the curricula and instructors is solicited on an ongoing basis.

Students are expected to bring to their graduate studies such personal characteristics as intellectual curiosity, warmth, openness, self-directedness, and honesty. The development of professional identity and mature ethical responsibility are paramount. Your professional development throughout your program of study will be tracked annually.

### **ADDITIONAL GRADUATION REQUIREMENTS**

Students are recommended for graduation upon successful completion of the entire curriculum for the respective specialty area (Core curriculum + Specialty = Graduation). Plus the following additional requirements as indicated below:

- Passing comprehensive examinations.

### **TECHNICAL STANDARDS FOR MATRICULATION AND GRADUATION IN THE COUNSELING PROGRAM**

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the “Code of Ethics and Standards of Practice” of the American Counseling Association.

The Counseling Program faculty has a responsibility to society and to the profession to matriculate and graduate only ethical and competent counseling professionals. Therefore, the following professional standards are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be videotaped for the purposes of developing skills and receiving feedback.
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation of the role-play.
- The student must be able to conduct a counseling session with real clients under live or recorded supervision.
- The student must be able to communicate and interact respectfully and sensitively with clients.

- The student must be able to communicate effectively in oral and in written form with all referral sources, e.g., court and community agencies.
- The student must be able to communicate effectively in oral and in written form with all members of a mental health care team.
- The student must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgment. Such emotional and mental health is required for the efficient completion of all responsibilities related to diagnosis, treatment, and referral of clients and to the communication with others in the mental health care network.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Counseling program. Graduation from the program is recommended when students are determined by the Adrian Dominican School of Education to be personally, academically, and clinically ready for entry into the counseling profession.

## **REQUIREMENTS AND EXPECTATIONS**

### **STUDENT CONDUCT**

Issues related to student conduct, including student dishonesty, will be handled in accordance with the procedures outlined in Barry University's *Student Handbook*. Plagiarism is a serious academic violation and is to be avoided at all costs. It is your responsibility as a graduate student to insure that you are adhering to accepted academic practice when citing. The hallmark of scholarship is presentation and crediting of the scholarly work of others. It is your responsibility to know the difference between citations for direct quotes and citations when paraphrasing. It is not acceptable to change one or two words of another author and call it paraphrasing. Paraphrasing involves substantial change of the original author's words and use of proper citations.

Adherence to the Barry University (Dis)honesty Policy as described in the Barry University *Student Handbook* is required. The cover sheet at the end of every syllabus will be used as the Certification of Authorship for any paper written for that course. Each student is expected to certify that he or she is the author of any paper written for this class and that any assistance he or she received in its preparation is fully acknowledged and disclosed in the paper. In addition, any sources from which a student used ideas or words, either quoted directly or paraphrased, have been cited in the paper. Each student will also certify that the paper was prepared by him or her specifically for use in this course and was not used in any other course and will not be used in any future courses taken at Barry University or elsewhere.

Rarely, student papers or other written work becomes lost. It is the student's responsibility to keep copies of all written work submitted.

### **Cheating and Plagiarism**

Students are required to adhere to Barry University's Academic (Dis)Honesty Policy which addresses Plagiarism and Cheating. The policy can be found in the Student Handbook at: <https://www.barry.edu/student-handbook/handbook/academic-dishonesty-policy.html>

## **Responsibilities of Student**

- Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.
- Students must take care not to provide opportunities for others to cheat.
- Students must inform the faculty member if cheating or plagiarism is taking place.

## **Professional Conduct**

As maturing professionals, each student is expected to display a professional demeanor in the classroom, in the field, and towards each other. Professionalism is displayed by actions, exemplified through attendance, preparation, quality of participation, and responsibilities towards assignments, work, and clinical/ field experiences. Students are expected to observe and adhere to both program and university policies regarding student behavior and classroom protocol, as well as those guidelines of ethical behavior set forth by professional organizations and the State of Florida.

## **Ethical Behavior**

In addition, all students are expected to uphold personal and professional ethical standards of conduct and practice, both inside and outside of the classroom, as set forth by the professional organizations and related legal statutes in their specific field of study. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. These organizations include but are not limited to the American Counseling Association, Chapter 491 (Florida Counseling Statutes), the licensing law governing the counseling/marriage and family therapy profession, and The Florida Department of Education. It is the student's responsibility to be aware of and in compliance with these standards as applicable. Any student who identifies and/or demonstrates difficulties in maintaining these personal and professional beliefs, attitudes, and/or behaviors may be required to implement a remedial plan or be dismissed from the program.

## **Student Behavior:**

All Barry University students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Such norms are set forth in the Barry University *Student Handbook* in the Student Life section. Please be sure that you have read and understood that section. No faculty member will tolerate classroom behavior that violates these norms. Such behavior will be grounds for withdrawal from the class, judicial proceedings, or failure of the course. If warranted, students engaging in such behavior will be removed from class by security personnel and may be required to undergo counseling.

## **Classroom Protocol**

Respect for the learning environment should include, but is not limited to the following:

- Cell phones must be turned off during class.
- Laptop computers may be used for note taking and web surfing that is directly related to class content and discussion. If at any point the use of laptops become distracting or in any manner an impediment to the classroom learning environment, their use will be discontinued.
- Participation in classroom discussions and activities (including Canvas discussions) is required for successful completion of the course. Communication with and between the instructor and the students

both in class, in small groups, one on one, and electronically should be open and respectful. This type of interaction is essential for the creation of a supportive and engaging learning community.

## **Attendance**

Prompt, regular attendance is required for all courses in the Counseling Program. Due to the applied nature of our discipline, participation in class is absolutely essential to your training, both for your own benefit as well as for the benefit of your classmates. MORE THAN THREE ABSENCES during the semester will result in a failure to pass the course. For the practicum and internship classes, MORE THAN TWO ABSENCES will result in a failure to pass the course. Late arrival or early departure from class may be considered an absence. Please note that attendance and punctuality are figured in the grade. Instructors may assign additional work for ANY absences. For purposes of this policy, ALL assigned hours are considered class periods, including assigned clinic and practicum and internship hours. (\*During the condensed summer semester, more than one absence, especially if unexcused, may result in failure). The implementation of this policy is not intended to be punitive, but rather to ensure that as counselors, and as a Program, we fulfill our clinical, moral, and ethical obligations to our present and future clients by providing the very best training environment possible.

The class activities and assignments are designed to develop competencies in the areas of counseling theories and techniques identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and Florida Department of Education (DOE).

## **DISABILITY STATEMENT**

Students who have special needs must ensure that their disability is documented with the Office of Disability Services. <https://www.barry.edu/student-handbook/handbook/disability-services.html>

## **GRADING/STUDENT PROGRESS**

Grades of A, B, C and F, are assigned for graduate courses. A student must maintain a 3.0 G.P.A. in order to graduate. If a student's G.P.A. falls below 3.0, he/she will have two 15-week semesters in which to attain a 3.0. If the student fails to do so, he/she will be terminated from the program. Courses may be retaken only once for a change of grade with the permission of the Program Advisor.

In the event that a student has a grievance concerning a grade or other course-related matter, the issue should first be taken to the instructor and then, if unresolved, to the Program Advisor prior to initiation of the formal grievance procedure. (see page 50)

## **Grade Appeals**

If a student chooses to challenge a grade received, they must first discuss the issue with the course instructor and seek resolution. If no mutually satisfactory resolution is reached, then the student must submit to the Program Director, within 30 business days of the grade submission, in writing, the challenge of the grade including the basis for the challenge and providing any supporting documentation. The Program Director will investigate and propose a resolution to the grade challenge within 30 business days of receipt of the written challenge. If the student is still not satisfied, the student may submit the written appeal to the Dean or designee for resolution. The Dean or designee will investigate and propose a resolution to the grade challenge within 30 business days of receipt of the written challenge. If the student is still not satisfied, then the student will follow the University's procedure for appeal of grades as stated in the Graduate Catalog.

## **Professional Performance Review Policy**

The Professional Performance Review Policy applied by the Counseling Program at Barry University is adapted from the theoretical and empirical literature as cited below. Much of this model is based on policies noted as exemplary by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) team and predicated upon other models currently in use in counseling programs across the nation.

**The Policy will be applied multiple times to students in various settings; the exact times are:**

- At new student orientation, students will be presented with the model explaining general performance goals and expectations. Students will be expected to complete a self-assessment during this time.
- At the completion of the CSL 652: Individual Counseling Procedures course the faculty instructor will complete the competency review for each student enrolled in the course.
- At the completion of the CSL 694: Counseling Practicum, the faculty instructor will complete the competency review for each student enrolled in the course.

(Please note: All attempts will be made to ensure students are evaluated by different faculty members throughout the review process, however this is not a guarantee.)

**Detailed documentation of each step in remediation will be provided, including:**

- A control sheet will be placed in each student's file as a formal document for tracking each competency review.
- Students who require remediation will receive formal documentation noting each step of the remediation procedure.
- Such documentation includes faculty members' initial determination and definition of the problem and specific requirements for remedial action.
- Advisor will present such documentation to student in verbal and written form.
- Students will be provided an opportunity to appeal the faculty's decision by providing a written statement within 10 working days following that decision to the Program Director.

**Corrective direction and recommendations will be provided, to demonstrate a student's reasonable opportunity to correct deficiencies:**

- Faculty will provide a student specific ways to correct identified performance deficiencies.
- Student's Faculty Advisor will provide regular formative feedback with regard to identified problems and progress: feedback meeting dates will be indicated in the written plan.
- Remediation outcome: students who do not demonstrate improvement according to the stated specific goals of the remediation plan may be required to leave the program.

**Remediation may include intensified supervision and/or behavioral development:**

- Intensified Supervision (e.g. additional clinical tapes for supervision and review; extra supervision sessions; repeating course work; and/or reassignment to another supervisor; written plan or contract detailing specific behaviors to be addressed or assignments to be completed to allow matriculation); or other remediation as determined by the student's Professional Performance Committee
- Behavioral development (e.g. remediation may include requirements that facilitate change in students' professional behaviors, such as (a) leave of absence, (b) personal counseling, and (c) academic advising regarding their status within the program or encouragement to withdraw from the program); or other remediation as determined by the student's Professional Performance Committee

**Professional Performance Standards**

Following are seven professional performance standards expected of counseling and school psychology students while in the Barry University Counseling Program. These standards have been drawn from the national literature as well as from standards set forth by other nationally accredited counseling and school psychology programs. They are listed here and defined in further detail in the chart below labeled, *Criteria for Professional Performance Standards Evaluation*.

1. Openness and flexibility
2. Cooperation
3. Responsibility
4. Communication
5. Emotional Regulation
6. Ethical and legal considerations
7. Multicultural Competence

**GRIEVANCE PROCEDURES**

Any other grievance is subject to the program policy as stated in the "General Forms and Guidelines" section of this Manual.

**COMPUTER TECHNOLOGY**

**Canvas Learning System**

Students are required to use the Canvas Learning System in order to access additional resources and assignments for this course. Canvas is an online educational software application. Canvas can be accessed by logging into <https://go.barry.edu> and selecting the Canvas tile or by entering your Barry University username and password at <https://barry.instructure.com/>. If you do not know your Barry University username and password, then immediately visit <http://webmail.barry.edu/help.asp>. After login to the Canvas site, click on the designated link to this course. An orientation will be held during class regarding the use of Canvas.

For user guides on the use of Canvas, please visit

<https://community.canvaslms.com/community/answers/guides/>. Tutorials on the use of Canvas are

available through the Department of Information Technology website. For technical assistance visit [helpdesk.barry.edu](http://helpdesk.barry.edu).

## **LiveText**

All assignment(s) *must* be submitted electronically using this online platform. LiveText is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties. You can purchase your membership from the University Bookstore. LiveText will be a required resource in all courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time.

## **Electronic Resources**

All syllabi include a section with the heading *Web-based, Digital, and other Media Resource*. Faculty include relevant internet sites and web-based tools not only as supplements to textbooks and other print materials, but also to enhance course content and delivery.

## **Electronic Communication**

Faculty will only send email to the student's Barry University email address. In addition, students are required to send email to the faculty from his or her Barry University email address. The faculty will not accept email from students from an email address other than a Barry University email address. Students may have their Barry University email account forwarded to their preferred or private email address.

## **PROFESSIONAL LIABILITY INSURANCE**

All students completing fieldwork requirements of their training program will receive liability coverage through Barry University. The fee for this coverage is \$50.00 per year and is in addition to the student professional liability insurance requirement. The fee is payable to Barry University and it will be automatically charged to the student account upon approval and registration for practicum.

