

**COUNSELOR EDUCATION STUDENT HANDBOOK**

**MASTER OF SCIENCE (M.S.) / SPECIALIST IN EDUCATION (Ed.S.) DEGREES IN  
COUNSELING AND HUMAN SYSTEMS**

**Career Counseling and Clinical Mental Health Counseling**



Psychological and Counseling Services Program Department of  
Educational Psychology and Learning Systems College of  
Education, 3210 Stone Building  
Tallahassee, Florida 32306 – 4813

<http://education.fsu.edu/degrees-and-programs/career-counseling>  
<http://education.fsu.edu/degrees-and-programs/mental-health-counseling>

**August 2018**

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## INTRODUCTION

The Psychological and Counseling Services program consists of two degree tracks in both counselor education and psychological services (See Figure 1). The counselor education track consists of two majors: Career Counseling and Clinical Mental Health Counseling. The actual name of the MS/EdS degree is Counseling and Human Systems. The Career Counseling and Clinical Mental Health Counseling MS/Ed.S. majors at Florida State University reflect a practitioner-oriented model and the professional experience and research interests of the faculty within the context of the College of Education's mission. Faculty members in the Psychological and Counseling Services Program have work experience and research interests related to the provision of: (1) career counseling services for adolescents in school settings and adults in postsecondary/higher education and related organizational settings, and (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings.

## MISSION AND OBJECTIVES

The Counselor Education degree program's mission is to provide high quality training that reflects current research and prepare professional counselors for positions in public and private settings within a multicultural and pluralistic world. The curriculum for MS/Ed.S. counseling majors will lead to eligibility for certification and licensure as professional counselors. Professional counselors promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations. The PCS Counselor Education program provides students with the opportunity to obtain a wealth of common core generalist counselor knowledge, while specializing in Career Counseling or Clinical Mental health counseling. The mission is achieved through the following objectives, which are based on input from faculty, students, alumni, supervisors and employers:

- A. To provide a quality education to persons pursuing Master of Science/Education Specialist degrees in Counselor Education, while specializing in Career Counseling or Clinical Mental Health Counseling.
- B. To provide Master's/Ed.S.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, clinical mental health counseling, general counseling, and case management.
- C. To prepare Master's/Ed.S.-level graduate students with knowledge and skills in providing effective individual and group counseling in a multitude of settings.
- D. To provide students with skill and knowledge in conducting needs assessment and research in the field of counseling.
- E. To prepare Master's/Ed.S.-level graduate students with knowledge and skill in effectively addressing issues and concerns related to diverse populations.
- F. To provide skill and knowledge in the application of ethical and legal principles in the practice of counseling.

The counselor education program evaluates our achievement of these efforts through the use of our Comprehensive Assessment Plan, available on the Counselor Education webpage: <https://education.fsu.edu/wp-content/uploads/2015/05/CAP.pdf>.

The counselor education majors also relate to the College of Education mission statement, which is "to extend the frontiers of knowledge relevant to individual learning and social progress in diverse societies by carrying out innovative and rigorous research into areas of educational inquiry. Notably the College applies that knowledge through the study and development of effective policies and the education of future teachers, sport

administrators, educational leaders, policy-makers and scholars at the local, state, national and international levels.” *We note that extending the frontiers of knowledge within a pluralistic society includes addressing present and projected counseling and human development needs.* This mission is achieved through the following efforts:

1. Creating and sustaining a culture of academic freedom, intellectual curiosity, unfettered communication and academic rigor as well as the institutional support necessary to support cutting edge research in all areas of education. *Human services specialists include career and clinical mental health counselors. Each academic offering has been designed to meet current accreditation standards and all faculty are actively engaged in research.* The Career Counseling and Clinical Mental Health Counseling majors are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, [www.cacrep.org](http://www.cacrep.org)).
2. Sharing its knowledge and skill with the local, state, national and international community by supporting research relevant to the application of new knowledge to educational problems. *Our students are encouraged to participate with faculty in the creation and dissemination of knowledge through research, publications and presentations locally, nationally and internationally.*
2. Provides for the educational future of the communities it serves through high quality instruction of prospective teachers, education leaders, policy-makers and scholars. *Our courses meet current accreditation standards and reflect the most recent research.*
3. Promotes a strong sense of community and collaboration both within the College and between the College and the communities it serves. *Our students are engaged with local schools, centers and agencies as a required component of their training.*

In view of the professional experience and research interests of the faculty, and the College of Education’s mission, students completing the Career Counseling or Clinical Mental Health Counseling M.S./Ed.S. degrees are expected to concentrate their efforts in one or more of the following areas:

1. **Career Counseling** for adolescents and adults in school or postsecondary/higher education settings, or for adults in organizational settings where education and training is a principal component of human resource development.
2. **Clinical Mental Health Counseling** for children and adolescents in community and school settings where education is a principal component in delivering services, and for adults in community and educational settings where psycho-educational processes and lifelong learning are emphasized.

Students who graduate with an M.S./Ed.S. degree from the Psychological and Counseling Services (PCS) Program are expected to develop competencies that will allow them to obtain positions as licensed or certified practicing counselors. The faculty encourage M.S./Ed.S. applications from individuals who have career goals that are congruent with the College of Education’s mission. Applicants’ personal goal statements should indicate clearly how their interests relate to one or more of the major areas described above.

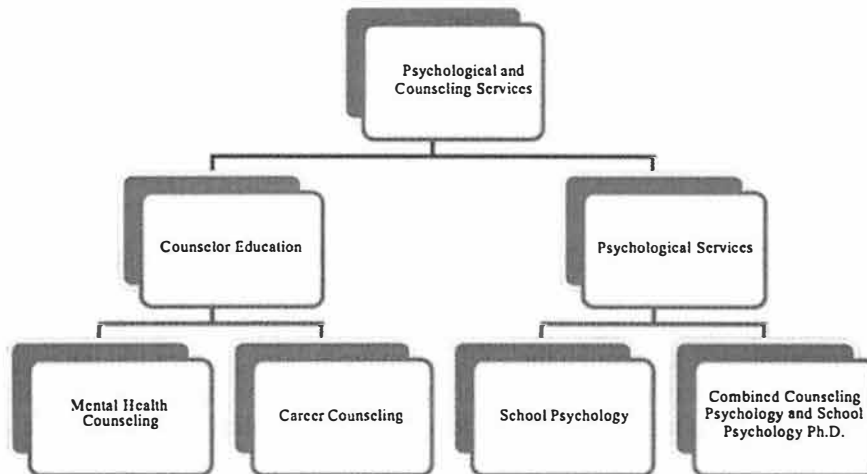
## **DEGREES OFFERED**

The College of Education offers the following degrees within counseling:

Master of Science (M.S.) and Specialist in Education (Ed.S.) degrees in Counseling and Human Systems

with majors in: Career Counseling and Clinical Mental Health Counseling. **Note:** These degrees require a combined M.S./Ed.S. program of study. A figure depicting all of the degrees and majors offered in the Psychological and Counseling Services (PCS) Program is presented in Figure 1:

**Figure 1: Degrees & Major**



### LENGTH OF STUDY

The Career Counseling and Clinical Mental Health Counseling degrees can typically be completed in five semesters of full-time study (Fall 1, Spring 1, Summer 1, Fall 2, and Spring 2 for completing coursework and internship). Individual student circumstances may result in longer periods of study.

### ADMISSION

#### Timeline for Admission

MS/EdS students are admitted for the Fall semester only. Reviews of clinical mental health applicant folders generally begin following the December 1 application deadline. Career counseling application deadline is April 1; some program coordinators may choose to review folders as soon as the folder is complete. Candidates are usually notified within 3 weeks following an admissions decision.

#### Requirements

1. A bachelor's degree in Education, Psychology, Sociology, Social Work, Family and Child Sciences, Rehabilitation Services or related discipline from an accredited college or university is preferred, but applicants from other major areas will be considered. Admitted students who do not have the required prerequisites will be expected to make up these deficiencies early in their programs.
2. Satisfactory prior academic record, as reflected by official transcripts of all previous college work. Candidates will be considered if they meet the minimum requirements established by the Florida Board of Governors for graduate admissions.
3. Completion of the Graduate Record Examination (GRE). that meets the target scores as outlined on the

website: <https://education.fsu.edu/degrees-and-programs/mental-health-counseling>  
or <https://education.fsu.edu/degrees-and-programs/career-counseling>.

