MASTER’S PROGRAM
Handbook

Community Counseling
Marriage, Couple, and Family Counseling
School Counseling

Revised August, 2013
Tentative based on 2009 CACREP standards
Table of Contents

INTRODUCTION ........................................................................................................................................ 4
Mission Statement .................................................................................................................................. 4
Commitment to Diversity ......................................................................................................................... 4
Student Recruitment Policy .................................................................................................................... 4
PROGRAM OVERVIEW .......................................................................................................................... 5
General Objectives .................................................................................................................................. 5
AREAS OF SPECIALIZATION AND ACCREDITATION ........................................................................... 5
 I. Community (in transition to Clinical Mental Health) Counseling Objectives ........................................... 5
 II. School Counseling Objectives ........................................................................................................... 6
 III. Marriage, Couple, and Family Counseling Objectives ........................................................................ 6
CURRICULUM .......................................................................................................................................... 7
CACREP Areas .......................................................................................................................................... 7
Program Coursework ............................................................................................................................... 8
Counseling Core: ...................................................................................................................................... 8
Specialized Studies: .................................................................................................................................. 9
Clinical Instruction: ............................................................................................................................... 10
    Practica ............................................................................................................................................... 11
    Internship ......................................................................................................................................... 11
    Orientation & Placement ................................................................................................................... 11
    Transporting clients .......................................................................................................................... 11
Supervision ............................................................................................................................................. 12
Thesis Option: ........................................................................................................................................ 12
ACADEMIC EXPECTATIONS .................................................................................................................... 13
BACKGROUND CHECKS ........................................................................................................................ 14
COMPREHENSIVE EXAM ....................................................................................................................... 14
NATIONAL COUNSELOR EXAM (NCE) ............................................................................................... 15
CERTIFICATION AND ILLINOIS LICENSURE ...................................................................................... 15
    Illinois Counselor Licensure ............................................................................................................. 15
    Illinois CADC Certification ............................................................................................................ 15
ENDORSEMENT POLICY ...................................................................................................................... 16
PROFESSIONAL LIABILITY INSURANCE ............................................................................................. 16
PROFESSIONAL ORGANIZATIONS ..................................................................................................... 16
TRANSFER OF CREDITS ....................................................................................................................... 17
RE-ADMISSION OF STOP-OUTS ............................................................................................................ 17
STUDENT REVIEW AND RETENTION ................................................................................................... 17
DEPARTMENTAL GRIEVANCE PROCEDURE ....................................................................................... 18
FINANCIAL ASSISTANCE ...................................................................................................................... 19
STUDENT RESPONSIBILITIES & RESOURCES ...................................................................................... 20
ADDITIONAL INFORMATION .................................................................................................................. 21
FACULTY and KEY PERSONNEL ............................................................................................................ 21
APPENDIX A: COMMUNITY (CLINICAL MENTAL HEALTH) COUNSELING EMPHASIS .................... 23
APPENDIX B: MARITAL, COUPLE & FAMILY COUNSELING EMPHASIS .......................................... 24
APPENDIX C: SCHOOL COUNSELING EMPHASIS .............................................................................. 25
APPENDIX D: Informed Consent Regarding Client Services .................................................................. 26
APPENDIX E: PETITION FOR INTERNSHIP ......................................................................................... 27

Revised 08/13
INTRODUCTION

Mission Statement

The mission of the Counselor Education Program is to prepare professionals in clinical mental health, school, and marriage, couple and family counseling and to provide opportunities for ongoing learning and development. The program serves a diverse student body from the quad-state area of southern Illinois, southeast Missouri, southern Indiana, and northern Kentucky; regional and national urban centers; and the international arena. Faculty expect graduates to be knowledgeable and skilled in their area of expertise, to be understanding and sensitive to the needs of the diverse populations they serve, and to be skilled in the creative application of current technologies. Faculty are committed to preparing ethically responsible counselors who are critically reflective about their profession and who recognize they must continue to learn and refine their knowledge, values, and skills throughout their professional lives.

Commitment to Diversity

The American Counseling Association’s Code of Ethics and Standards of Practice (2005) governs the behavior of professional counselors and students in counseling programs. Section C.5. Nondiscrimination states: “Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law” (p. 10). The counseling faculty promote the welfare and well-being of all human beings. Students entering into the counseling program are held to these standards and philosophy shared by the faculty.

Student Recruitment Policy

It is the policy of the Counselor Education Program at Southern Illinois University, Carbondale to actively recruit all qualified persons without regard to age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status. The Program recognizes that the barriers of age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination. The program actively seeks to recruit students from diverse backgrounds to enhance the learning environment of the program.
PROGRAM OVERVIEW

General Objectives
The master’s degree in Counselor Education is designed to develop students’ potential as professional counselors. Faculty in the program recognize the uniqueness of human beings and are dedicated to helping students obtain the knowledge, skills, and experiences necessary for development as counseling professionals. Uniqueness is emphasized in the program in that each student is expected to develop his or her counseling approach with clients. Faculty believe that, in order to prepare competent counselors, the following are required of all program graduates:

1. Respect for the dignity and worth of all individuals in a multicultural society.
2. Commitment to self-development and fulfillment of human potential.
3. Integration of educational and counseling processes.
4. Demonstrated competence in applying counseling skills.
5. Knowledge of related mental health professions.
6. Knowledge of research methods and commitment to counseling research.