Students in practicum and internship must carry their own professional liability insurance in addition to the insurance provided by the University. This is available through the American Counseling Association (ACA) and other professional counseling organizations.

## **FINANCIAL AID INFORMATION**

A number of sources of financial aid are available to qualified students, including federal and state loans, grants, scholarships, and discounts. For detailed information, please contact the Financial Aid Office directly at (305) 899-3673. The State of Florida has in the past and may still offer a number of financial assistance programs to graduate students, such as,

- 1) Jose Marti Scholarship Challenge Grant Fund
- 2) Seminole/Miccosukee Indian Scholarship
- 3) Florida Teachers Scholarship and Forgivable Loan Program
- 4) Critical Teacher Shortage Loan Forgiveness Program
- 5) Paul Douglas Teacher Scholarship Program

- 6) Exceptional Student Education Training Grant for Out-of-Field Teachers
- 7) Scholarships for Children of Deceased or Disabled Veterans

For more information on these programs, please contact the Office of Financial Aid.

Barry University offers Professional Scholarships to members of religious orders and full-time educators. Students seeking more information on the Professional Scholarships should contact their program advisor and/or the University Business Office. [Further information on available scholarships is available at https://www.barry.edu/scholarships/](https://www.barry.edu/scholarships/).

Information on the application process for Federal or State Financial Aid can be obtained from the Barry Office of Financial Aid. Please contact them at (305) 899-3673 or 1-800-695-2279 for an Application Packet.

There are a limited number of Graduate Assistantships available in the Counseling Program. Students should submit a letter of interest and a current vita to the Program Director to apply for a position.

## **Forms/Guidelines**

In the Appendices section (see pg. 52) of this Manual are:

- A checklist for monitoring progress through the program
- Copies of relevant forms, and where appropriate
- Guidelines for their completion

**STUDENTS ARE RESPONSIBLE TO MEET DEADLINES FOR SUBMISSIONS OF FORMS FOR ADMISSION, REGISTRATION, PRACTICUM/INTERNSHIP, COMPREHENSIVE EXAMINATION, AND GRADUATION. FAILURE TO DO SO MAY DELAY GRADUATION.**

Students should meet with a Program Advisor and complete a Plan of Study prior to the second registration period. This assures the availability of these classes and that students will be able to secure financial aid.

## **COUNSELING PROGRAM STUDENT ORGANIZATIONS**

The Barry University Counseling Program sponsors and supports the following student counseling organization:

### **CHI SIGMA IOTA – BETA UPSILON CHAPTER**

Chi Sigma Iota is an International Academic and Professional Honor Society, open to counselors-in-training, counselor educators, and professional counselors. The mission of Chi Sigma Iota 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 Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

This Chapter has received multiple times the award for [Outstanding Chapter](#) which is given to recognize the outstanding international chapter regarding; activities, individual programs of study, recruitment strategies, growth, planning, networking, and professional development; [Outstanding Chapter Newsletter Award](#) which is given to recognize the chapters newspapers that regular publication schedule, established

record of publication, format and graphics, content, types of articles and regular columns, distribution, scope, and involvement of chapter members in production; Outstanding Research which is given to recognize and honor the member who has recently completed exemplary research investigations most representative of the international honors society; Outstanding Entry Level (Master's) Student which is given to the individual member of the Honors Society who has most excelled in scholarship, extracurricular involvements, service to the profession and evidence of excellence and commitment; Outstanding Service to the Chapter; Fellowship Award is used to recognize leaders and future leaders who are developing skills and competencies for leadership within the counseling profession; and Advocacy Project Poster Showcase International Award for Excellence.

## **PROFESSIONAL ASSOCIATIONS**

An essential component of professional development for counselors is membership and participation in national and state professional counseling associations. Students are strongly encouraged to join the American Counseling Association (ACA), the American Association for Marriage and Family Therapy (AAMFT), , the American School Counselor Association (ASCA), the Florida Counseling Association (FCA), and the American Rehabilitation Counseling Association (ARCA). Membership dues in ACA, AAMFT, ASCA, FCA, ARCA, and their various divisions are very reasonable for graduate students. To join ACA and its divisions visit the website at [www.counseling.org](http://www.counseling.org) or call 800/347-6647. To join AAMFT and its divisions visit the website <http://www.aamft.org>. To join ASCA visit the website at [www.schoolcounselor.org](http://www.schoolcounselor.org) or call 800/306-4722. To join FCA and its divisions visit the website <http://flacounseling.org>. To join ARCA visit the website at <http://www.arca.org>. Membership benefits include regular newsletters updating members on events vital to the counseling profession, professional scholarly journals, and information on workshops and conferences. In addition, the associations work to promote the profession of counseling and all counselors benefit from the work of these associations. Students are also encouraged to join at least one and perhaps several divisions in ACA, AAMFT, ASCA, FCA, and ARCA according to their specialty and areas of interests.

## **PROGRAM OUTLINE**

All counseling specialties require completion of 42 semester hours of core courses plus the stated required courses for each specialty. Students' interests and career choices are expressed in selection of a 18-24 credit area of specialty. Choice of multiple areas of specialty is possible; however, students must complete an internship in each area of specialty prior to graduation in order to have the faculty endorse them for further study or employment in their chosen area of specialty.

### **CORE COURSES (42 credits)**

CSL 501 Orientation to the Counseling Profession  
CSL 588 Crisis Intervention  
CSL 600 Legal & Ethical Issues in Counseling  
CSL 610 Human Growth and Development  
CSL 621 Psychological Measurements  
CSL 629 Social and Cultural Issues in Counseling  
CSL 652 Individual Counseling Procedures  
CSL 653 Career Development and Life Work Planning  
CSL 658 Group Counseling Procedures  
CSL 680 Family Counseling and Therapy  
CSL 686 Counseling Theories and Interventions  
EDR 601 Methodology of Research

**CSL 694 Counseling Practicum**

**AREAS OF SPECIALTY: The counseling specialties require the following:**

**CLINICAL MENTAL HEALTH COUNSELING (21 credits)**

Clinical Mental Health Counseling provides the course work necessary for functioning as a Clinical Mental Health counselor in applied settings and addresses the academic requirements for certification as a mental health practitioner and for licensure as a Clinical Mental Health counselor.

CSL 569 Psychopathology: Diagnosis and Treatment in Counseling

CSL 589 Introduction to Mental Health Counseling

CSL 605 Treatment of Substance Abuse in Counseling

CSL 650 Human Sexuality

One approved elective course

CSL 695 Internship in Clinical Mental Health Counseling (6 credits)

**CLINICAL REHABILITATION COUNSELING (24 credits)**

Clinical Rehabilitation Counseling provides the knowledge and experience necessary for counseling the physically, mentally, socially disadvantaged, and/or emotionally impaired. The curriculum addresses the knowledge and skills necessary for professional identification as a rehabilitation counselor (C.R.C).

CSL 569 Psychopathology: Diagnosis and Treatment in Counseling

CSL 605 Treatment of Substance Abuse in Counseling

CSL 635 Medical and Psychological Aspects of Disability

CSL 650 Human Sexuality

CSL 672 Foundations of Clinical Rehabilitation

CSL 677 Rehabilitation Issues

CSL 697 Internship in Clinical Rehabilitation Counseling (6 credits)

**MARITAL, COUPLE, FAMILY COUNSELING/THERAPY (24 credits)**

Marital, Couple, Family Counseling/Therapy provides the course work necessary for meeting state licensure academic requirements as a marriage and family therapist. The curriculum focuses on brief, ecologically-oriented perspectives for understanding and working with couples and families.

CSL 569 Psychopathology: Diagnosis and Treatment in Counseling

CSL 605 Treatment of Substance Abuse in Counseling

CSL 650 Human Sexuality

CSL 687 Marriage and Family Systems

CSL 688 Marital and Couples Counseling and Therapy

CSL 689 Issues in Marriage and Family

CSL 696 Internship in Couples, Marriage and Family Counseling (6 credits)

**SCHOOL COUNSELING (18 credits)**

The School Counseling specialty program in counseling meets the academic requirements for certification as a school counselor in the State of Florida.

CSL 586 Student Services Personnel within the Public Schools

CSL 612 Child Guidance and Therapy

SPY 571 Exceptionality in Learning and behavior  
CSL 682 Consultation Procedures  
CSL 693 Internship in School Counseling (6 credits)

Students seeking Guidance and Counseling certification in Florida are responsible for monitoring certification requirements and ensuring that they meet all requirements.

*Students in all specialties must pass comprehensive examinations.*

### **Additional Specialties and Licensure/Certification Information**

A student may complete more than one area of specialty by completing all program specialty courses, practicum, and an internship in each specialty. Only students who have completed the licensure/certification requirements for a given specialty will be endorsed for employment in that area. It is the sole responsibility of the student to comply with the requirements for licensure in the State of Florida (and other states, as appropriate) and to keep up to date with any changes in licensure and/or certification requirements that may take effect during their program of study.

### **Course Times**

The majority of course class sections on the Miami Shores campus are offered in 4:00–7:00 p.m. and 7:00–10:00 p.m. time slots (Monday–Thursday). Classes offered in the Bahamas cohort are typically taught in an intensive weekend format—every other weekend—over an eight-week term. Summer classes typically meet twice per week for 3.5 hours over two (2) six-week terms. Students are asked to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.

## **PRACTICUM AND INTERNSHIP**

This section of the manual is designed to provide students with the information necessary for the successful completion of the Counseling Program practicum and internship experience and provide information about the Dr Maureen Duffy Family Enrichment Center (FEC), Barry's state-of-the-art training facility.

Practicum and internship are highly individualized and comprehensive tutorial instructional experiences designed to foster the Counselor-in-Training's development as a professional counseling practitioner. Counselor-in-Training will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. Practicum and Internship are each an opportunity to integrate and apply in practice the clinical counseling skills and counselor characteristics and behaviors that influence the helping process; the essential interviewing and counseling skills; knowledge of counseling theories that provide the Counselor-in-Training with consistent models to conceptualize client presentation and select appropriate counseling interventions; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; and a general framework for understanding and practicing consultation knowledge gained through the program of graduate training. Moreover, each may serve as a valuable reference for the Counselor-in-Training's future job search.

Preparing to enter Counseling Practicum and Internship represents a major milestone in the Counselor-in-Training's professional clinical development. Counselors-in-Training have finished all coursework and are now ready to function as counselors-in-training in the FEC. Practicum and Internship experiences are qualitatively different from most academic courses in the program. All clinical work has as its primary and central focus the care of clients who will be consulting about problems and concerns in their lives. Working

with clients under faculty supervision is the culminating and critical set of experiences in the Counselor-in-Training's professional training here at Barry University.

Practicum and Internship courses are 6 credits each and require 5 contact hours per week in the "clinic" (FEC). This has many advantages—creation of a cohesive clinical working team that has continuity; deepening familiarity with the cases that are assigned for the 5 hour block each week; and the development of strong collaborative relationships with the faculty supervisor and peers in the practicum or internship class. While in the FEC counselors-in-training receive live supervision from a faculty or individual supervisor. When possible, a doctoral student will also be part of the clinical team. Counselors-in-Training will also be required to complete the remaining requisite hours at an off-campus placement site and more information on this requirement will be presented below.

## **APPLYING FOR PRACTICUM AND INTERNSHIP**

Applying for practicum is a process that begins the semester prior to the actual enrollment in practicum so that Counselors-in-Training have the time they need to meet all requirements and to interview and identify an off-campus placement site. Academic advisors are available to provide assistance in the selection of a practicum/internship site that best meets a Counselor-in-Training's educational and professional needs. **It is expected that when Counselors-in-Training begin their practicum they will then continue into internship in the following semester. It is the Counselor-in-Training's responsibility to notify their Faculty Supervisor and the Practicum and Internship Coordinator if they are unable to do so.**

Below are the application steps:

1. Complete all core and specialty coursework. A decision on approval for enrollment in Practicum for those who have not completed all their coursework will be made on an individual basis and will depend on the course not completed and space availability. Counselors-in-Training may not have more than two grades of C on their transcript to begin Practicum and must be in good standing with a minimum 3.0 GPA.
2. It is the Counselor-in-Training's responsibility to complete the Application form sent via LiveText to apply for Practicum.
3. Practicum and Internship hours are to be completed in a Mental Health Agency, Hospital, or at a School consistent with the students' area(s) of specialization. The site selection is subject to approval by the Practicum/Internship Coordinator.
4. Additionally, Counselors-in-Training planning to register for a site placement in a school are required to submit an application (Appendix B: Agreement to Accept an Intern/Practicum Intern for School Counseling) to the District Liaison (Field Experience Coordinator) working with the District Schools. When a school has been identified, the Counselor-in-Training is responsible for meeting with the appropriate school supervisor to complete Appendix H (Affiliation Agreement). The completed Appendix H must then be approved by the Faculty Supervisor and submitted to the Practicum and Internship Coordinator. When the Dean or designee signs off on Appendix H, Counselors-in-Training will upload the completed agreement to their LiveText account. See Appendix A: Procedures for Obtaining School Counseling Practicum/Internship Placements in the Schools at the end of this document for additional information.
5. Counselors-in-Training will receive an email when they have been cleared for Practicum/ Internship. If not approved, students must reapply for admission into Practicum/ Internship in the following term.