4. Although not required, applicants who have completed courses in general psychology, human services, and or related areas, and who have some full-time, part-time, or volunteer experience in counseling, education, or related social services fields, will be given preference in the application process.

Program applicants should be aware that some of the practicum and internship sites where students are placed may request a background check and fingerprinting. If applicants have situations in their personal history that may present an obstacle to their successful completion of the program, they should discuss this with the respective program coordinator for their major area, prior to completing their application.

### **Application Procedure**

Applicants interested in the Mental Health Counseling M.S/Ed.S. program must complete an online application through the Florida State University's College of Education (COE) webpage: <https://education.fsu.edu/degrees-and-programs/mental-health-counseling>. Applicants who wish to apply to the Career Counseling MS/Ed.S program must submit applications through the COE webpage at <https://education.fsu.edu/degrees-and-programs/career-counseling>. Both programs only admit students in the fall. Complete information regarding admission deadline, material submissions, degree requirements, scholarship and aid, and career opportunities, are also outlined on the sites.

To start a new application, visit the desired program webpage (above), and click on **Application Deadlines**. Choose Apply Now or Apply Now – International Students. The link will take you to the OFFICE OF ADMISSIONS webpage; click the **Apply Now!** button to begin your application or **Check Application Status** for updates.

Re-admission applicants previously enrolled at Florida State University as graduate students who are absent for two or more semesters and are not approved for a Leave of Absence must meet the same Mental Health Counseling or Career Counseling fall deadline as new applicants. For re-admission, please click on **Application Deadlines** and choose Apply Now <https://education.fsu.edu/degrees-and-programs/school-psychology>. Scroll down the OFFICE OF ADMISSIONS webpage and click Apply Online under **Quick Links**. Select the option for READMISSIONS under Application Type. Do not click on the active buttons at the top of the page; these tabs will not provide you with the necessary "Readmissions" tab.

Once an application is complete, all material is available for faculty review. The applicant is responsible for regularly checking the email provided on the application for further updates, application questions or concerns, and interview dates. The EPLS department informs candidates regarding admissions decisions.

1. Applicants must submit the following:
  - a. An official transcript from each college or university attended; these must be submitted to the Graduate Admissions Office following the online procedures. International students must submit transcripts in their native language accompanied by a certified English translation.
  - b. Official test scores for the Graduate Record Exam (GRE) sent directly from the testing agency to the University.
  - c. International students whose first language is not English must submit the TOEFL. Test scores are considered official when they are sent directly from the testing agency to the University. A minimum score of 80 on the internet-based or 550 on the paper-based exam is required.
2. Prospective students who would like to discuss the program in greater detail are encouraged to contact the program coordinator for the major area (career: <http://education.fsu.edu/degrees-and-programs/career-counseling>; clinical mental health: <http://education.fsu.edu/degrees-and-programs/mental-health-counseling>) to which they are applying.

3. No assistantships or fellowships are offered until a student has been officially admitted to a graduate program. Applications for financial aid may be addressed to the Office of Financial Aid, Room 2466, University Center, Tallahassee, FL 32306-1023; telephone (850) 644-0539, <http://financialaid.fsu.edu/>. Please see the section below for additional information on financial aid.

### **Number of Students Admitted**

Each year, up to 24 MS/Ed.S. students are accepted for admission into the program. Individuals applying to the career counseling or clinical mental health counseling programs must have earned a minimum 3.0 grade point average (on a 4.0 grading scale) in all work attempted while registered as an upper-division student working toward a bachelor's degree. In addition, **GRE scores are required as part of the admissions process.**

### **Diversity Policy**

The Florida State University is committed to a policy of non-discrimination for any member of the University's community on the basis of age, career experience, color, communication style, culture, disability, educational level or background, employee status, family status, function, gender, gender expression, gender identity, language, management style, marital status, national origin, organizational level, parental status, physical appearance, race, regional origin, religion, thinking style, speed of learning, comprehension, or sexual orientation. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and the University's policies, procedures, and processes.

The Florida State University encourages the enrollment of students with disabilities and recognizes their special needs. The Student Disability Resource Center (SDRC), the main advocate for students with disabilities, monitors environmental, social, and academic conditions affecting students with disabilities and the reasonable accommodation process. Assistance in registration and housing is also available through this office. More information on the SDRC can be found at <http://dos.fsu.edu/sdrc/>. For more information on FSU diversity policies, visit: <http://diversity.fsu.edu/>.

### **Degree Program Planning for MS/Ed.S Students**

The *General* and *Graduate University Bulletins* are available on the FSU Web site: (<http://registrar.fsu.edu/bulletin/>). Applicants are responsible for reading carefully those sections covering all graduate programs and the special regulations for graduate majors in education. Consult with your advisor/major professor to obtain information about department policies and requirements, and follow the directions for planning your degree program. If you have any questions regarding this information, contact the College of Education (COE) Co-Director for Graduate Studies, Lisa Beverly, at [lbeverly@fsu.edu](mailto:lbeverly@fsu.edu) or the Office of Academic Services and Intern Support (OASIS) at (850) 644 – 3760.

Deadline dates are online at <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students> and on the Registrar's calendar: <https://registrar.fsu.edu/calendar/>. You are advised to check the OASIS and Registrar's Office websites frequently as deadlines and dates are subject to change. It must be emphasized that **preparing and following a correctly planned degree program is the responsibility of each graduate student.** The major professor, committee members, and staff are eager to give all assistance possible, but the responsibility rests with the student.

### **Speak Test**

The SPEAK test is administered by the Center for Intensive English Studies to international students who have been appointed or will be appointed as teaching assistants in an academic department at Florida State



University. If your native language is not English and you are going to be a TA, you should take the SPEAK test when you arrive at FSU. If you have scored 26 or higher on the speaking part of the IBTOEFL, you do not have to take SPEAK: <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

## **Financial Aid**

### General Information

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate students may apply for long-term loans and college work-study. Graduate fellowships and assistantships are awarded through the Graduate School ([www.gradschool.fsu.edu/Funding-Awards](http://www.gradschool.fsu.edu/Funding-Awards)) and the respective academic and selected university departments. Students should apply for these awards well in advance of the semester in which they seek to enroll.

The FSU Office of Financial Aid is committed to guiding students through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the *University Center, Building A, Room 4400*. Assistance is also available by calling the Express Telephone System (ET) from 8:00 a.m. through 6:00 p.m. at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting <http://financialaid.fsu.edu>. This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award is also found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments. More information on College of Education scholarships and aid can be found at: <http://education.fsu.edu/student-resources/scholarships-and-aid>.

Other financial aid is available in several forms, including special fellowships for minority students. The amount available varies each year. By April 15th of each year, all offers of financial assistance are binding on both the applicant and the institution, in accordance with the resolution approved by the Council of Graduate Schools, [http://cgsnet.org/ckfinder/userfiles/files/CGSRResolution\\_May2016.pdf](http://cgsnet.org/ckfinder/userfiles/files/CGSRResolution_May2016.pdf).

### Fellowships

The University offers a variety of fellowships. Some require duties and some do not. Students should check with their graduate department for awards available in their discipline. Students must apply directly to their academic department. More information can be found at: <http://education.fsu.edu/student-resources/scholarships-and-aid>, and on the Graduate School Web site: <http://gradschool.fsu.edu>.

### Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services, which are of mutual benefit to the University and the student. Only students with full-time graduate student status are eligible for graduate assistantships. Special and provisional students are ineligible.

Students are encouraged to apply to campus departments related to their areas of interest, e.g., Career Center, Dean of Students, etc. Stipends may vary depending on the amount of service rendered, the nature of the service, and the student's qualifications. Graduate assistantships include a tuition waiver that covers a selected number of hours (typically ranging from 9-12 hours). Students should check with the department that is awarding the assistantship regarding the waiver amount and the process for receiving the tuition waiver.