6. Upon approval for Practicum, all Counselors-in-Training must attend a mandatory orientation meeting. The orientation meeting is held the semester before enrollment in Practicum/ Internship.
7. Counselors-in-Training will be assigned a designated Practicum/Internship Faculty Course Supervisor. All questions and concerns about Practicum/Internship should initially be addressed to the assigned faculty.
8. Counselors-in-Training are required to purchase the LiveText Field Experience Module (FEM) to complete documentation of the practicum/internship experience. All evaluations of Counselors-in-Training, faculty supervisors, site supervisors and sites are included in the LiveText site created for each practicum or internship placement.
9. Counselors-in-Training must purchase professional liability insurance through a counseling-related professional organization. **The original certificate of insurance coverage must be uploaded to the Counselor-in-Training's FEC LiveText Field Experience Module (FEM) account prior to the commencement of Practicum/Internship.** Insurance coverage should begin the first day of class and continue through the entire Practicum/Internship experience.
10. All practicum and internship Counselors-in-Training receive University liability coverage which is covered by the course fees.
11. **Counselors-in-Training are not permitted to complete their practicum or internship hours at their place of employment.** Counselors-in-Training also bear the ultimate responsibility for determining the suitability of the placement in regard to their own personal safety and security.

## **GENERAL GUIDELINES FOR PRACTICUM AND INTERNSHIP STUDENTS**

The faculty of the Barry University Counseling Program reflect a range of clinical theoretical modalities and epistemological stances. This diversity represents an excellent opportunity for Counselors-in-Training to study and learn multiple clinical models and techniques and the theories underlying them. In order to optimize the clinical learning environment and to reduce possible sources of confusion about how to do therapy from a certain theoretical or model perspective, the faculty have instituted several structures. The following outline will help Counselors-in-Training understand what these structures are and how they will be implemented:

1. Counselors-in-Training will be assigned to one class with one faculty supervisor for the duration of a practicum or internship course. The course may also include a doctoral supervisor.
2. A course syllabus provided by the faculty member (Faculty Course Supervisor) designated to instruct and supervise the practicum or internship section in which the Counselor-in-Training will be enrolled may establish more specific and/or additional requirements.
3. Samples of forms necessary for documenting the week-to-week requirements for the practicum and internship experience are available on Canvas. **Counselors-in-Training are responsible for making copies of these forms as needed.**
4. The faculty supervisor for each class will provide clinical training and supervision within the framework of the theoretical model he or she prefers or has selected for the course experience. A faculty supervisor may ask each Counselor-in-Training to identify a consistent model from which to conceptualize client presentations and select appropriate counseling interventions throughout the course experience.
5. Possible theoretical models that may guide the training and practice in the practicum and supervision class may include but are not limited to client-centered, solution-focused, cognitive-behavioral, MRI,

- narrative, structural, strategic, language systems, emotionally focused therapy, Bowenian, or an integrative model that is clearly described.
6. Models that have not been the focus of significant academic coursework during the program will not be used to provide a framework for practicum or internship.
  7. The **ethical principle of “informed consent”** will insure that the practicum or internship faculty supervisor clearly and fully describes the clinical models informing his or her clinical and supervision practices.
  8. Counselors-in-Training are expected to practice within the framework that the faculty supervisor has selected, even if the supervisor is working from a clinical model different from the one preferred by the student. Most counselors and psychotherapists do not select a primary clinical practice model until after graduation. This makes sense because Master’s training is a time for exposure to and serious study of a variety of models. Counselors-in-Training will have plenty of time to select their own model as they graduate and continue to develop professionally throughout their career. In fact, counselors may change their preferred clinical model a number of times over the course of their career.
  9. These guidelines are designed to help Counselors-in-Training learn how to think clearly and practice effectively within a particular theoretical framework. This discipline is required of every effective therapist in order to avoid sloppy thinking and poor clinical work. It can be useful that Counselors-in-Training imagine themselves being called to explain why they did or did not do a particular thing during counseling. Their answer must reflect an organized theory or they will open themselves to being questioned about their competence. Being able to answer a question about their clinical work coherently is a requirement under the ethical principle of **“competency to practice and professional responsibility.”** Like informed consent, the ethical principles of competency and professional responsibility are basic organizing principles in counselor training, practice, and supervision and will be adhered to in the FEC clinic at Barry University.
  10. After completing practicum, and *based on logistic viability*, Counselors-in-Training can request the opportunity to work with a different faculty supervisor so that they are exposed to more than one clinical model within the clinical setting.

## SITE PLACEMENTS

It is the Counselor-in-Training's responsibility to survey local human service agencies and schools offering counseling services and to arrange for a site placement. If a Counselor-in-Training identifies an agency that is not identified on the Canvas site they may request that the site be evaluated to determine its appropriateness as a site placement by contacting the Practicum and Internship Coordinator with the contact information of the site. Each agency completes an Agency Profile. When possible the Practicum and Internship Coordinator will schedule a visit with the site to determine if it meets the criteria required for an approved site placement.

The Practicum/Internship Coordinator facilitates the development of field sites and placement of Counselors-in-Training in consultation with the Program Director. However during the time of enrollment in the Practicum or Internship course, the individual faculty who is designated as the Faculty Course Supervisor for Counseling Practicum or Counseling Internship is responsible to oversee Counselor-in-Training site placements, to provide supervision in the Dr. Maureen Duffy Family Enrichment Center, the on-campus training clinic, and to communicate with the Site Supervisor on an on-going basis. Should any issues or concerns arise, the Site Supervisor is encouraged to contact his/her Counselor-in-Training's Faculty Course Supervisor. The Practicum and Internship Coordinator is also available for consultation.

Counselors-in-Training must complete supervised practicum experiences that total a minimum of 400 clock hours for a six credit practicum.

The Counselor-in-Training's practicum includes all of the following:

1. 200 hours of direct service with clients, including experience in individual, couples, or family counseling and group work and 200 hours of indirect service;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (using audiotape, videotape, and/or direct observation) which occurs regularly over a minimum of one academic term by a Faculty Course Supervisor, Individual Supervisor, or the Site Supervisor;
3. an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the Counselor-in-Training's practicum by a Faculty Course Supervisor or an Individual Supervisor;
4. opportunity for the Counselor-in-Training to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, referral, in-service, and staff meetings);
5. the opportunity for the Counselor-in-Training to develop program-appropriate audio/video recordings and/or live supervision of the Counselor-in-Training's interactions with clients for use in supervision; and
6. a formal evaluation of the Counselor-in-Training's performance throughout the practicum including a formal evaluation after the Counselor-in-Training completes the practicum.

NOTE: Counselors-in-Training who do not complete a minimum of 350 hours in their practicum experience will be required to register for CSL 700 (Continuous Enrollment) to meet the remaining hours. CSL 700 is a full-semester course and Counselor-in-Training will be required to remain in their placements and serve as a counselor-in-training regardless of how quickly they complete the remaining hours of their practicum.

### **Internship**

The program requires Counselors-in-Training to complete a supervised internship of 600 clock hours, for a six credit internship, that is begun after successful completion of the Counselor-in-Training's practicum. The Internship is specific to the Counselor-in-Training's area(s) or specialization. The internship provides the comprehensive work experience of a professional counselor. The Counselor-in-Training's internship includes all of the following:

1. 300 hours of direct service with clients, including experience in individual, couples, or family counseling and group work and 300 hours of indirect service;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (using audiotape, videotape, and/or direct observation) throughout the internship by the Faculty Course Supervisor, Individual Supervisor, or the Site Supervisor;
3. an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule throughout the internship by a Faculty Course Supervisor or an Individual Supervisor;

4. the opportunity for the Counselor-in-Training to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, referral, in-service, and staff meetings);
5. the opportunity for the Counselor-in-Training to develop program-appropriate audio/video recording and/or live supervision of the Counselor-in-Training's interactions with clients for use in supervision;
6. the opportunity for the Counselor-in-Training to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
7. a formal evaluation of the Counselor-in-Training's performance during the internship by a Faculty Course Supervisor or an Individual Supervisor in consultation with the Site Supervisor.

NOTE: Counselors-in-Training who do not complete a minimum of 600 hours in their internship experience will be required to register for CSL 700 (Continuous Enrollment) to meet the remaining hours. CSL 700 is a full-semester course and Counselor-in-Training will be required to remain in their placements and serve as a counselor-in-training regardless of how quickly they complete the remaining hours of their internship.

Both Practicum and Internship Counselor-in-Training are expected to do the following:

1. meet with an Academic Advisor and the Practicum/Internship Coordinator the semester prior to enrollment in practicum or internship;
2. provide the Site Supervisor with an Affiliation Agreement (Appendix H) and return this form in a timely manner to the Faculty Course Supervisor no later than the first week of class;
3. promptly and regularly attend weekly group supervision for a minimum of one and one half ( $1\frac{1}{2}$ ) hours per week during practicum or internship class under the supervision of the Faculty Course Supervisor or Individual Supervisor;
4. complete 400 hours, including 200 client contact hours in an agency/school setting for practicum and 600 hours, including 300 client contact hours, for internship. Counselors-in-Training are required to do both individual counseling and group work (see Appendix V). Additionally, Counselors-in-Training completing multiple specializations must complete a 600 hour internship in each specialization;
5. provide clients with quality services;
6. attend and be prepared for class and counseling sessions. Given the highly practical nature of the practicum and internship courses, as well as the length of these classes, if a Counselor-in-Training misses more than TWO class sessions the course will be considered as failed and the Counselor-in-Training must repeat it.
7. request additional supervision as needed;
8. adhere to the policies and procedures of the site placement agency or school, the CARE Center FEC and the School of Education;
9. every week, document direct and indirect hours and professional activities in LiveText FEM for review by the site supervisor and/or faculty supervisor and/or individual supervisor. Upload weekly Site Supervision summary for each clinical site (Appendix P);

10. adhere to the Ethical Standards of the American Counseling Association (ACA) and codes established by the American Mental Health Counselors Association (AMHCA), the International Association of Marriage and Family Counselors (IAMFC), the American Association for Marriage and Family Therapy (AAMFT), the American School Counselors Association (ASCA), and the American Rehabilitation Counseling Association (ARCA).
11. be familiar with legal issues pertinent to the practice of counseling (e.g., confidentiality and privilege, duty to warn, malpractice, negligence, see Florida Statute Chapter 491, and associated Florida Rule Chapter 64B);
12. complete evaluations of supervision of your Site Supervisor, Faculty Course Supervisor, and Individual Supervisor, as well as a site evaluation; (Appendices S, T, U) according to the timetable established in the course syllabus;
13. cooperate in having performance evaluations done by various supervisors throughout practicum and internship including a formal evaluation after the Counselor-in-Training completes the class; and
14. obtain a grade of B or higher for the course to be approved. If a Counselor-in-Training obtains a grade of C or lower in the practicum or internship course he/she must repeat the course.

### **THE DR. MAUREEN DUFFY FAMILY ENRICHMENT CENTER**

The Dr. Maureen Duffy Family Enrichment Center (FEC) is the on-campus, state-of-the-art counseling clinic with integrated, production-quality recording equipment. It is the branch of the Barry University CARE Center that offers counseling services. The purpose of the FEC is two-fold: (1) to provide counseling services to the community on a sliding fee basis; and (2) to provide on-campus training to Barry University Counseling Program students. The FEC supports the mission of Barry University in providing professional clinical mental health services within a context of caring and service.

The FEC is supervised by the faculty of the Counseling Program at Barry University. The faculty includes Licensed Marriage and Family Therapists, Licensed Clinical Mental Health Counselors, and Qualified Supervisors in Counseling who supervise internship and practicum Counselors-in-Training completing a Master's or Ph.D. degree in Counseling. Each faculty member who provides individual or group supervision has a doctoral degree and/or appropriate clinical preparation preferably from an accredited program; relevant experience and demonstrated competence in counseling; and relevant training and supervision experiences. The doctoral-level students serving as individual or group practicum/internship supervisors have completed counseling practicum and internship experiences equivalent to those within a Masters-level program; have completed or are receiving preparation in counseling supervision. All supervisors will orient Counselor-in-Training to their supervision models, practices, and processes. The counseling sessions are recorded and supervised live for the Counselor-in-Training's learning experience and to ensure quality care for clients. To further the Counselor-in-Trainings' learning experience, reflecting teams (when available) are used. A reflecting team guide to counselor participation, process, and procedures is provided (Appendix W).

The FEC services are offered to clients from preschool through late adulthood. Therefore, Counselors-in-Training have opportunities to counsel clients who represent the ethnic and demographic diversity of the South Florida community. The FEC services include individual, family, marital, couples, and group counseling. Consultation services are available. Workshops and training tailored to individual needs are also available.

The FEC provides an instructional environment that is conducive to modeling, demonstration, and training. The clinical instruction environment includes settings for individual counseling, couple counseling, family counseling, and group counseling with assured privacy and sufficient space for appropriate equipment. The FEC has the necessary and appropriate technology to assist learning and has procedures that ensure the client's confidentiality and legal rights are protected.

The FEC faculty conducts a developmental, systematic assessment of each student's progress throughout the practicum and internship experience, including academic performance, professional development, and personal development. Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a Counselor-in-Training is not appropriate for the program, faculty assist in facilitating the Counselor-in-Training's transition out of the program and, if possible, into a more appropriate area of study. The Counselors-in-Training have regular and systematic opportunities to formally evaluate FEC faculty and supervisors of clinical experiences.

The FEC Counselors-in-Training will have the opportunity to become familiar with and demonstrate mastery of a variety of professional activities in addition to direct services (e.g., record keeping, supervision, referral, in-service, and staff meetings). Counselors-in-Training will have the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

## **CLINICAL INSTRUCTION**

### **The Counselor-in-Training**

Upon completion of coursework, students will begin working with clients in a clinical setting as a Counselor-in-Training. Clients will bring to counselors-in-training problems that they have been unable to resolve and for which they need assistance. The quality of the counselor-in-training work will have important ramifications for the clients.

**Counselors-in-Training bear the ultimate responsibility for determining the suitability of the placement in regard to their own personal safety and security.**

Students are not eligible for practicum until all of their core and specialty courses have been completed. Students must apply for practicum/internship in the semester before they intend to register for CSL 694 Counseling Practicum. Students approved for practicum/internship will be notified by the Practicum/Internship Coordinator. During practicum and internship, Counselors-in-Training must complete five hours a week in the Dr. Maureen Duffy Family Enrichment Center.

#### *Requirements for Practicum/Internship*

The practicum and internship are structured, tutorial forms of instruction and work experience. Practicum and internship provide Counselors-in-Training with the opportunity to apply theory and develop counseling skills under supervision. The FEC and practicum and internship sites provide Counselors-in-Training with the chance to counsel clients who represent the ethnic and demographic diversity of the South Florida community.

## **SUPERVISION**

### **The Supervision Plan**

It is the Counselor-in-Training's responsibility to establish goals for practicum and internship supervision in collaboration with the Faculty Course Supervisor or Individual Supervisor and Site Supervisor. Supervision goals are important for several reasons. First, establishing clear goals is the basis for the development of the supervisory relationship. Second, the collaborative effort required to establish and agree upon goals facilitates a working relationship between the student and supervisor. Mutual commitment to the supervisory process is a requirement for the professional development of supervisees (Borders & Leddick, 2005). Third, goals articulated in achievable steps can be a significant source of motivation (Borders & Leddick, 2005). Fourth, clear and specific goals can facilitate the evaluation of the Counselor-in-Training's progress. Fifth, the specification of goals individualizes the practicum and internship for each Counselor-in-Training. And sixth, the process of defining clear and specific goals for supervision provides a model for the Counselor-in-Training in defining goals with clients in counseling (Mead, 1990).

To assist Counselors-in-Training in focusing on and articulating supervision goals, a Counselor-in-Training Practicum/ Internship: Self-Assessment Instrument (Appendix M) is completed by the Counselor-in-Training and available for the Site Supervisor in LiveText. This instrument is to facilitate development of an appropriate Supervision Plan. Periodic reassessment of counseling skills is a valuable adjunct in the reformulation of supervision goals.

A form, Practicum/Internship Supervision Plan (Appendix L), has been designed for the purpose of writing individualized instructional goals. Counselors-in-Training are encouraged to complete the Counselor-in-Training Practicum/Internship Self Assessment (Appendix M) prior to discussion and approval of the Practicum/Internship Supervision Plan. Written supervision goals have three components: (1) clearly stated, observable objectives, (2) specific action steps necessary to reach each goal, and (3) specific procedures to evaluate each outcome (Borders & Leddick, 2005). These components correspond to the first three sections enumerated in the Practicum/Internship Supervision Plan form (Appendix L).

Short-term and long term goal statements can be formulated within the categories of performance skills, cognitive skills, and developmental level. These goal statements then become the context within which the professional development of the student can be interpreted. Progress toward goals can be reviewed at the midpoint and completion of each term. Goals can also be renegotiated at the midpoint review to adjust for any special circumstances (Boylan, Malley, & Scott, 2015 p. 199).

Each component of an effective supervision goal is discussed briefly below.

Stating goals. Goals should be stated in clear, specific, and observable terms (Borders & Leddick, 1987; Mead, 1990). For example, as a Site Supervisor you might observe that your supervisee needs to improve his/her response to clients' emotional expressions. Thus, you and the supervisee might agree that an important goal is to focus on affect by responding to the affective content of client statements.

Establishing action steps. Action steps also should be clear, specific, and observable. With reference to the goal above, an action step might be stated as follows: Each time I hear an emotion word in the client's statement, I will respond with a statement that reflects that feeling. Depending on the complexity of a stated goal, several action steps may be required for successful attainment. In addition, steps themselves often must be broken down into more readily achievable components.

Evaluation of goal achievement. A final component of goal setting is identifying ways to evaluate the outcome. Evidence of successful achievement of the goal stated above might be stated as follows: Upon analysis of an audiotape, I will have responded to 80 percent of the emotion words stated by the client.

As supervisees achieve their goals, their counseling is likely to be more rewarding and successful. Confidence should be enhanced. Motivation, too, should be high. Both the supervisee and Site Supervisor may be ready to reformulate goals or develop new supervision goals.

The agency, hospital, or school has the responsibility for making work assignments which will best meet the needs of the Counselor-in-Training and the agency/school. This involves, among other factors, the readiness of the Counselor-in-Training and the degree of responsibility he/she can assume; the personality characteristics both of the Counselor-in-Training and the site supervisor to whom he/she will be assigned; and a recognition that reasonable and appropriate caseloads with associated supervision should be assigned.

Monitoring of the Counselor-in-Training's progress involves daily (or as scheduled) contact with a site supervisor, evaluation of report-writing and case notes, and an opportunity for the Counselor-in-Training and site supervisor to meet at least once weekly to discuss clinical practice, case material, and to review audio and/or videotapes of the Counselor-in-Training's counseling sessions. Adequate participation in the daily function of the agency, hospital, or school should also be a responsibility of the Counselor-in-Training. One of the goals of supervised clinical practice is to foster Counselor-in-Training awareness of the strengths and limitations of the particular agencies, hospitals, and schools. All Counselors-in-Training are required to familiarize themselves with the record keeping and supervision requirements contained in Florida Chapter 491 and Rule Chapter 64B.

Evaluation is always a joint responsibility of the Counseling Program and the agency, hospital, or school which is providing the field placement. Ideally, the Counselor-in-Training is encouraged to participate in an appraisal of his/her work performance and counseling skills. Evaluation can take several forms, but even in the most structured evaluation process, there should be an opportunity for modification to meet the particular Counselor-in-Training's needs. It may be necessary, for example, to have an evaluation session after the first week of an unsatisfactory field placement experience. Formal evaluation of the Counselor-in-Training's progress is required at mid-term and at the conclusion of the academic term using the assigned evaluations identified in LiveText FEM (Appendices Q & R).

In both practicum and internship, it is important to recognize that the Faculty Course Supervisor, Individual Supervisor, and the Site Supervisor have a joint responsibility to monitor the Counselor-in-Training's clinical progress. The goal of supervision, and of the entire site placement program, is to help the Counselor-in-Training develop a professional attitude and approach to counseling. In the supervision relationship, the Site supervisor, the Faculty Course Supervisor, and the Individual Supervisor share with the Counselor-in-Training their knowledge and skills gained through years of experience in the field. Throughout the field experience, the agency, hospital, or school and Faculty Course Supervisor and Individual Supervisors need to be aware of their strengths and limitations in order to enhance the Counselor-in-Training's professional development.

## **RECORD KEEPING AND EVALUATION**

The Counseling Program uses the LiveText Field Experience Module (FEM) to track Counselor-in-Training hours and supervisor evaluations, demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation.. Counselor-in-Training are responsible for uploading and completing all practicum and internship forms in FEM. The Faculty Course Supervisor monitors the timely submission of forms and approves hours.

### **Weekly Practicum/Internship Site Supervision Summary**

Counselors-in-Training are required to document weekly activities in the Practicum/Internship Log (Appendices N and O, respectively). The logs are reviewed by the Site Supervisor, the Individual Supervisor, and subsequently submitted to the Faculty Course Supervisor. The logs are to be turned into the Faculty Course Supervisor or designee weekly.

Counselors-in-Training are required to complete the Supervision Summary (Appendix P) with their Site and University Supervisor for each weekly supervision session. The summaries may be uploaded every week with the corresponding logs for each clinical site.

### **Client History and Case Progress Notes**

Documentation must be completed and maintained in the prescribed format of the CARE Center.

### **Recordings**

Sessions at the Dr. Maureen Duffy Family Enrichment Center (FEC) are recorded for supervision with client consent. In addition to the FEC, the practicum and/or internship off-site placement will have policies and procedures that are to be followed to insure the informed consent of the client. If, due to practicum site constraints it is not possible to record sessions, sessions at the FEC are recorded for supervision. Other sessions may be supervised live. Counselors-in-Training will review recorded sessions on an on-going basis and present to the Faculty Course Supervisor or Individual Supervisor during individual or group supervision for feedback and evaluation.

### **Evaluation of the Counselor-in-Training**

The School of Education's policies require that Counselors-in-Training be assigned a letter grade at the conclusion of each unit of supervised field placement. The assignment of the final grade is the responsibility of the Faculty Course Supervisor. **The evaluation by the Site Supervisor and the Individual Supervisor will be sought to assist in the grade determination.**

The evaluation process is a joint one participated in by the Counselor-in-Training, the Site Supervisor, the Faculty Course Supervisor, and the Individual Supervisor. Together, they evaluate the Counselor-in-Training's readiness to enter the profession, including needs for further training, coursework, and/or supervised clinical practice. The evaluation also includes a focus on the Counselor-in-Training's demonstration of personal and professional ethics. The emphasis is on the Counselor-in-Training's individual growth toward professional maturity. It is recommended that the Faculty Course Supervisor, Individual Supervisor, and Site Supervisor continuously evaluate the Counselor-in-Training's progress as the training proceeds in various stages. The Site Supervisor Evaluation of Counselor-in-Training Form and the Faculty Course/Individual Supervisor Evaluation of Counselor-in-Training Form (Appendices Q and R) have both been developed for this purpose. The Counselor-in-Training is responsible for having the Site Supervisor complete this form in LiveText at mid-term and at the conclusion of the academic term. The Faculty Course Supervisor will be able to review the evaluation in LiveText. The Faculty Course Supervisor will provide phone consultations and practicum/internship site visits to minimize the need for additional written communication.