### Career Advisor Scholarships

The Career Advisor Scholarship funds provide scholarships for students preparing for professional positions in career counseling and human resources in schools and other organizations. The successful candidate possesses a strong commitment to the field, a capacity to provide leadership to the profession, an outstanding academic record, and high productivity standards.

The seven established funds are the Alyce B. Bobkin Endowed Scholarship Fund, the Career Advisor Alumni Scholarship Fund, the Gary W. Peterson Endowed Scholarship Fund, the Herbert and Josie Rand Endowed Scholarship Fund, Joel Driver Fund, the Robert C. Reardon Scholarship Fund, and the Janet G. Lenz fund. Special award criteria exist for each fund.

More information can be found at <https://www.career.fsu.edu/alumni-family-community/career-advisor-scholarships>. A faculty committee selects award recipients. Application forms are available from the Career Advisor Scholarship Coordinator, Dr. Robert Reardon, [rreardon@fsu.edu](mailto:rreardon@fsu.edu), 850-644-9777.

## **ADVISEMENT AND REQUIREMENTS OF MS/EdS DEGREE STUDENTS**

### **General Expectations and Responsibilities of Students**

MS/Ed.S. students are expected to be familiar with current policies and regulations of the Department of Educational Psychology and Learning Systems (EPLS) and of the College of Education's Office of Academic Services & Intern Support (OASIS), <http://education.fsu.edu/student-resources/student-academic-services-oasis>, as they may apply to a particular program.

**Students are responsible for ensuring that all regulations involving deadlines and completion of specific requirements for each date are met.**

Although courses are available to prepare students for the comprehensive examination and future professional roles, it is understood that competencies for both the exam and such roles cannot be achieved solely through coursework. Independent study and reflection are also necessary, as is continued learning through engagement in professional associations and conferences. Furthermore, it is the students' responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

### **Academic Advisement**

Initially, students are advised by the program coordinator for their area who assists them in selecting a course schedule prior to the first semester of registration. This advisor assignment is used until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the student.

## **Program of Study**

Students have the responsibility, in consultation with their supervisory committees, to develop a program of study detailing their academic plan. Program of Study forms must be downloaded from the College of Education OASIS website: <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. Students must decide and designate on the Program of Study if following a course-track or thesis-track.

Students should download and retain the Master's Program of Study and Specialist's Program of Study so that future changes to the form can be readily submitted. **It is the student's responsibility to keep all Program of Study forms updated and to make sure degree requirements are being met.**

Students must have their program of study signed by their supervisor committee no later than March 1st during the first spring semester. Programs of study are to be filed and approved by the department chair no later than the fifteenth week of the first spring semester. (Note: Programs of study may be modified at a later time with the approval of the supervisory committee). Each program of study will reflect the academic requirements of the student's major area. Students seeking a MS/Ed.S. degree in Counseling and Human Systems must stipulate their Counselor Education major area on their program of study form.

## **Transfer of Credits & Special Student Hours**

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours and transfer of courses not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the thirty-two-hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortial institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the evaluation section of the Office of Admissions of Florida State University; and 3) have been completed with grades of 3.0 ("B") or better. In order to have transfer credit or FSU special student credit posted to the FSU transcript, an official transcript must be provided with the signed Program of Study.

## **Supervisory Committee Selection**

Students in Career Counseling or Clinical Mental Health Counseling, seeking a Master of Science (M.S.)/ Specialist in Education (Ed.S.) degree will be assigned a supervisory committee by the counselor education coordinator by the end of their first semester of full-time graduate study. Each supervisory committee will consist of three counselor education faculty members, one of whom will serve as the student's committee chair. The supervisory committee chair's role is to approve the student's program of study and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the counselor education majors.

## **Comprehensive Examination**

The purpose of the comprehensive examination is to allow MS/Ed.S. candidates to demonstrate mastery of the knowledge base acquired in the MS/Ed.S. programs. Students are cleared by their major area coordinator to register for the comprehensive examination. Clearance for taking this examination is based on evidence of a 3.00 grade point average and confirmation by the major area coordinator that the student is in good standing. Students must register for this examination, MHS 7962 for 0 credit, during or prior to the semester in which it is given. At the start of the final spring semester, students will receive emails from the PCS program assistant

regarding online registration and payment (\$50) for the exam. Counseling students graduating in the summer semester can take the comprehensive exam during the spring administration. In order for any accommodations to be made for any portion of the comprehensive examination, the student must be registered at the Student Disability Resource Center (SDRC). Failure to achieve a passing score on the comprehensive examination will be addressed by the student's supervisory committee through the creation of a remedial plan.

## **Policy and Procedures for the M.S./Ed.S. Comprehensive Examination**

### Policy

Students majoring in Career Counseling and Mental Health Counseling will take the Counselor Preparation Comprehensive Examination (CPCE; [www.cce-global.org/Org/CPCE](http://www.cce-global.org/Org/CPCE)) administered by the Center for Credentialing and Education. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE covers the eight common-core areas as defined by the 2016 CACREP Standards for Preparation: 1. Professional orientation and ethical practice; 2. Social and cultural diversity; 3. Human growth and development; 4. Career development; 5. Helping relationships; 6. Group work; 7. Assessment and 8. Research and program evaluation. The CPCE consists of 160 multiple-choice items, with 20 items per each of the eight CACREP areas. A \$50 fee (amount subject to change) is required to complete the CPCE.

### Procedures

1. Students in the second year of their programs of study (i.e. normally the second spring semester) will take the Counselor Preparation Comprehensive Examination (CPCE).
2. The passing score will be set at one standard deviation below the mean of the national exam, for the same administration during which the student completed the exam.
3. Earning a passing score will satisfy completely the comprehensive examination requirement for the M.S./Ed.S. degree.
4. Should a student fail to achieve a passing score; the student's supervisory committee will develop a plan of action for mastering deficiencies identified by the CPCE subscale scores.

## **Practicum for Counselor Education Majors**

The program requires students to complete supervised practicum(s) that total a minimum of **100** clock hours for clinical mental health and career counseling students, see Section III Professional Practice, 2016 CACREP Standards ([cacrep.org](http://cacrep.org)). The practicum(s) provide(s) for the development of opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's practicum:

- Includes a minimum of 40 hours of direct service work with clientele appropriate to the student's specialization that contribute to the development of counseling skills. Students who are unable to complete the 40 clock hours of direct service during practicum must complete those hours prior to accruing internship hours. Students will meet with the program coordinator to develop a plan for completing and documenting these hours.
- Allows the student to gain supervised experience in individual and group interactions with clientele appropriate to the student's specialization.
- Includes a minimum of one hour per week of individual and/or triadic supervision by (1) a counselor

education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Includes a minimum of one and one-half hours per week of group supervision with other students in similar practica or internships by a counselor education faculty member supervisor. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student's interactions with clientele appropriate to the student's specialization.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the practicum by the program faculty-member supervisor.
- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Clinical Mental Health Counselor and the credentialing requirements for Career Counseling.
- Will be pre-approved by the Major Area Coordinator.

According to 2016 CACREP standards, the direct service refers to “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.” These activities must involve interaction with others and may include: (1) assessment, (2) counselling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others provide counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Each student must have a minimum of a B- in MHS 5400 Introduction to Counseling Theories and Techniques in order to enroll in MHS 5801 Practicum in Counseling.

A student cannot start Internship (SDS 5820) in the 1<sup>st</sup> summer semester without successfully passing Practicum (a minimum grade of B in Practicum: MHS5801). While on practicum, students are formally evaluated by their site supervisor at midpoint in the semester and again at the end of the semester. Any item that receives a rating of “0” or a grade below B at midterm requires a discussion with the site supervisor as to how to improve on that competency and a remediation plan through the supervisory committee. Students must have a 1 (minimally acceptable) or higher on all items on the final evaluation to pass practicum. Failure to achieve a satisfactory score on the final practicum evaluation form needs to be addressed by the student’s supervisory committee through a remedial plan.