### **Counselor-in-Training Evaluation of the Placement Site and Supervision**

Feedback from the Counselor-in-Training concerning the learning opportunities and supervision offered by a site placement is important to the on-going development and monitoring of site experiences. The two forms, Counselor-in-Training Counselor Evaluation of Site Supervision and Site Evaluation Form (Appendices S and U), are used to obtain the Counselor-in-Training's feedback. Counselors-in-Training should discuss their assessments of their Site Supervisor and Site placement with the Faculty Course Supervisor and/or Individual Supervisor. Ongoing dialogue between the Site Supervisor, and the Faculty Course Supervisor regarding matters contained in these forms is encouraged.

## **GENERAL FACULTY REQUIREMENTS**

Clinical instruction includes supervised practicum and internships that have been completed within a Counselor-in-Training's program of study. Practicum and internship requirements are considered to be the

most critical experiential elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the Counselor-in-Training's professional counselor identity.

- A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have:
  1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
  2. relevant professional experience and demonstrated competence in counseling; and
  3. relevant training and supervision experience.
- B. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by the Faculty Course Supervisor,
  1. the ratio of 8 Counselors-in-Training to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.
  2. Group supervision for practicum and internship should not exceed 10 students.

## **Types of Supervisors**

Counselors-in-Training in practicum and internship are supervised by a Site Supervisor, a Faculty Course Supervisor (the instructor of their practicum or internship class), and an Individual Supervisor (Doctoral Student Supervisor).

### *The Site Supervisor*

The site supervisor must meet the following qualifications:

1. Be a Licensed Mental Health Professional with professional experience in the program area in which the Counselor-in-Training is completing clinical instruction. The Florida licensing board approves that a site supervisor's role can be fulfilled by a Licensed Clinical Mental Health Counselor; Licensed Clinical Social Worker; Licensed Marriage and Family Therapist, or a Licensed Psychologist;
2. A minimum of two years of pertinent professional experience in the program area in which the Counselor-in-Training is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for Counselor-in-Training.
4. Relevant training in counseling supervision. The Counseling Program faculty provides orientation, assistance, consultation, and professional development opportunities to site supervisors.

Practicum and internship provide counselors-in-training with an opportunity to work closely with an experienced counseling professional in a supervised context. This is also an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member of the agency or school would be expected to carry out. A regularly employed staff member is regarded as a person occupying the professional role to which the Counselor-in-Training is aspiring.

The Site Supervisor is selected primarily by the site placement agency, hospital, or school based on experience and clinical ability. Nonetheless, an assessment of the Site Supervisor's qualifications and

suitability for supervision should be the joint responsibility of the agency, hospital, or school, and the Counseling Program. Annual orientation and assistance, consultation, and professional development opportunities are provided by full-time counseling program faculty to site supervisors as well as on an as-needed basis.

The Site Supervisor should have substantial experience providing direct services. Experience administering human service agencies or school counseling programs is also essential in order that the supervisor can assist the Counselor-in-Training in exploring reactions to the various roles, functions and responsibilities that he/she may be asked to assume.

Applied professional development primarily takes place through supervised site placement experiences. Supervision is the cornerstone of practicum and internship. Supervisory functions include consultation, counseling, training, evaluation, and research related to the direct services provided by the student counselor. The supervisor's role is to enhance the professional functioning of a supervisee and serve as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2014).

The role of supervision in a supervised counseling site placement is a decisive factor in the success or failure of a Counselor-in-Training's experience. More specifically, supervision involves at least four major activities: (1) planning, (2) assignment, (3) monitoring, and (4) evaluation.

Planning sessions should involve discussion of the training and activities that the agency or school is prepared to provide and a discussion of the respective roles of the Counseling Program and the agency or school in the evaluation of the Counselor-in-Training's progress. Planning includes a supervision schedule agreement between the Counselor-in-Training and Site Supervisor; and an agreement between the agency, hospital, or school and Barry University (Affiliation Agreement, Appendix H).

Site supervisors are expected to:

1. sign and return to the Counselor-in-Training an Affiliation Agreement (Appendix H) that details the rights and responsibilities of the University, the site placement agency or school, and the student;
2. assign a variety tasks and responsibilities commensurate with the Counselor-in-Training's level of skill;
3. provide an opportunity for **direct client contact** in individual, group, crisis, family, or couple counseling contexts. In Counseling Practicum, 200 hours of direct client contact are required. Counselors-in-Training enrolled in Counseling Internship are required to fulfill 300 hours of direct client contact;
4. provide opportunities in Counseling Practicum, for additional 200 hours of **indirect related activities** such as: staffing, case management, record keeping, orientation/training, or other relevant professional activity; and 300 hours of such activity in Counseling Internship;
5. provide a minimum of one hour of individual face-to-face supervision each week. Supervision includes orientation, agency or school specific training, one-on-one meetings to discuss the raw data obtained from a student's clinical work, review of written clinical records, staff consultations, direct observation and/or review of audio or videotape recordings, performance evaluation, and feedback. Weekly face-to-face supervisory conferences should occupy an integral part of the supervisor's assigned duties, rather than being subordinate to other clinical or administrative activities;
6. assist the Counselor-in-Training in the development of The Practicum/Internship Supervision Plan (Appendix L) which outlines specific, measurable goals and monitor the Counselor-in-Training's progress toward achievement of these goals;

7. if appropriate, permit audio and/or videotaping of at least one counseling session each week, as needed, having secured the appropriate client informed consent;
8. permit case recordings, as needed, to be reviewed by the Faculty Course Supervisor with identifying client data removed in order to protect confidentiality;
9. communicate with the Faculty Course Supervisor regarding the Counselor-in-Training's progress, on an as needed basis, through telephone consultations and site visits;
10. complete two evaluations of the Counselor-in-Training's progress in the FEM, one at mid-term and the other at the conclusion of the semester (Site Supervisor Evaluation of Student Form Appendix Q);
11. maintain a supervision summary (see the Site Supervision Summary, Appendix P) and a file for each Counselor-in-Training; and
12. weekly face-to-face supervisory meetings should be scheduled in advance to insure the following:
  - the Counselor-in-Training counselor presents case materials and raises clinical questions of concern;
  - videos and/or audiotapes of the Counselor-in-Training's clinical work are reviewed and discussed, as needed,
  - assignments of new cases are to be discussed;
  - Counselor-in-Training questions about agency procedure are answered;
  - new developments in counseling as they affect the Counselor-in-Training should be considered;
  - supervision involves day-to-day responsibility for the Counselor-in-Training's activities depending on the degree of active responsibility the Counselor-in-Training is able to assume.

*The Faculty Course Supervisor*

The Faculty Course Supervisor is the instructor at the university who will teach the Practicum/Internship class on a weekly basis. The Faculty Course Supervisor is responsible for group supervision and live individual supervision during the Counselor-in-Training's attendance at the Practicum or Internship class in the FEC. The Faculty Course Supervisor also serves as a liaison between the Counselor-in-Training and the human service agency or school placement site.

Faculty Course Supervisors are expected to:

1. communicate expectations and requirements regarding practicum and internship to Counselors-in-Training and Site Supervisors;
2. conduct a minimum of 1 ½ hours of weekly supervision in a group format;
3. for practicum, conduct weekly, individual face-to-face supervision sessions having made a careful assessment of the needs of the supervisee and the client;
4. review with Counselors-in-Training the licensure and certification requirements in Florida;

5. solicit both verbal and written feedback regarding the Counselor-in-Training's performance and progress from the Site Supervisor. Faculty Supervisors are expected to document all communications with the site using the Site Placement Monitoring Form (Appendix V);
6. provide regular feedback to Counselors-in-Training regarding the impact of their counseling style, skill development, and progress;
7. visit agencies and schools in which Counselors-in-Training are completing the counseling internship. Faculty is expected to perform at least one site visit per semester and to document it in the Site Placement Monitoring Form (Appendix V);
8. review with Counselors-in-Training the legal issues and ethical responsibilities relevant to the practice of counseling;
9. ensure that Counselors-in-Training are receiving adequate site supervision and providing quality client care through orientation, assistance, and consultation with Site Supervisors and Individual Supervisors;
10. provide additional supervision as needed and requested;
11. regularly review the Counselor-in-Training's Supervision Plans, case records, audio and/or video-tapes, logs, site supervisor evaluations, clinical hours identified in LiveText to insure completion of required hours;
12. meet weekly with Counselors-in-Training. The purpose of these meetings will include:
  - a) assisting the Counselor-in-Training in integrating academic knowledge and theory with clinical practice;
  - b) providing an opportunity for the Counselor-in-Training to discuss his/her counseling experience with the Faculty Course Supervisor;
  - c) allowing the opportunity for the Faculty Course Supervisor to evaluate the Counselor-in-Training's effectiveness on an on-going basis; and
  - d) providing the opportunity for the Faculty Course Supervisor's assessment of how the Counselor-in-Training integrates self-of-therapist issues, academic training, and experiential learning.
13. gather information which may lead to revisions and modifications of the field placement program. Any information collected must be reported using the Site Placement Monitoring Form (Appendix V); and
14. complete two evaluations of Counselor-in-Training progress in FEM, one at mid-term and the other at the conclusion of the semester (see Faculty Course/Individual Supervisor Evaluation of Student Form, Appendix R).

During internship, the Faculty Course Supervisor will visit the field site for a scheduled conference with the Counselor-in-Training and site supervisor whenever special problems arise. Such interaction allows the agency, hospital, or school personnel and faculty members to work together in an on-going effort to develop a more common understanding of field placement and to maintain an on-going evaluation of the field placement and the student. Such activities serve as a basis for the development of a more effective field placement program.

*The Individual Supervisor*

An Individual Supervisor is a supervisor in the FEC who may or may not be the Counselor-in-Training's Faculty Course Supervisor. Typically the role of Individual Supervisor is fulfilled by doctoral students of counseling.

Individual Supervisors are expected to do the following:

1. for practicum Counselors-in-Training and select internship Counselors-in-Training, conduct weekly, individual face-to-face supervision sessions having made a careful assessment of the needs of the supervisee and the client;
2. provide regular feedback to Counselors-in-Training regarding the impact of their counseling style, skill development, and progress;
3. review with Counselors-in-Training the legal issues and ethical responsibilities relevant to the practice of counseling;
4. provide additional supervision as needed and requested;
5. regularly review case records, audio and/or video-tapes, and logs; and
6. meet weekly with Counselors-in-Training. The purpose of these meetings will include:
  - a) assisting the Counselor-in-Training in integrating academic knowledge and theory with clinical practice;
  - b) providing an opportunity for the Counselor-in-Training to discuss his/her counseling experience with the Individual Supervisor;
  - c) allowing the opportunity for the Individual Supervisor to evaluate the Counselor-in-Training's effectiveness on an on-going basis; and
  - d) providing the opportunity for the Individual Supervisor's assessment of how the Counselor-in-Training integrates self-of-therapist issues, academic training, and experiential learning.
7. gather information which may lead to revisions and modifications of the field placement program. Any information collected must be reported using the Site Placement Monitoring Form (Appendix V);
8. complete two written evaluations of Counselor-in-Training progress, one at mid-term and the other at the conclusion of the semester (see Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form, Appendix R).
9. Assist the Faculty Supervisor in the monitoring of Counselor-in-Training placements, as well as in performing other supervision duties as needed. Individual Supervisors are expected to document all communications with the site using the Site Placement Monitoring Form (Appendix V);

An Individual Supervisor must:

1. Have completed a master's degree in counseling and or a mental health related field, as well as counseling practicum and internship; experiences equivalent to those in a CACREP-accredited entry-level program;
2. have completed or are receiving preparation in counseling supervision;

3. be supervised by program faculty, with a faculty-student ratio that does not exceed 1:8, and;
4. have knowledge of the program's expectations, requirements, and evaluation procedures for students.

### **References**

- Bernard, J.M., & Goodyear, R.K. (2014). *Fundamentals of clinical supervision* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Borders, D., & Ledick, G.R. (2005). *Handbook of counseling supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
- Mead, D.E. (1990). *Effective supervision*. New York, NY: Brunner/Mazel, Inc.
- Scott, J., Boylan, J., & Jungers, C. (2015). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (5<sup>th</sup> ed.). New York, NY: Routledge.

The following course schedule is provided for planning and actual schedules may deviate from this based on changing program needs. Contact your Program Advisor to be sure that a course will be offered as tentatively scheduled on the next page.

## COURSE ROTATION – MIAMI SHORES

Days		Fall	Spring	Summer I (6 – 9:30)	Summer II (6 – 9:30)
Monday	4 – 7	CSL 600 Legal and Eth.* <b>CSL 616 Intro to Pharm ##</b>	CSL 652 Ind Coun Pro* CSL 653 Career Dev	CSL 600 Legal and Eth.* MW  <b>CSL 589 Intro. to MH Coun.##</b> MW	CSL 652 Ind. Coun. Pro.* MW  CSL 688 Marital, Coup, C/T MW
	6 – 9	SPY 571 Except. in Ed			
	7 – 10	CSL 605 Treatment of Sub CSL 680 Family Therapy*	CSL 589 Intro MH Coun* CSL 689 Issues Mar/Fam		
	3:30 – 8:30	CSL 694 Counseling Practicum*** CSL 700 Cont. Enrollment	CSL 699 Counseling Internship*** CSL 700 Continuous Enrollment	CSL 677 Rehab Issues (12 weeks) (DL) CSL 694 Counseling Practicum (12 weeks)*** CSL 700 Continuous Enrollment (12 weeks)	
Tuesday	4 – 7	CSL 687 Mar/Fam Sys CSL 686 Coun Theor & Int*	<b>CSL 605 Treatment and Sub.#</b> CSL 629 Soc. & Cul. EDR 601 Methodology of Research**	CSL 658 Group Coun. TTh  CSL 586 Stu Ser Per (H) TTh	CSL 686 Couns. Theo. & Int.* TTh  CSL 682 Consultation Proc.(H) TTh
	7 – 10	CSL 652 Ind. Con. Pro.* EDR 601 Methodology of Research**	CSL 686 Coun Theo & Int* CSL 588 Crisis Intervention		
	3:30 – 8:30	CSL 699 Counseling Internship*** CSL 700 Continuous Enrollment	CSL 694 Counseling Practicum*** CSL 700 Continuous Enrollment	CSL 699 Counseling Internship (12 weeks)*** CSL 700 Continuous Enrollment (12 weeks)	
Wednesday	4 – 7	CSL 610 Human Growth* CSL 658 Group Coun	CSL 680 Family Therapy* CSL 569 Psychopathology	Second session of Monday class	
	7 – 10	CSL 501 Orient to Coun* CSL 629 Soc/Cul Issues CSL 612 Child Guide/Ther	CSL 610 Human Growth* CSL 635 Med & Psych Disability (DL)		
	3:30 – 8:30	CSL 694 Counseling Practicum*** CSL 700 Continuous Enrollment	CSL 699 Counseling Internship*** CSL 700 Continuous Enrollment	CSL 694 Counseling Practicum (12 weeks)*** CSL 700 Continuous Enrollment (12 weeks)	
Thursday	4 – 7	<b>CSL 650 Human Sex. #</b> CSL 588 Crisis Intervention. CSL 672 Found of Rehab (DL)	CSL 501 Orientation to Coun.* CSL 621 Psy. Meas.	Second session of Tuesday class	
	7 – 10	CSL 621 Psy Measure CSL 653 Career Develop	CSL 650 Human Sex CSL 658 Group Coun		
	3:30 – 8:30	CSL 699 Counseling Internship*** CSL 700 Continuous Enrollment	CSL 694 Counseling Practicum*** CSL 700 Continuous Enrollment	CSL 699 Counseling Internship (12 weeks)*** CSL 700 Continuous Enrollment (12 weeks)	

\* designates courses that should be taken in the first year of the student's program of study

\*\* designates courses that must be taken after at least 6 credit hours but within the first 18 credit hours

\*\*\*Note that days and times of CSL 694 & CSL 699 are subject to change and contingent upon student enrollment

# designates courses that are offered only in even years

## designates courses that are offered only in odd years

(DL) designates fully-online distance learning courses

(H) designates hybrid distance learning courses

## **COUNSELING PROGRAM POLICIES**

### **ENDORSEMENT/REFERENCE POLICY**

**Introduction:** The Counseling Program faculty are deeply committed to assisting students in obtaining certifications, licenses, and/or professional positions commensurate with their demonstrated areas of competency. In order to receive an endorsement or referral letter, a student must have demonstrated adherence to personal and professional ethical standards, personal maturity essential for a counseling professional, and clinical and academic competence. Only students who have demonstrated the above qualities and clinical competencies through matriculation in the Counseling Program and through appropriate field experience in an appropriate specialized setting under the supervision of a properly credentialed supervisor will be provided with references for further graduate study or employment.

**Content of endorsement:** The endorsement will identify the degree received and the area of specialty. Specific comments about clinical competencies and academic accomplishments will be based on the practicum and internship evaluations by the student, the field supervisor, and the faculty. A faculty member's direct experience with the student inside and outside of the classroom will also be considered. Should students desire recommendations for graduate study or work outside their area(s) of expertise and demonstrated competencies, the faculty reserve the right not to endorse the student for the particular position or area of study. Similarly, the faculty will generally be reluctant to endorse a student who did not matriculate towards and receive a degree in one of the available areas of specialty (taking courses for certification and licensure resulting in too little contact with faculty for an endorsement to be offered). A member of the faculty has the right to refuse to endorse a student.

**Endorsement requests:** Generally, the practicum and internship field supervisors and faculty supervisors are the appropriate individuals to provide a detailed endorsement because of their direct observation of the student's clinical competencies. Should the faculty supervisor not be available to provide an endorsement, the Program Chair will consult with the Counseling Program faculty and review available records in order to develop the endorsement. A request for endorsement must be submitted in writing by the student. A specific description of a job or training program may be required before an endorsement can be offered.

### **CERTIFICATION/LICENSURE**

Students take **sole** responsibility for meeting licensure requirements for Clinical Mental Health Counseling, Marital, Couple, Family Counseling/Therapy, and/or Rehabilitation Counseling Certification. Likewise, students are **solely** responsible for meeting Florida state requirements for certification in School Counseling. Please note that requirements for licensure and certification are subject to change. Students are responsible to contact certification and/or licensing bodies for applications and information about meeting current professional standards.

## **LICENSURE CERTIFICATION/TRANSFER CREDIT ACKNOWLEDGEMENT FORM**

### **FOR ALL STUDENTS:**

I understand that: (1) Courses taken and/or transferred from other universities toward a M.S. may not meet academic requirements for licensure or certification. (2) It is my responsibility as the student and not the University's to monitor licensure and certification standards and to ensure my compliance. (3) Furthermore, I understand that it is my responsibility to make sure that all requirements for the appropriate degree are met in a timely fashion. (4) Any courses taken outside of one's specialization for meeting additional licensure or certification standards do not apply toward the requirements for a degree in one's specialty unless written acceptance of these credits towards the degree is given by the Program Director. (5) I have access to the Counseling Program Manual.

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PRINT STUDENT'S NAME

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STUDENT'S SIGNATURE

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DATE

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ADVISOR'S SIGNATURE

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DATE

## **COURSE DESCRIPTIONS**

### **501 Orientation to the Counseling Profession (3)**

This course is designed to provide an overview of the counseling profession, as well as to serve as an introduction to the Clinical Mental Health Counseling, Marriage, Couples, and Family Counseling/Therapy, Rehabilitation Counseling, and School Counseling specialties. This course will familiarize students with the history and evolution of the counseling profession, its foundational principles, the scope of practice for each counseling specialization, the basic clinical and administrative components of the counseling process, as well as professional counselor identity.

### **569 Psychopathology: Diagnosis and Treatment in Counseling (3)**

Examines diagnosis and treatment of psychopathology. Introduces the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*; explores the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Students are expected to demonstrate knowledge and skills related to the use of the DSM and conducting diagnostic interviews, including the mental status examination, biopsychosocial history, and treatment planning.

### **586 Students Services Personnel within the Public Schools (3)**

This course focuses on the theoretical, scientific, and practical issues in professional School Counseling and School Psychology and their development within the framework of the American public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of guidance programs and psychological services within various school settings, with particular attention to the context of a multicultural urban educational setting will be reviewed. The role of prevention/mental health programs within the American public school will be explored.

### **588 Crisis Intervention (3)**

This course presents the major theories and techniques in crisis intervention and counseling. Topics include the history, models, current trends, and systemic issues of crisis counseling. Particular emphasis on trauma and crises will be examined as they relate to individuals, families, and communities (i.e., schools, cities, countries, cultural groups).

### **589 Introduction to Clinical Mental Health Counseling (3)**

Examines the history and philosophy of clinical mental health counseling. Surveys the roles and responsibilities of the clinical mental health counselor, including ethical, legal, organizational, professional, and research considerations. Compares the relationship between clinical mental health counselors and other human service professionals in multi-disciplinary settings. Prepares students to conduct comprehensive intake evaluation and develop treatment plans.

### **600 Legal and Ethical Issues in Counseling (3)**

Examines legal, ethical, and professional standards of practice of mental health, guidance, rehabilitation counseling, and marriage and family counseling/therapy, which includes goals and objectives of related professional organizations, codes of ethics, legal considerations, standards of preparation, state and national certifications, and state licensure. Examines the role of counselors and overviews the rights of consumers.

### **605 Treatment of Substance Abuse in Counseling (3)**

Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marriage and family therapy, clinical mental health, school, and rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment and treatment of substance

abuse, as they relate to the role of the professional counselor. Prerequisites: CSL 569 or permission of instructor.

**610 Human Growth and Development (3)**

Discusses life-span theories of development, models of moral, intellectual, and sexual development, normal and abnormal behavior and learning theories; addresses developmental interventions and relates them to the needs of specific client populations.

**612 Child Guidance and Therapy (3)**

The course is designed to provide the primary and secondary school counselor with the knowledge and skills he or she requires to work with children. The counselor working in the elementary setting must be able to perform tasks in three areas to be effective: Child Counseling/Therapy, Prevention/ Developmental Guidance, and Consultation. Prerequisite: CSL 610.

**616 Introduction to Pharmacology for Counselors (3)**

This course introduces students to the basic principles of pharmacology as it relates to behavioral, mental and emotional health. Students explore how select drugs are ingested, distributed, and metabolized, with an emphasis on drug selection, dosage, side effects, interactions, and toxicity. Cultural and ethical components of drug therapy in counseling and the role of the professional are integrated.

**621 Psychological Measurement (3)**

Examines the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Students are expected to demonstrate competency in the administration and interpretation of a broad range of assessment tools, as well as the ability to integrate and present this information appropriately. Prerequisite: EDU 601.

**629 Social and Cultural Issues in Counseling (3)**

Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.

**635 Medical and Psychological Aspects of Disability (3)**

This course is a survey of the medical, psychological, and social aspects of disability. Students will learn the principles and practices of rehabilitation counseling concerning issues such as etiology, diagnosis, psychosocial aspects of disabilities, and treatment for clients with disabilities. This course familiarizes students with the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Assistive technology and basic classifications, indications, and contraindications of commonly prescribed medications will be introduced. Case material and analyses are presented. Students are expected to demonstrate knowledge and skills related to clinical rehabilitation counseling models and approaches to clinical evaluation of clients with disabilities.

**650 Human Sexuality (3)**

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

**652 Individual Counseling Procedures (3)**

Presents the major theories and practices in individual counseling. Topics include: case conceptualization; treatment planning; case management; relationship building; problem-solving; and outcome assessment. Emphasis is placed on development of counseling micro skills within the context of the helping relationship.

**653 Career Development and Life Work Planning (3)**

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job-seeking skills are taught.

**658 Group Counseling Procedures (3)**

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice in coordination of group work.

**672 Foundations of Clinical Rehabilitation (3)**

This course reviews the history, relevant legislation, and philosophy of rehabilitation counseling. In addition, the course surveys the roles and responsibilities of the clinical rehabilitation counselor in various clinical settings and orients the student to the nature of the interdisciplinary interactions that lead to meaningful participation in a treatment team. Students practice developing comprehensive intake evaluations for clients with disabilities, including diagnostic interviews, biopsychosocial assessments, mental status examinations, symptom inventories, psychoeducational and personality assessments, and career assessments to evaluate functional abilities, transferable skills, and application of assistive technologies in developing individualized treatment plans.

**677 Rehabilitation Issues (3)**

This course is designed to examine societal issues, trends, and developments affecting individuals with disabilities and the rehabilitation counseling profession. Students will consider the linkages and needs of rehabilitation programs and agencies in the community. Special attention will be given to the role of the rehabilitation professional in prevention, intervention, consultation, education, and advocacy initiatives that address environmental, attitudinal, and individual barriers experienced by people with disabilities. Finally, students will assess how government relations on local, state, and national levels impact services for individuals with disabilities and the practice of rehabilitation counseling.