### **Internship for Counselor Education Majors**

The basic purpose of the internship program is to allow students to apply knowledge, skills, and professional

values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice. The internship is a reciprocal arrangement: Students exchange their work in return for on-the-job training and experience in the field. The end result is ultimately the promotion of professional development, integration, and reinforcement of competence. Hopefully, the internship program solidifies for students a sense of professional identity. The service delivery setting, the interaction with staff and clients or students, the realities and responsibilities of the helping process, and the conscious application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling.

A supervised internship of 600 - 1000 clock hours is required, depending on major, which is begun only after successful completion of practicum (MHS 5801). Students normally complete the Mental Health Counseling internship in three semesters and the Career Counseling internship in two semesters.

According to CACREP 2016 standards, Mental Health Counseling students need to complete 700 hours of clinical practices: 100 hours for practicum and 600 hours for internship. Based upon the licensure requirement from the state of Florida, students must have 1000 hours of supervised clinical training prior to graduation to be eligible for licensure examination. Thus, for graduation purpose, students are required to complete 1000 clinical hours, of which 280 hours must be direct service hours (40 hours of practicum and 240 hours of internship).

Career Counseling students must complete 600 clock hours, which includes at least 240 clock hours of direct services, including experience leading groups.

The internship provides the opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. "A regularly employed staff member" is defined as a person occupying the professional role to which the student is aspiring. The student's internship:

- Includes a minimum number of clock hours of direct service work with clientele appropriate to the student's specialization. For clinical mental health counseling, this is 240 hours that include serving persons with disabilities, and for career counseling it is also 240 hours.
- Includes a minimum of one hour per week of individual and/or triadic supervision with a supervisor having appropriate professional qualifications for the student's specialization, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Includes a minimum of 1.5 hours per week of group supervision. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student's interactions with clientele appropriate to the student's major area.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the internship by a program faculty-member supervisor.

- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Clinical Mental Health Counselor, and the credentialing requirements for Career Counseling.
- Must be approved by the major area coordinator.
- Begins in Fall 2 for Career Counseling and Summer 1 for Clinical Mental Health Counseling students, as approved by the student's supervisory committee and the major area coordinator.
- Requires that the application form from the internship handbook be signed by the major area coordinator. A copy of the application form will be maintained in the student's program file.
- Can only be begun if the student has earned a minimum grade of B in MHS 5801.

According to 2016 CACREP standards, the direct service refers to “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.” These activities must involve interaction with others and may include: (1) assessment, (2) counselling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others provide counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A student cannot start the Internship (SDS 5820) in the 2<sup>nd</sup> fall semester and 2<sup>nd</sup> spring semester without successfully passing the Internship (SDS5820) in the 1<sup>st</sup> summer semester and 2<sup>nd</sup> fall semester, respectively. While on internship, students are formally evaluated by their site supervisor at midpoint in the semester and again at the end of the semester. Any item that receives a rating of “0” or Unsatisfactory at midterm requires a discussion with the site supervisor as to how to improve on that competency and a remediation plan through the supervisory committee. Students must have a 1 (Minimally Acceptable) or higher on all items at the final evaluation to pass internship. Failure to achieve a satisfactory score on the first internship or on the final internship needs to be addressed by the student's supervisory committee through a remedial plan.

### **Thesis Option and Research Experience**

Students interested in applying for doctoral programs in counseling or counseling psychology generally increase their chances for admission by having research experience during their master's degree program. At Florida State University, students may elect one of two options for gaining research experience. Students majoring in Clinical Mental Health Counseling can add thesis hours to their program of study. Students majoring in Career Counseling can substitute DIS hours for elective hours. In consultation with their supervisory committee chair, students should submit a research prospectus for thesis approval to their supervisory committee.

Please note that choosing a thesis-track will require a meeting with your major professor. Revision of the Program of Study may be necessary to show that a thesis-track has been chosen.

A supervisory committee meeting is held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are submitted to the department chair. The Prospectus Clearance Form is available from the **Office of Academic Services & Intern Support, 2301 Stone**, <http://education.fsu.edu/student-resources/student-academic-services-oasis>. Each student must complete a minimum of 6 semester hours of thesis credit. Students must register for a minimum of 3 semester

hours of thesis credits while they are working on the thesis with their supervisory committee chair. Likewise, they must be registered for a minimum of 2 hours' thesis credit during the semester in which they graduate. The supervisory committee chair, together with the supervisory committee, will conduct an examination in which the candidate must defend the thesis (MHS 6973). The oral thesis defense meeting is conducted in lieu of the comprehensive Ed.S. examination for students pursuing this option. The thesis is then submitted to the department chair for final approval. Students are strongly encouraged to work with their supervisory committee chair in submitting their research for publication. The order of authors for a subsequent publication must be determined before beginning the Master's thesis research project.

The second option for gaining research experience involves the student contributing as a co-author to an ongoing research project under a faculty member's supervision. Students selecting this option may, if desired, register for MHS 5915 Supervised Research, to reflect this research activity on their official transcripts.

### Preparation for Certification and Licensure

Professional counselors have the option of publicly demonstrating the attainment of generic and specialized knowledge and skill in counseling. Generic knowledge and skill in counseling is demonstrated by attaining National Certified Counselor (NCC) status. Specialized knowledge and skill in counseling is demonstrated by attaining one or more of the available specialized certification and licensure options.

Some employers require certification or licensure as a condition of employment, while other employers require that the applicant be eligible for certification or licensure as a condition of employment. In cases where certification or licensure is not required for employment, counselors attain these credentials as a statement of their commitment to professionalism and to enhance their future employment options. The faculty strongly encourages students to seek relevant credentials as one aspect of their professional development.

However, a degree in Counseling and Human Systems comprises only the preparation component of certification and licensure requirements. In most cases, additional experience, examination, and reference requirements exist, in addition to completing a graduate degree.

Completion of a degree at Florida State University does not guarantee subsequent certification or licensure. While Florida State University has the authority to grant degrees, only credentialing bodies, professional associations, and/or state government agencies have the power to grant certification and licensure. Students are responsible for accessing and processing applications for certification and licensure. The following chart contains a summary of certification and licensure options for students receiving degrees in Counseling and Human Systems.

<b>Counseling Specialization</b>	<b>Type of Certification, Credential or Licensure</b>	<b>Sponsoring Organization</b>
Career Counseling	Master Career Counselor Designation National Certified Counselor (NCC)	<u>National Career Development Association</u> <u>National Board for Certified Counselors</u>
Clinical Mental Health Counseling	Licensed Mental Health Counselor (LMHC) National Certified Counselor (NCC) Certified Clinical Mental Health Counselor (CCMHC)	State of Florida <sup>1</sup> <u>National Board for Certified Counselors</u>

<sup>1</sup> Other states have similar licensure and requirements. Students must register with the State during their final semesters concerning their plans for meeting the postgraduate experience requirements.



## Student Evaluation, Retention & Matriculation Requirements in the Program

The completion of academic requirements does not automatically assure candidates that the supervisory committee will recommend them for a degree. All students will be reviewed each semester regarding their academic performance. A minimum grade point average (GPA) of 3.00 must be achieved in order for a student to maintain "good standing" in the program. Also students must receive at least a B- in courses that have been designated as "critical" in order to maintain "good standing." An academic average below these minimums in one or more of these performance areas after the second, or subsequent semesters, will result in a student being placed on probationary status. The student must raise his or her deficiencies by the end of the next semester. Failure to maintain performance minimums for two consecutive semesters, or the existence of problems related to adherence to ethical and professional standards (i.e., the American Counseling Association Code of Ethics, the American Mental Health Counselors Association Code of Ethics (for clinical mental health counseling students) the National Career Development Association Code of Ethics (for career counseling students) or the FSU Academic Honor Policy will result in a vote by the faculty to determine whether or not to retain the student in the program. A 3/4 majority vote is necessary for a student to be retained. The form in Appendix A is used to structure student evaluations. Ratings are provided of student progress in specific areas and progress towards graduation. The results of the evaluation will be discussed personally with all first-year students, and all other students for whom there is "official concern." Faculty have the discretion to exempt students from the minimum criteria, but this exemption must carry by a three-fourths majority vote.

Five areas are considered when evaluating students:

1. Counseling interventions (therapy, consultation);
2. Assessment (testing and evaluation);
3. Professional and ethical conduct;
4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness); and
5. Writing skills.

Students are evaluated by the faculty orally during the fall semester and with a written form every spring semester. The Annual Evaluation form (see Appendix A for PCS M.S./Ed.S. students) is completed by the major area coordinator. The faculty advisor and the student discuss the results of the spring evaluation and each signs the form, and submitted to the Academic Program Specialist for digital filing/OASIS submission. Failure to achieve a passing score on the second administration of the Ed.S. CPCE comprehensive examination will result in a retention review by the faculty.

**NOTE:** All incomplete grades (I's) become IE's or F's after one semester, and are computed into the student's GPA. Incomplete grades must be resolved the next semester that the student is enrolled. In order to remain in "good standing," students must receive a Satisfactory evaluation for Internship (SDS 5820), a minimum of a B in practicum (MHS 5801), and a minimum of a B- in other courses designated as critical. A list of the other critical courses follows:

- MHS 5400 Introduction to Counseling Theories
- MHS 5060 Psychosocial & Multicultural Aspects of Counseling
- MHS 5511 Group Counseling
- RCS 5250 Assessment in Counseling and Rehabilitation

Counseling professionals are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train mental health counseling professionals also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning.

## Evaluation of Competence

It is important for students to understand that competence in counseling programs is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic performance, development, and functioning of their students.

Students who have been accepted into any of the graduate degree programs offered by the Psychological and Counseling Services Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, students' knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of its administrative authority, the Psychological and Counseling Services Program strives not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence in other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate student competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty; the successful completion of remediation plans; participating in personal therapy in order to resolve issues or problems). For students interested in receiving personal therapy, FSU's University Counseling Center, 201 Student Life Bldg., provides brief counseling and therapy to support students' growth and help them optimize their emotional, interpersonal and intellectual development. Additional community counseling resources can also be found through Big Bend 211 Information & Referral Service.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, comprehensive examinations, independent study, practicum supervision, internship supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

As noted previously, the program's evaluation processes and content include an annual evaluation of each student as documented on the evaluation form in Appendix A. The primary purpose of the evaluation is to facilitate student development by enhancing student self-awareness, self-reflection, and self-assessment. Evaluation is also designed to emphasize strengths and areas for improvement, as well as to facilitate the development of remediation plans when necessary. Remediation will be offered provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student. Evaluations will include more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). The faculty advisor will provide the student with a copy of the completed evaluation form and schedule a meeting with the student to discuss the content of each evaluation form. A copy of the completed evaluation form will be placed in the student's folder that is maintained by the program. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the department, college, and university according to the rules of the College of Education and the university.

### **Grade Appeals System**

The purpose of the grade appeals system is to afford an opportunity for students to appeal a final course grade under certain circumstances. The Grade Appeals System is outlined on the FSU Office of Faculty Development and Advancement website: <http://fda.fsu.edu/Academic-Resources/Academic-Integrity-and-Grievances/Grade-Appeals-System> .

### **Readmission to the Program**

Students who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Under special circumstances, graduate students may apply for a leave of absence from the university for a specific period of up to three consecutive semesters, including summer term: <https://gradschool.fsu.edu/sites/g/files/imported/storage/original/application/05a07060e73c286f0610e0d211568967.pdf>

Students must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters, including the summer term. Applications must be submitted prior to program deadlines (see Admissions section above). The criteria for readmission are as follows:

1. In academic coursework already taken in the program, the student applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.
2. Readmission will be considered in light of current enrollment numbers in the MS/Ed.S. programs and the availability of "openings" to accommodate returning students. This recognizes the reality that full-time, matriculating alternates may replace non-matriculating students.
3. Students who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.
4. All hardship leave petitions need to be submitted to the department chair and student supervisory committee chair for appropriate action.

Procedures for readmission are as follows:

1. The student must submit a personal statement detailing:
  - a. Reasons for non-matriculation.

- b. A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" expressed in the previous section and a detailed plan that outlines the student's program for a timely completion after readmission.
2. The student must be interviewed by program faculty.
3. After reviewing the student's prior academic performance, personal statement, and interview results, the program faculty for the major area will recommend to allow or deny readmission to the program.
4. The Counselor Education faculty must vote on the readmission recommendation. If the recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry.

### **Demonstration of Adequate Counseling Skills for Counseling Students**

MS/Ed.S. degree students are responsible for the demonstration of an adequate level of proficiency in counseling during their graduate program. The faculty assess student counseling skills at the end of MHS 5400 and MHS 5801. Students must achieve a grade of at least a "B-" in courses designated as critical, and students must achieve a grade of at least a "B" in practicum (MHS 5801) in order to begin an internship. Students must receive a satisfactory rating on their final evaluation on any semester of internship (SDS 5820) in order to enroll for internship for the subsequent semester(s). Students who fail to receive a satisfactory rating on their semester final evaluation must retake that semester's internship class.

### **Self-Evaluation and Personal Growth**

The students' ability to attain a satisfactory degree of self-understanding and an acceptable amount of skill in their own interpersonal relationships is as important as academic performance. In order to accomplish these objectives, each student is encouraged to participate in personal growth experiences, which are available within the University and local community. Some examples include individual and group counseling (available through the FSU [University Counseling Center](#)), professional development workshops offered by the FSU Graduate School ([www.gradschool.fsu.edu/Professional-Development](http://www.gradschool.fsu.edu/Professional-Development)) and related campus organizations.

### **Counselor Education Student Portfolio**

Student attainment of learning objectives will be evaluated each semester through the Counselor Education Student Portfolio. Artifacts for the Counselor Education Student Portfolio must be submitted electronically each semester to the program assistant by the student. This portfolio collects the work that has been completed during a student's graduate school learning experience based upon the eight common core curricular areas of the CACREP standards and the specialization domains of Career Counseling and Clinical Mental Health Counseling. Each curricular core area and specialization domain has at least one Student Learning Objective (SLO) that students must achieve in order to progress through and graduate from the Counselor Education program. Students will demonstrate this achievement by submitting specific artifacts as evidence of their competency.

Failure to submit any artifact during the semester in which it is due may result in an incomplete for that course, and a hold on the student's ability to register for classes and graduation. **Please see Appendix D: CACREP Artifact Submission Guidelines for Students.**

## **Student Participation in Professional Development Activities and Professional Associations**

Students are encouraged to participate in available professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. The faculty *strongly* encourage students to become members of and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students are especially encouraged to join the American Counseling Association, [www.counseling.org](http://www.counseling.org), specialized professional organizations (e.g., the American Mental Health Counselor's Association ([www.amhca.org](http://www.amhca.org)) or the National Career Development Association ([www.ncda.org](http://www.ncda.org)) and other state and national organizations, as appropriate.

FSU's Congress of Graduate Students makes available a limited amount of funds to support students who are conducting research and presenting at professional meetings. Visit their website to obtain additional information and to access the required forms. Limited funding to support student presentations at professional meetings is also typically available through the EPLS Department. Contact Bryan Richards in 3210 Stone for additional information and to obtain a copy of the fund request form.

Students may receive an excused absence from Psychological and Counseling Services Program classes for professional development activities provided that the following conditions are met: (1) arrangements are made in advance with the faculty member teaching the course; (2) the faculty member agrees that course content can be adequately obtained via notes, other media, and/or discussion; (3) the student has demonstrated an acceptable level of course performance and attendance; and (4) when requested, evidence of attendance to the professional development activity in question.

### **Graduate Student Association**

The Counselor Education Student Association (CESA) is a student-led graduate organization developed to discuss issues and concerns that affect students; to provide opportunities to develop leadership skills; to promote public outreach; to sponsor speakers, events, and professional development workshops; and to establish links with professionals and organizations in the community. Join CESA on Facebook at: [www.facebook.com/CESAFSU?ref=stream](http://www.facebook.com/CESAFSU?ref=stream).