**680 Family Therapy (3)**

Investigates the theories and practices of family therapy. Current models of therapy are studied and applied in practice sessions. Emphasis is placed on the development of a systemic perspective.

**682 Consultation Procedures (3)**

Presents the principles and theories of consultation and examines the practices of the counselor and school psychologist as a consultant in schools and related settings. Process models of consultation are discussed.

**686 Counseling Theories and Interventions (3)**

Examines major and emerging counseling models and theories and interventions, and their application to the counseling process. Students are expected to begin to develop a personal model of counseling.

**687 Marital and Family Systems (3)**

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective. Prerequisite: CSL 680

**688 Marital Therapy (3)**

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided. Prerequisite: CSL 680

**689 Issues in Marriages and Family (3)**

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marriage and family functioning. Prerequisite: CSL 680

**694 Counseling Practicum (6)**

Requires 400 hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the knowledge and skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly.

**Prerequisites:** Students must complete all didactic coursework prior to beginning practicum. Three credit hours will be allowed with the permission from the academic advisor in consultation with the practicum and internship coordinator. None of the core courses will be allowed in this exception. Any other arrangements will be allowed at the discretion of the academic advisor in consultation with the practicum and internship coordinator. Although students may demonstrate academic competency in their coursework, a grade of "C" does not meet the minimum standard of professional counseling competency for practicum. Students who earn a grade of C in practicum will be required to complete a remediation plan including repeating the practicum course and must earn a grade of B" or higher.

**693 School Counseling Internship (6)**

This course, CSL 693- School Counseling Internship, requires the completion of 600 clock hours of field experience in a primary or secondary school. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

**695 Clinical Mental Health Counseling Internship (6)**

This course, CSL 695- Clinical Mental Health Counseling Internship, requires the completion of 600 clock hours of field experience in community mental health organizations, human service organizations, and hospital behavioral medicine units. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

**696 Marriage and Family Counseling Internship (6)**

This course, CSL 696 Marriage and Family Counseling Internship, requires the completion of 600 clock hours of field experience in a marriage and family setting. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

**697 Clinical Rehabilitation Counseling Internship (6)**

This course, CSL 697 Clinical Rehabilitation Counseling Internship, requires the completion of 600 clock hours of field experience in community health organizations, human service organizations, and/or rehabilitation service institutions and settings. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

**700 Continuous Enrollment (1)**

Continuous Enrollment is required every Fall, Spring, and Summer until all clinical hour requirements have been met for either Practicum (CSL 694) or Internship (CSL 693, 695, 696, or 697). **Prerequisite:** Student has not completed the required clinical hours for either Practicum (CSL 694) or Internship (CSL 693, 695, 696, or 697) in the semester of enrollment and has a current grade of IP in the course.

## **COMPREHENSIVE EXAM GUIDE**

*The comprehensive examination is a cumulative examination which measures your level of proficiency within your chosen field of counseling after two to three years of coursework, education, training, and preparation. In order for you to work as a degreed professional and for this program and university to award you that degree, you must first demonstrate specific competencies that reflect your professional preparedness.*

### **Comprehensive Examination Policy**

Comprehensive exams are offered twice a year. Once in the fall semester and once in the spring semester. To be eligible to sit for the comprehensive examination, the student will need to be registered for practicum or internship, and have all coursework completed. The comprehensive examination consists of a three-hour written examination in the student's final semester of enrollment. This clinically-focused examination provides students the opportunity to integrate the theoretical material they have studied throughout the program and demonstrate mastery of the knowledge-base required for professional counselors. The examination consists of both theoretical and applied questions covering both the core and specialization areas of students' study in the Counseling Program. The best preparation for this examination is ongoing concentration, study, and reading throughout all of the coursework with a thorough review prior to the examination.

- You may only take the Comprehensive Examination while enrolled in counseling practicum or internship in the Master of Science Program.
- The Comprehensive Examination is typically administered on a Saturday morning. Requests for exceptions must be made in writing to the Counseling Program Director no later than 4 weeks prior to the examination administration.
- Each examination is blind reviewed and scored independently by two faculty members. A combined score of 6 points is required for the individual to pass the question.
- A student who fails one or two questions on the comprehensive examination will be required to retake that question during a subsequent administration of the comprehensive examination.
- A student who fails more than two questions on the comprehensive examination will be required to retake the entire comprehensive examination.
- A student may only take the comprehensive examination twice. A second failure will result in the student forfeiting his/her degree.
- Students have a total of seven (7) years to finish course work and comprehensive examinations in order to earn a MS degree.
- Studying for the Comprehensive Examination does not count as indirect practicum or internship hours.

## **Comprehensive Examination Preparation Tips**

- ❖ First, be prepared! The amount of time allotted to complete this examination is three hours. There are four questions covering the eight core content areas and your specialization (i.e. Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling and Therapy, School Counseling, and Rehabilitation Counseling).
- ❖ A great start to preparing for this examination will be to make sure to read and keep all articles and textbooks assigned by each of your professors. This is the best method for preparing for your comprehensive examination, which becomes an ongoing process over the course of the two or three years you are in the program. Last minute cramming will increase your anxiety and will not, unfortunately, be effective.
- ❖ For each of your classes, determine the three or four most important topics for that class and learn as much as possible about each of them. Not only will this decrease your study time for your comprehensive examination, it will also reduce the content through which you must sift.
- ❖ The reality of your comprehensive examination is that you **DO** have to study. It would be advisable to start the process of studying about six to eight weeks before you are scheduled to take the exam. Devote approximately 8-10 hours each week reviewing your lecture notes, class outlines, and any articles and textbooks from each of your classes.
- ❖ Consider establishing study groups. You can exchange information, quiz each other, and divide the workload among each member of the group. Then each of you, in turn, can “teach” the group the important points of the content for which you were responsible.
- ❖ It may also prove helpful to study different counseling theories by comparing and contrasting each with the others. This method of studying *differences* may help you internalize the theories and other pertinent information. Also, develop a list of interventions for each theory (which is easily facilitated by the study group format).
- ❖ Attempt to divide your time equitably among the questions. Remember that you have three hours to complete the examination, and not answering a question because you ran out of time only means that you did not successfully complete the Comprehensive Examination.
- ❖ **Be sure to answer all parts of the question asked!** When you read as part of the question the instruction to provide support for your answer by citing current literature or recent legislation, please note that this is required in your response to the question and is not optional.
- ❖ Do not attempt to answer a question by merely reciting a previously memorized answer. Read each question carefully and structure your answer to fit the question. Synthesize the different aspects/portions of each question into one coherent response. Remember to underline your headings, leave a space between paragraphs, and write neatly and legibly.
- ❖ Consider your comprehensive examination as an excellent start in studying for your State Licensing Exam!

## **Comprehensive Examination Format**

The comprehensive questions are real-life relevant, require incorporation of knowledge into practice, and require case- and model-specific responses. The comprehensive exam format accurately assesses students' ability to integrate thinking into practice. Developing reflective practitioner skills requires students to demonstrate the ability to respond at the application, analysis, synthesis, and evaluation levels.

1. All the questions are case-based.
2. You will be given a fixed set of questions each with multiple parts to which to respond – a core of three questions based on a single case, and one specialization question to answer based on another case.
3. The questions come from the content areas i.e. CACREP core & specialization standards.
4. The content comes from all courses.
5. You have three hours to answer four questions.

### **Questions for Section I (Core) of the Comprehensive Examination come from the following courses:**

CSL	501	Orientation to the Counseling Profession
CSL	588	Crisis Intervention
CSL	600	Legal and Ethical Issues
EDR	601	Methodology of Research
CSL	610	Human Growth and Development
CSL	621	Psychological Measurements
CSL	629	Social and Cultural Issues in Counseling
CSL	652	Individual Counseling Procedures
CSL	653	Career Development
CSL	658	Group Counseling Procedures
CSL	686	Counseling Theories and Interventions
CSL	694	Counseling Practicum

### **Questions for Section II (specialization) of the Comprehensive Examination come from the following courses:**

#### *School Counseling*

CSL	586	Student Services Personnel in the School
CSL	612	Child Guidance and Therapy
SPY	571	Exceptionalities in Learning and Behavior
CSL	680	Family Counseling and Therapy
CSL	682	Consultation Procedures

#### *Rehabilitation Counseling*

CSL	639	Physical and Mental Disabilities
CSL	683	Industrial Rehabilitation / Risk Management
CSL	685	Rehabilitation Issues

#### *Clinical Mental Health Counseling*

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Clinical Mental Health Counseling
CSL	605	Treatment of Substance Abuse
CSL	650	Human Sexuality
CSL	680	Family Counseling and Therapy

#### *Marriage, Couple, and Family Counseling and Therapy*

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	605	Treatment of Substance Abuse
CSL	650	Human Sexuality
CSL	680	Family Counseling and Therapy
CSL	687	Marriage and Family Systems
CSL	688	Marital and Couples Counseling and Therapy
CSL	689	Issues in Marriage and Family

**COUNSELING PROGRAM  
COMPREHENSIVE EXAMINATION MASTERS DEGREES INSTRUCTIONS**

**INSTRUCTIONS**

In responding to the questions below, please follow these guidelines:

1. Please put your Barry University **identification number** on each page of your response. Do not write your name on the exam.
2. Plan your writing so you will be able to answer each question **succinctly and in an organized manner** within the time available.
3. Read each question completely before you begin to write!
4. Questions contain many elements. Please be sure to address **each** element of each question.
5. **Document and support all your answers by citing pertinent literature as appropriate.** The rationale you choose to apply should be clear and logical.
6. You should answer **all three (3)** questions from Section 1 and **one (1)** question from Section 2 (your area of specialization).
7. If you answer a question from a section that is not in your area of specialization, you will not be awarded points for your response(s) to that question.

**General Instructions for the Comprehensive Examination**

**Please check :**

*I am a \_\_\_\_\_ MS student*

*My area of specialization is:*

*School Counseling*  
 *Clinical Mental Health Counseling*

*Clinical Rehabilitation Counseling*  
 *Marital, Couple, Family Counseling and Therapy*

**Counseling Program**  
**Barry University**  
**Rating Sheets for Masters Comprehensive Examination**

Please evaluate and rate each response from 1 (failure) to 5 (superior). Two faculty will be responsible for reviewing and scoring each examination. A total of 6 points is required for the individual to pass the question. Upon completion, each faculty person will submit the Comprehensive Examination to be forwarded to the next faculty person (without the completed rating sheet). The combined score will determine the student's final score for each response.

Student ID Number: \_\_\_\_\_

Major/Specialization: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Semester: \_\_\_\_\_

		Failure		Superior			
1.	<b>Question #</b> _____ (from exam)	<b>Section I or II</b> (circle one)	1	2	3	4	5
Comments: _____ _____ _____							
2.	<b>Question #</b> _____ (from exam)	<b>Section I or II</b> (circle one)	1	2	3	4	5
Comments: _____ _____ _____							
3.	<b>Question #</b> _____ (from exam)	<b>Section I or II</b> (circle one)	1	2	3	4	5
Comments: _____ _____ _____							
4.	<b>Question #</b> _____ (from exam)	<b>Section I or II</b> (circle one)	1	2	3	4	5
Comments: _____ _____ _____							

## COUNSELING PROGRAM GRIEVANCE PROCEDURES

The following grievance procedure is set forth by the Counseling Program, Adrian Dominican School of Education at Barry University. Any graduate student currently matriculated in this program, and who believes that he or she has been treated improperly on an academic or programmatic matter, is entitled to a review of the complaint.

Grievance procedures apply only in those cases involving a perceived academic impropriety arising from an action taken by 1) an individual within the Counseling Program, or 2) the Counseling Program as a whole. **They do not pertain to complaints expressing dissatisfaction with a University policy of general application to all students, nor do they pertain to individual school or program policies as long as those policies are consistent with general University policy.**

### **The grievance procedures are as follows:**

1. The student shall first discuss the complaint with the individual(s) most directly involved and seek resolution.
2. If the student and the individual(s) most directly involved are not able to find resolution, the student shall present the complaint, in writing, to the individual(s) most directly involved for review and response.
3. If no resolution results, the student must then present to the Program Director, in writing, the substance of the complaint, the grounds on which the student is basing the complaint, and the efforts taken to date to resolve the matter. If the Program Director is named in the complaint, the document will be submitted to a Grievance Committee composed of two (2) faculty members within the Program Director, membership to be determined on a rotating basis at the start of each academic semester.
4. The document should be filed within 30 business days of the end of the academic semester in which the complaint occurred or should reasonably have been discovered.
5. The grievance officer(s) (that is, the Counseling Program Director or members of the Grievance Committee) shall promptly initiate an independent investigation and prepare a report to be completed within 30 business days of receipt of the written complaint.
6. Upon completion of the investigation, the grievance officer(s) will prepare and transmit to the student, and to the party against whom the grievance is directed, written findings and a proposed disposition.