### **Policy on Professional Outside Work by Students**

Full-time graduate study is a rigorous enterprise, and students should maintain realistic expectations regarding outside work relative to their progress in their program. Students in training *must not* represent themselves as licensed or certified counselors by their statements, their roles, or the nature of their work. When students are engaged in work that is "counseling," "psychological," or "human service" in nature, they *must* be directly supervised on a regular basis by an appropriately licensed or certified professional.

### **Policy on Professional Liability Insurance**

Students are *required* to obtain professional liability insurance prior to providing assessment, counseling, or related services to any client in connection with practicum, internship, university employment, volunteer work, or any other direct services effort. Student insurance can be obtained as a student member of ACA ([www.counseling.org](http://www.counseling.org)) or AMHCA ([www.amhca.org/](http://www.amhca.org/)). Documentation of insurance coverage must be placed in the student's departmental file prior to the student beginning any practicum, internship, volunteer, or outside employment experience involving any type of direct services work.

### **Policy on Student Endorsement**

The faculty who endorse the competence of students successfully completing a major in career counseling or clinical mental health counseling are required to be professionally affiliated with that specialty area. In order to receive an endorsement from a faculty member for career counseling or clinical mental health counseling, a student must complete all the requirements of the major area. Students must contact the coordinator of career counseling or mental health counseling when requesting endorsement for a job application.

### **Policy on Group Activity Participation & Group Leadership**

CACREP-accreditation standards require counselor education programs to provide "direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term." As such, all counselor education majors are required to gain this experience prior to their last semester in the program. Students have the opportunity to participate in an approved group counseling activity for extra credit as part of MHS 5511 Group Counseling. However, some students may wish to complete this requirement through other group counseling activities offered through the University or the community. Students who wish to complete this requirement outside of the Group Counseling course must provide their major professor with information about the group so that it can be approved as an appropriate experience prior to beginning the experience. Students will also be required to provide their major professor with documentation of participation when they complete this requirement (see **Appendix B**).

In addition, CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship. **Appendix C** includes a verification form of this activity that must be included in the portfolio. Failure to include this form by the last semester may delay graduation.

## **CURRICULA FOR THE MASTER'S AND SPECIALIST'S DEGREES**

The curricula for the MS/Ed. S degrees in Counseling and Human Systems are designed to enable students to acquire knowledge and skills necessary for the practice of counseling in a variety of applied settings. Courses of study are planned on an individual basis. Major areas of study are available in career counseling or clinical mental health counseling.

### **General Knowledge and Skill Foundations for Counselor Education Majors**

The MS/Ed. S degrees in Counseling and Human Systems are practitioner-oriented, professional degrees. Each degree and major area emphasizes a balance of theory and knowledge gained from academic courses based in current research, and practice gained from supervised practicum and internship experiences. Course content is regularly updated with new research and through feedback from faculty, students, site supervisors and employers. Programs of study for students seeking MS/Ed. S degrees in Counseling and Human Systems emphasize the following knowledge and skill areas:

1. Professional Counseling Orientation & Ethical Practice: Studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.
2. Social and Cultural Diversity: Studies that provide an understanding of societal changes and trends; *human* roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
3. Human Growth and Development: Studies that provide an understanding of the nature and needs of

individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.

4. **Career Development**: Studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
5. **Counseling and Helping Relationships**: Studies that provide an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.
6. **Group Counseling and Group Work**: Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
7. **Assessment and Testing**: Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.
8. **Research and Program Evaluation**: Studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal consideration.

### Faculty

Core Faculty: Drs. Shengli Dong, Ph.D., Tristen Hyatt Ph.D., Simone May, PhD.

Affiliate Faculty: Drs. Debra S. Osborn, Ph.D.; Marty Swanbrow-Becker, Ph.D., Deborah Ebener, Ph.D., Casey Dozier, Ph.D.

Adjuncts: Jeff Garis, Ph.D., Virginia Grist-Gordon, Ph.D., Chad Sedam, Ph.D., Sarah Mbiza, Ph.D., Carlos Gomez, Ph.D.

### **Career Counseling Major: Master's/Specialist Degree in Counseling and Human Systems**

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

### Purpose

Career counseling involves those activities performed or coordinated by individuals who have the professional credentials to guide and counsel other individuals or groups of individuals about occupations, careers, life/career roles and responsibilities, career decision making, career planning, leisure planning, career transitions, and other career development activities (e.g., resume preparation, interviewing and job search techniques) and issues or conflicts associated with the previous items. "Students who are preparing to specialize as career counselors will demonstrate the professional knowledge and skills necessary to help people develop life-career plans, with a focus on the interaction of work and other life roles" (CACREP Standards, 2016, p. 20).

### Knowledge and Skill Foundations

Programs of study for students seeking the Masters/Specialist Degree in Counseling and Human Systems with a major in Career Counseling emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

- 1. Foundations of Career Counseling.** Studies in this area include, but are not limited to, the following:
  - a. history and development of career counseling
  - b. emergent theories of career development and counseling
  - c. principles of career development and decision making over the lifespan
  - d. formal and informal career- and work-related tests and assessments
  
- 2. Contextual Dimensions of Career Counseling.** Studies that provide an understanding of career counseling needs, the network of career services and resources available to individuals, and roles of career counselors as members of service provision teams, include but are not limited to the following:
  - a. roles and settings of career counselors in private and public sector agencies and institutions
  - b. role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public
  - c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
  - d. factors that affect clients' attitudes toward work and their career decision-making processes,
  - e. impact of globalization on careers and the workplace
  - f. implications of gender roles and responsibilities for employment, education, family, and leisure
  - g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
  - h. resources available to assist clients in career planning, job search, and job creation
  - i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling
  - j. legal and ethical considerations specific to career counseling
  
- 3. The Practice of Career Counseling.**
  - a. intake interview and comprehensive career assessment
  - b. strategies to help clients develop skills needed to make life-work role transitions
  - c. approaches to help clients acquire a set of employability, job search, and job creation skills
  - d. strategies to assist clients in the appropriate use of technology for career information and planning
  - e. approaches to market and promote career counseling activities and services
  - f. identification, acquisition, and evaluation of career information resources relevant for diverse populations
  - g. planning, implementing, and administering career counseling programs and services



### Professional Development and Certification Options

The faculty *strongly* encourage students to become members of and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in career counseling are especially encouraged to join the National Career Development Association, [www.ncda.org](http://www.ncda.org), the American Counseling Association, [www.counseling.org](http://www.counseling.org), and other state and national organizations, as appropriate.

The Career Counseling Specialization is designed to fulfill the preparation component of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC) and for Master Career Counselor certification by the National Career Development Association (ncda.org). Students seeking NCC status must also achieve a passing score on the National Counselor Examination. For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>.

### Curriculum and Sequencing of Courses: **TOTAL HOURS: 63**

<u>Fall 1</u>	<u>Courses</u>	<u>Hours</u>
MHS 5400	Introduction to Counseling Theories & Techniques	4
MHS 5060	Psychosocial & Multicultural Aspects of Counseling	3
MHS 5340	Foundations of Career Development	4
MHS 5860	Supervised Teaching (for SDS 3340, Intro to Career Development)	2
<b>TOTAL</b>		<b>13</b>

<u>Spring 1</u>	<u>Courses</u>	<u>Hours</u>
RCS 5250	Assessment in Counseling and Rehabilitation	3
MHS 5860	Supervised Teaching (for SDS 3340, Intro to Career Development)	1
CLP 6169	Abnormal Psychology for Graduate Students	3
MHS 5511	Group Counseling	3
*****	Elective	3
<b>TOTAL</b>		<b>13</b>

<u>Summer 1</u>	<u>Courses</u>	<u>Hours</u>
PCO 5095	Computer Applications in Counseling Psy & Other Human Svcs	3
MHS 5801	Practicum in Counseling	4
DEP 5068	Lifespan Development	3
<b>TOTAL</b>		<b>10</b>

<u>Fall 2</u>	<u>Courses</u>	<u>Hours</u>
SDS 5820	Internship	6
MHS 5341	Career Development Program Design & Evaluation	3
MHS 64550	Substance Abuse & Addictions Counseling	3
<b>TOTAL</b>		<b>12</b>

<u>Spring 2</u>	<u>Courses</u>	<u>Hours</u>
MHS 6466	Trauma & Crisis Counseling	3
MHS 6600	Consultation & Organizational Development	3
SDS 5820	Internship	6
EDF 5481	Methods of Educational Research	3
<b>TOTAL</b>		<b>15</b>

## **Clinical Mental Health Counseling Major: Master's/Specialist Degree in Counseling and Human Systems**

Accredited by the Council for Accreditation of Counseling and Related Educational Programs

### Purpose

Mental health counseling is the provision of professional counseling services, involving the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, couples, families, and groups, for the purposes of treating psychopathology and promoting optimal mental health. Counseling views the individual from a holistic perspective and incorporates goals related to wellness, uniqueness, self-responsibility, and social and vocational involvement for individuals with disabilities.