### **General Principles**

1. All persons charged with responsibility under these procedures will discharge their obligations with fairness, objectivity, and rigor.
2. All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of the complainant and respondent. It is expected that complaints and other activities under these procedures will be confidential. However, disclosure of otherwise confidential information may be made when necessary to protect the health, safety, or well-being of the complainant and others in the Barry University community, to comply with legal obligations of the University, or where, in the judgment of the Chair, certain disclosure would be in the best interest of the parties of the University.
3. These are academic, not legal, procedures. Therefore, legal defense through use of attorneys or other legal professionals or paraprofessionals in these proceedings is not permitted. Any evidence that a fact-finder or panel deems relevant and trustworthy may be considered. Formal rules of evidence do not apply.
4. A grievance procedure exercised under this policy in no way limits or interferes with rights of faculty or students as outlined, respectively, in the Barry University Faculty Handbook and the Barry University Student Handbook.

# **JOB DESCRIPTION FOR GRADUATE ASSISTANTS**

## **M.S. PROGRAMS IN COUNSELING GRADUATE ASSISTANT JOB DESCRIPTION**

### **DUTIES**

The Graduate Assistants working with the full-time faculty and adjuncts in the M.S. curricula in Counseling may perform, but not limited to, the following activities:

1. Conduct library research and secure materials for faculty.
2. Assist faculty with class preparation to include creating powerpoints and updating Canvas.
3. Assist faculty in keeping records on program operation for use in program development, evaluation, and accreditation.

### **COMPENSATION**

Compensation for an assistantship consists of tuition remission for 3 credits per semester of graduate study for 10 hours per week of work over 16 weeks. During the summer, because of the shortened length of the semesters, Graduate Assistants must work 15 hours per week during the summer I and II terms. An assistant's scheduled hours on campus must be arranged with the Counseling Program Director or assigned full-time faculty. A timesheet must be submitted to the Program Director each week.

### **RECRUITMENT**

Any student interested in this position may apply by submitting a letter of application to the Program Director at: Barry University, School of Education, 11300 NE 2nd Avenue, Miami Shores, FL 33161. Items to be included in this application are: 1) a resume, 2) a letter detailing competencies and interests associated with the job requirements, and 3) names, addresses, and telephone numbers of two references (at least one professional). Candidates may be asked for an interview. Students who have held the assistantship for one year must re-apply after completing their initial two-semester assistantship. Applicants will be notified of hiring decisions as soon as possible.

### **SELECTION**

Applicants for the graduate assistantship offered at the M.S. level in the Counseling Program will be selected based on the following criteria:

- 1) academic standing in the Counseling Program or prior academic program;
- 2) demonstrated history of performing tasks required of graduate assistants;
- 3) commitment to the counseling profession (i.e., professional memberships; certifications/licenses; volunteer or paid work experience);
- 4) experience in conducting library research;
- 5) ability to communicate effectively with others;
- 6) demonstrated motivation/work habits; and
- 7) personal maturity and adherence to personal and professional ethical standards.

# **APPENDICES**

## **Program Checklist**

**INSTRUCTIONS:** The following checklist presents each of the steps from admission through graduation in the counseling program. Students are responsible for initiating and completing each step in a timely fashion.

\_\_\_\_\_

**1. Develop a Plan of Study**

CONTACT: Program Advisor

DEADLINE: Prior to second semester/term of enrollment.

\_\_\_\_\_

**2. Petition for re-admission after leaving in good standing or after academic deficiency.**

CONTACT: Program Advisor

DEADLINE: One month prior to registration.

NOTE: Use a Request for Change of Status or Re-Admission Form, which can be obtained in the counseling department, Powers Hall 270.

\_\_\_\_\_

**3. Petition for change/addition of a specialization.**

CONTACT: Program Advisor

DEADLINE: Before registration for specialization courses

NOTE: Students may change or add specialization areas with the understanding that additional credits may be required. "Change of Major" form must be completed and approved by Advisor and Associate Dean for Professional Studies.

\_\_\_\_\_

**4. Prepare or update the Student Progress Checklist on an ongoing basis.**

CONTACT: Program Advisor

DEADLINE: Prior to registration for each semester/term

NOTE: Students are expected to follow the plan once it is developed and approved. Deviations may lengthen time of study and need to be confirmed with your Program Advisor.

\_\_\_\_\_

**5. Complete prerequisites for PRACTICUM and INTERNSHIP and determine an appropriate site.**

CONTACT: Practicum and Internship Coordinator

DEADLINE: One semester before beginning hours or registration for either course.

NOTE: Since these courses are limited in enrollment, the student must submit application in a timely manner.

\_\_\_\_\_

**6. Transfer graduate credits that match the course descriptions and competencies associated with a given curriculum.**

CONTACT: Program Advisor

DEADLINE: At admission or when courses are taken with advanced permission of the Program Advisor.

NOTE: Students must submit a letter of request, which provides a rationale for transfer of the credits and demonstrates their consistency with course offerings or competencies associated

with a specific curriculum. A copy of the catalog description and syllabus for the course to be transferred should be attached. An original transcript must be sent to the Registrar.

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7. Apply for COMPREHENSIVE EXAMINATION

CONTACT: Program Advisor  
DEADLINE: By date published on semester schedule published with registration materials.  
NOTE: The date is usually early in a semester/term. A registration form must be filled out when applying for the comprehensive exam and submitted to the registrar's office.

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8. Be sure to complete the degree in seven years.

CONTACT: Program Advisor  
DEADLINE: Backdate seven years from date of graduation. Credits earned before that date cannot be applied to the degree.

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9. Make application for degree and register for graduation.

CONTACT: Program Advisor  
DEADLINE: By date published on semester schedule published with registration materials.  
NOTE: **THE COMPREHENSIVE EXAMINATION MUST BE SATISFACTORILY COMPLETED BEFORE GRADUATION. RE-REGISTRATION FOR GRADUATION IS REQUIRED IF THE STUDENT FAILS TO GRADUATE IN THE SEMESTER IN WHICH REGISTERED FOR GRADUATION.**

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10. For Clinical Mental Health and Marital, Couple, Family, Counseling/Therapy specialization majors, obtain intern registration material for registered clinical mental health intern status and marriage and family intern status.

CONTACT: **Florida Department of Health  
Board of Clinical Social Work, Marriage and Family Therapy, and Clinical Mental Health Counseling  
Medical Quality Assurance  
4052 Bald Cypress Way  
Tallahassee, Florida 32399-3250  
(850) 488-0595  
[http://www.doh.state.fl.us/mqa/491/soc\\_applications.html](http://www.doh.state.fl.us/mqa/491/soc_applications.html)**  
DEADLINE: Strongly encouraged **prior to** graduation and prior to commencing post-master's supervised clinical experience towards licensure

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11. For Rehabilitation Counseling specialization majors interested in seeking the Certified Rehabilitation Counselor credential obtain application form and verify credential requirements.

CONTACT: **Commission on Rehabilitation Counselor Certification,  
1835 Rohlwing Rd. Suite E,  
Rolling Meadows,  
Illinois 60008-1367  
Telephone: (847) 394-2104  
<http://www.crccertification.com/>**

DEADLINE: Strongly encouraged **prior to** graduation and prior to commencing post-master's supervised clinical experience towards licensure.

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12. For School Counseling specialization majors interested in seeking the Certified Rehabilitation Counselor credential obtain application form and verify credential requirements.

CONTACT: **Florida Department of Education  
Bureau of Educator Certification  
Room 201, Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
Telephone: (800)445-6739  
<http://www.fl doe.org/teaching/certification/>**

DEADLINE: Strongly encouraged **prior to** graduation and prior to commencing post-master's supervised clinical experience towards licensure

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13. For any Counseling specialization majors interested in seeking the National Certified Counselor credential obtain application form. and verify credential requirements.

CONTACT: **National Board of Certified Counselors  
3 Terrace Way, Suite D  
Greensboro, NC 27403  
Telephone #: 1-336-547-0607  
Website: <http://www.nbcc.org>**

DEADLINE: Strongly encouraged **prior to** graduation.

**Counseling Program**  
**Tentative Plan of Study**

**Instructions:** With the assistance of your Program Advisor, map out a **Plan of Study** which documents the order and timing of course registration. This is designed to assist you in meeting prerequisites and graduating in a timely fashion. This plan is subject to change, depending upon course availability and/or other scheduling changes. Modifications require permission of the Program Advisor.

MARK COURSE TITLE AND NUMBER OF CREDITS IN SPACE PROVIDED.

FILL IN NAME, DATE, AND SPECIALTY.

NAME: \_\_\_\_\_ ADMISSION DATE: \_\_\_\_\_

DEGREE: M.S.

Please Circle SPECIALTY: CMHC, SCCN, CRC, MCFCT,

FALL 20____	SPRING 20____	SU I 20____	SU II 20____
CR:			
FALL 20____	SPRING 20____	SU I 20____	SU II 20____
CR:			
FALL 20____	SPRING 20____	SU I 20____	SU II 20____
CR:			TOTAL CR:_____

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

ADVISOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## CATALOG 2018 – 2019

### Student Progress Sheet

Instructions: Write the semester/term and year completed in the space to the left of each course.

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ ID# \_\_\_\_\_

**DEGREE:** M.S.

**Please Circle SPECIALTY:** CMHC; SC; MCFCT; CRC      **START DATE:** \_\_\_\_\_

**REQUIRED CORE COURSES: 42 CREDITS SPECIALIZATION: 21-CMHC; 18-SCC\*\*; 24-MCFCT; 24-CRC**

<b>All Specializations</b>			<b>Marriage, Couples, and Family Counseling/Therapy</b>		
____ CSL 501	Orient. to the Profession	(3)	____ CSL569	Psychopathology	.(3)
____ CSL 588	Crisis Intervention	(3)	____ CSL 605	Treat. Sub. Abuse	.(3)
____ CSL 600	Legal & Ethical Issues	(3)	____ CSL 650	Human Sexuality	.(3)
____ CSL 610	Hum Growth & Develop	(3)	____ CSL 687	Mar./Family Systems	.(3)
____ CSL 621	Psy. Meas.	(3)	____ CSL 688	Mar. & Coup. C/T	.(3)
____ CSL 629	Social & Cultural Issues	(3)	____ CSL 689	Issues in Mar./Fam.	.(3)
____ CSL 652	Individ. Cou. Procedures	(3)	____ CSL 696	MFT Internship	.(6)
____ CSL 653	Career Dev.	(3)	<b>Clinical Mental Health Counseling</b>		
____ CSL 658	Group Coun. Procedures	(3)	____ CSL569	Psychopathology	.(3)
____ CSL 680	Family Counseling	(3)	____ CSL 589	Intro CMHC	.(3)
____ CSL 686	Coun. Theory & Intervention	(3)	____ CSL 605	Treat. Sub. Abuse	.(3)
____ EDR 601	Methods of Research	(3)	____ CSL 650	Human Sexuality	.(3)
____ CSL 694	Counseling Practicum	(6)	____ CSLXXX	*one elective	.(3)
			____ CSL 695	CHMC Internship	.(6)
<b>School Counseling</b>			<b>Clinical Rehabilitation Counseling</b>		
____ CSL 586	Stu. Svc. Pres	.(3)	____ CSL569	Psychopathology	.(3)
____ CSL 612	Child Guid./Ther	(3)	____ CSL 605	Treat. Sub. Abuse	.(3)
____ CSL 682	Consultation Procedures	(3)	____ CSL 635	Med. & Psych. Aspect of Disability	.(3)
____ SPY 571	Except. in Learn. & Behav.	(3)	____ CSL 650	Human Sexuality	.(3)
____ CSL 693	SC Internship	(6)	____ CSL 672	Found. of Clin. Rehab	.(3)
			____ CSL 677	Rehab. Issues	.(3)
			____ CSL 697	Intern. in Clin. Rehab.	.(6)

**\*\*School Counseling Specialization credits may be different with current teaching certificate. # FL-DOE**

\*Any course outside of your concentration with advisor's permission

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