The practice of mental health counseling includes, but is not limited to, diagnosis and treatment of mental and emotional disorders, psycho-educational techniques aimed at the prevention of such disorders, consultation to individuals, couples, families, groups, organizations, and communities, and clinical research into more effective psychotherapeutic treatment modalities. Promotion and enhancement of healthy, self-actualizing, and satisfying lifestyles are the goals of mental health counseling, whether the services are rendered in educational, business/industry, health/medical, private practice, community-based mental health, or human services settings. "Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling" (CACREP 2016, p. 22).

### Knowledge and Skill Foundations

Programs of study for students seeking the Master's/Specialist Degree in Counseling and Human Systems with a Mental Health Counseling Specialization emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

1. **Foundations of Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
  - a. history and development of clinical mental health counseling
  - b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
  - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
  - e. psychological tests and assessments specific to clinical mental health counseling
  
2. **Contextual Dimensions: Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient,

- partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
  - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
  - f. impact of crisis and trauma on individuals with mental health diagnoses
  - g. impact of biological and neurological mechanisms on mental health
  - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
  - i. legislation and government policy relevant to clinical mental health counseling
  - j. cultural factors relevant to clinical mental health counseling
  - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
  - l. legal and ethical considerations specific to clinical mental health counseling
  - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. **Practice of Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  - c. strategies for interfacing with the legal system regarding court-referred clients
  - d. strategies for interfacing with integrated behavioral health care professionals
  - e. strategies to advocate for persons with mental health issues

#### Professional Development and Certification/Licensure Options

The faculty *strongly* encourages students to become members of and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in clinical mental health counseling are especially encouraged to join the American Mental Health Counselors Association, <http://www.amhca.org/>, the American Counseling Association, <http://www.counseling.org>, and other state and national organizations as appropriate. The Clinical Mental Health Counseling major is designed to fulfill the preparation component of the National Board for Certified Counselors requirements (NBCC) for designation as a National Certified Counselor (NCC) and the NBCC and Academy of Clinical Mental Health Counselors Requirements Certified Clinical Mental Health Counselor (CCMHC); and State of Florida requirements for Licensed Mental Health Counselor (LMHC).

**NCC and CCMHC**

Students seeking NCC status must also achieve a passing score on the National Counselor Examination (NCE). Students seeking CCMHC status must also achieve a passing score on the National Clinical Mental Health Counseling Examination, acquire two years (3000 hours) of supervised work experience in an appropriate setting with 100 hours of supervision provided by a qualified supervisor. For more information, contact the National Board for Certified Counselors at 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>.

**LMHC**

The Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling mandates requirements for licensure as a Mental Health Counselor in Florida. Students seeking Licensed Mental Health Counselor (LMHC) status must also achieve a passing score on the Written Theory and Practice Examination (Mental Health Counselor) and the Florida Laws and Rules Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor for a period of two years, and obtain three letters of reference. For more information, contact the Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, 4052 Bald Cypress Way, Bin C-08, Tallahassee, FL, 32399-3257, Telephone: 850/245-4474, Fax: 850/921-5389, web address: <http://floridasmentalhealthprofessions.gov/>

<b>Curriculum and Sequencing of Courses:</b>		<b>TOTAL HOURS: 63</b>
<b><u>Fall 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
MHS 5400	Introduction to Counseling Theories and Techniques	4
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5007	Foundations of Mental Health Counseling	3
MHS 6450	Substance Abuse and Addictions Counseling	3
<b>Total</b>		<b>13</b>
<b><u>Spring 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
CLP 6169	Adult Development and Psychopathology	3
RCS 5250	Assessment in Counseling and Rehabilitation	3
MHS 5511	Group Counseling	3
MHS 5801	Practicum in Counseling	4
<b>Total</b>		<b>13</b>
<b><u>Summer 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
PCO 5095	Computer Applic. in Counseling Psy. & Other Human Services	3
MHS 5435	Theories and Fundamentals of Family Counseling	3
DEP 5056	Life Span Development	3
SDS 5820	Internship	4
<b>Total</b>		<b>13</b>
<b><u>Fall 2</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
SDS 5820	Internship <sup>1</sup>	4
MHS 5340	Foundations of Career Development	4
SOW 5153	Human Sexuality	3
<b>Total</b>		<b>11</b>
<b><u>Spring 2</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
SDS 5820	Internship	4
MHS 6600	Consultation & Organizational Development	3
EDF 5481	Methods of Educational Research	3
MHS 6466	Trauma & Crisis Counseling	3
MHS 7962	Specialist in Education Comprehensive Examination	0
<b>Total</b>		<b>13</b>

<sup>1</sup> 1000 hours for the LMHC can include practicum and internship hours. Of these hours, 280 hours must involve direct client contact: 40 hours from practicum and 240 from internship. Students must submit supervision logs for practicum and internship.

## **Comprehensive Assessment Plan**

The comprehensive assessment plan (CAP) for the Counselor Education track of the Psychological and Counseling Services (PCS) program is designed to provide systematic and comprehensive evaluations of the career counseling and clinical mental health counseling degree programs, the students, the curricula, and the faculty. CAP was designed to assure the counselor education degree programs adhere to the Council on Accreditation of Counseling and Related Education Programs (CACREP) standards, which in turn helps to ensure our graduates, have high quality training and opportunities for national certification, state licensing, and professional development.

CAP consists of four components: (1) Assessment of program mission and quality; (2) assessment of students; (3) assessment of curricular offerings; and (4) assessment of faculty. The first CAP components are focused on program assessment and include evaluations that examine the quality of the training provided in the program, as well as ability of the program to meet its mission and objectives. The student assessment component consists of an evaluation of program applicants, progress of students throughout the program, and overall quality of students in the program. The curriculum assessment component assesses the program's adherence to CACREP curricula standards and the relevance of the curricula to the profession. Lastly, the faculty component assesses the quality of the counselor education faculty in terms of teaching, research, service, and professional identity. CAP consists of both formative and summative evaluations from internal and external sources in evaluating the four components. The CAP document and outcomes can be found on the Career Counseling and Clinical Mental Health Counseling Program websites:

The Assessment of Students (Component III) of CAP describes the types of formative and summative student evaluations that occur in the Counselor Education. These evaluations include (1) the faculty annual evaluation of the students; (2) student performance in core curriculum sequence and GPA; (3) student performance in practicum and internship; (4) student attainment of learning objectives per semester; (4) cumulative attainment of skills and dispositions; and (5) Counselor Preparation Comprehensive Examination (CPCE) performance. Details of these assessments can be found in this handbook and in Appendix C (posted online).

A component of CAP is the assessment of student attainment of learning objectives each semester. Artifacts for Counselor Education Student Portfolio must be submitted each semester by the student. This portfolio collects the work that has been completed during a student's graduate school learning experience based upon the eight common core curricular areas of the CACREP standards and the specialization domains of Career Counseling and Clinical Mental Health Counseling. Each curricular core area and specialization domain has at least one Student Learning Objective (SLO) that students must achieve in order to progress through and graduate from the Counselor Education program. Students will demonstrate this achievement by submitting specific artifacts as evidence of their competency. Note: Specific course artifacts may be revised in order to better meet CACREP Student Learning Objectives.

## **Revisions to this Student Handbook**

Due to ongoing changes occurring in our state, our institution, and our professions, faculty reserve the right to make revisions and additions to this Student Handbook in order to better meet the needs of our students and the individuals we serve. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the student's supervisory committee chair.

**Counselor Education Faculty**

<b>CORE FACULTY</b>	
	<p align="center"><b>Shengli Dong, Ph.D., Associate Professor</b></p> <p>Coordinator, Counselor Education; Coordinator, Clinical Mental Health Counseling; Practicum &amp; Internship Coordinator  <u>Education:</u> Ph.D., University of Maryland College Park, Counselor Education with focus on rehabilitation, 2011. <u>Professional Qualifications:</u> Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC). <u>Memberships in Professional Organizations:</u> American Counseling Association; American Rehabilitation Counseling Association; Chi Sigma Iota International Counseling Honor Society. <u>Areas of Interest:</u> transitioning issues for youth with disabilities, multicultural issues, reasonable accommodations, and mindfulness in counseling.</p>
	<p align="center"><b>Tristen Hyatt, Ph.D., Teaching Faculty I</b></p> <p>Department of Educational Psychology and Learning Systems  <u>Education:</u> Ph.D., Auburn University  <u>Research Interests:</u> Counselor competency to work with specific populations, career Counseling, and counselor-in-training self-care.</p>
	<p align="center"><b>Viola (Simone) May, Ph.D., Teaching Faculty I</b></p> <p>Department of Educational Psychology and Learning Systems at FSU  <u>Education:</u> Ph.D, Auburn University, Counselor Education and Supervision, 2017  <u>Professional Qualifications:</u> National Certified Counselor (NCC)  <u>Professional Affiliations:</u> American Counseling Association, Association for Counselor Education and Supervision, Association for Multicultural Counseling and Development, and American Association of Colleges for Teacher Education  <u>Areas of Interest:</u> trauma, crisis, and multicultural issues with an emphasis on higher education preparation, success, recruitment, and retention.</p>

### Affiliate Faculty



#### Debra Osborn, Ph.D., Associate Professor

Contact Person, Career Counseling Major; *Co-Director, Center for the Study of Technology in Counseling and Career Development.* Education: Ph.D., Florida State University, Combined Program in Counseling Psychology and School Psychology, 1998. Professional Qualifications: Master Career Counselor (MCC), National Certified Counselor (NBCC), Past President of National Career Development Association (NCDA) and Florida Career Development Association, Governing Counsel American Counseling Association (ACA). Memberships in Professional Organizations: ACA; Florida Counseling Association; FCDA; NCDA; Association for Counselor Education & Supervision. Areas of Interest: design & use of technology in counseling; innovation



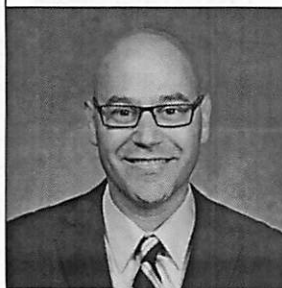
#### Casey Dozier, Ph.D., Teaching Faculty I

Education: Ph.D., Florida State University, Combined Program in Counseling Psychology and School Psychology, 2013. Professional Qualifications: National Certified Counselor (NCC), National Board for Certified Counselors, #260265; Licensed Psychologist, State of Florida, #PY9126. Membership in Professional Organizations: American Psychological Association, National Career Development Association. Areas of Interest: Enhance the delivery of individual and group career services, including distance counseling, self-help resources, and supervision, with an emphasis on integrating theory, research, and evidence-based practice. Examine



#### Deb Ebener, Ph.D., Full Professor

Education: Ph.D., University of Wisconsin – Madison, Rehabilitation Psychology, 1989. Memberships in Professional Qualifications: Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Licensed Psychologist, State of Florida. Professional Organizations: American Psychological Association, American Counseling Association. Areas of Interest: Rehabilitation psychology, Psychosocial aspects of disability, college students with disabilities, substance abuse and addiction, humor and coping.



#### Martin Swanbrow Becker, Ph.D., Assistant Professor

Education: Ph.D., University of Texas at Austin, Counseling Psychology, 2013. Membership in Professional Organizations: Society of Counseling Psychology, American Psychological Association Areas of Interest: The efficacy of suicide prevention and wellness-supporting programing; understanding and preventing the progression of youth along a distress and suicidal continuum of experience with a focus on stress, coping, resilience, help seeking and cultural influences; promoting college student and young adult development.

## APPENDIX A

## ANNUAL EVALUATION OF PCS M.S./Ed. S STUDENTS

In accordance with program policy, all Masters/Ed.S. students will receive a written evaluation once per year, in the Spring semester. Additional evaluations will occur (a) if requested by any professor or (b) the semester following any evaluation in which "Official Concern" was checked for any item in Part A. This form will be filled out by the coordinator for the student's major area. After review by the PCS program faculty, one copy will be given to the student and one will remain in the student's file. Faculty will implement a remediation plan for any student who receives an "Official Concern" for any item in part A.

NAME:

PROGRAM ENTRY DATE:

SUPERVISORY COMMITTEE CHAIR:

DATE OF CURRENT EVALUATION:

**A. Summary of Academic Progress:**

- |   |                          |                  |                          |            |
|---|--------------------------|------------------|--------------------------|------------|
| 1. Counseling interventions (therapy, consultation)   | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 2. Assessment (testing and evaluation)  | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 3. Professional and ethical conduct   | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness) | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 5. Writing skills   | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 6. Progress toward graduation   | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 7. Appropriate GPA  | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |

**B. Comments and a remediation plan (if official concern):**

Signatures:

Advisor:

Date:

Student:

Date:



## APPENDIX B

**VERIFICATION OF GROUP ACTIVITY HOURS**

Counselor Education Psychological and  
Counseling Program  
Florida State University

Student Name:

Degree Major:

Semester Hours Completed: Agency

sponsoring the group: Type of

Group:

Hours of group participation during the semester:

The undersigned verifies that the student participated in direct experiences as group members in a small group activity for a minimum of 10 clock hours over the course of one academic term.

Name of Agency Representative Verifying the Student's Participation:

---

Signature of Agency Contact

---

Date

APPENDIX C

**VERIFICATION OF LEADING A COUNSELING OR PSYCHO-EDUCATIONAL GROUP**

Counselor Education Psychological and  
Counseling Program  
Florida State University

Student Name:

Degree Major:

When Completed: \_\_\_\_\_ Practicum    \_\_\_\_\_ Fall Internship \_\_\_\_\_ Spring Internship

Type of Group:        \_\_\_\_\_ Counseling                    \_\_\_\_\_ Psycho-educational

The undersigned verifies that the student led or co-lead a counseling or psycho-educational group as part of practicum or internship as indicated above.

Name of Supervisor Verifying the Student's Participation: \_\_\_\_\_

---

Supervisor Signature

---

Date

## APPENDIX D

**2018 CACREP Artifact Submission Guidelines for Students**

1. **Name your file** using the following format:
  - a. Last, first name\_
  - b. Course prefix and number\_
  - c. Title-of-Document\_
  - d. Term Due*example:* Wilson, Wadewinston\_MHS5400\_Self-Reflection Paper\_Fall 1
  
2. **Include a Cover Sheet** with the above information.  
*Example:* The cover sheet should be blank except for the following information:  
  
Wilson, Wadewinston  
  
MHS 5400  
  
Self-Reflection Paper  
  
Fall 1
  
3. **Don't procrastinate.** Email the document to the Academic Program Specialist using the above file name format **PRIOR** to final exams. Late submissions will result in a **HOLD** being placed on your account, which will prevent you from registering for classes. In some cases, you may receive an **Incomplete**; an incomplete grade can prevent you from graduating.
  
4. If you are attempting to scan a file, **do not use a phone App**. These scans are shadowed and crooked. The scan will be returned to the student if it does not meet professional standards.
  
5. **Practicum & Internship Evaluations Time Logs:** Make sure we have a clear document of your time logs reflecting your practicum and internship hours. Check the log to make sure the numbers are clear. If we cannot read your time logs, we cannot verify your hours for licensure, and they will be returned to you.
  
6. If you have any issues with submitting files, scanning files, etc., please contact the Academic Program Specialist for assistance ([dhamkelly@fsu.edu](mailto:dhamkelly@fsu.edu)).