In sum, graduates must demonstrate excellence in all skills and knowledge required to work effectively in a variety of settings in a multicultural context. The faculty is dedicated to facilitating development of these goals with students in the program.

AREAS OF SPECIALIZATION AND ACCREDITATION
The Counselor Education Program at SIU consists of three areas of specialization: Community Counseling (transitioning to Clinical Mental Health Counseling), School Counseling, and Marriage, Couple, and Family Counseling. The Clinical Mental Health Counseling track trains counselors to work with individuals across the lifespan, in individual and group modalities, and in a variety of clinical settings. School Counseling is designed for those seeking certification (K-12) as a school counselor to work with children and adolescents within a school system. The Marriage, Couple and Family track builds upon Clinical Mental Health for a specialization in working with couples and families. All tracks are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meet the 2001 Standards.

Please note that the Clinical Mental Health counseling program is currently accredited as a Community Counseling program; however, the 2009 standards have changed the program to a 60-hour Clinical Mental Health program. In compliance with the 2009 CACREP standards, we have renamed the program and made the necessary curricular changes, yet will need to become accredited as such. We expect this to occur in 2014. This should not affect your CACREP accredited degree. To reiterate: in order to meet the 2009 CACREP standards, the Community Counseling emphasis is being phased out and replaced by the Clinical Mental Health Counseling emphasis. The School Counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Illinois State Board of Education (ISBE). SIU is accredited by the North Central Association of Colleges and Secondary Schools (NCACSS).

I. Community (in transition to Clinical Mental Health) Counseling Objectives
   A. To provide knowledge of the foundations of community, clinical mental health, and other agency counseling including historical, philosophical, societal, cultural, economic, and political dimensions; roles, functions, and professional identity; structures and operations of professional organizations, training standards, credential bodies, and ethical codes; and
implications of professional issues such as recognition, reimbursement, and right to practice.

B. To foster understanding of the: (a) roles of community and clinical mental health counselors in a variety of settings and their relationship to other professionals; (b) organizational, fiscal, and legal dimensions of the settings in which counselors practice; (c) theories and techniques of community and clinical mental health needs assessment to design, implement, and evaluate community agency interventions, programs, and systems; (d) general principles of community and clinical mental health intervention, consultation, education, and outreach; and (e) theoretical and applied approaches to administration, finance, budgeting management, and staffing.

C. To provide knowledge and skills for the practice of Community (in transition to Clinical Mental Health) Counseling including client characteristics, principles of program development and service delivery, specialized consultation skills, and effective strategies for client advocacy.

D. To foster acceptance of the uniqueness of individuals and implications of a pluralistic society

II. School Counseling Objectives

A. To provide knowledge of the foundations of school counseling including its history, philosophy, and trends; the school counselor's role in relation to other school professionals; and ethical and legal issues relating to school counseling.

B. To foster an understanding of coordination of counseling program components as they relate to the total school community.

C. To provide knowledge and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation.

D. To foster acceptance of the uniqueness of individuals and implications of a pluralistic school society.

III. Marriage, Couple, and Family Counseling Objectives

A. To provide knowledge of the most influential factors that shaped marriage, couple, and family counseling as a specialization including its history, philosophical, and epistemology premises; professional organizations, training standards, and credentialing bodies; ethical and legal issues; and the role of marriage, couple, and family counseling in community, educational, and business settings.

B. To provide knowledge and skills for the practice of marriage, couple, and family counseling including current family systems theories and their application in working with couples and families; basic interviewing, assessment, goal setting, and case management; family life-cycle developmental stages and their interaction with factors unique to each family including composition, ethnicity, socioeconomic status, and religious belief systems, as well as family of origin and intergenerational influences.
PROGRAM AND SPECIALIZATION COORDINATORS

Counselor Education Program Coordinator:
Lyle J. White, Ph.D.

Specializations:
Community (in transition to Clinical Mental Health) Counseling: Julia Champe, Ph.D.
School Counseling: Dorea Glance, Ph.D.
Marriage, Couple, and Family Counseling: Julia Champe, Ph.D.
Counselor Education: Kimberly K. Asner-Self, Ed.D.

Clinical Experiences Coordinator:
Muthoni Kimemia, Ph.D.

CURRICULUM

Central to any quality program is a unified curriculum, rather than a collection of courses. In addition to meeting CACREP standards, the SIUC counseling program has, over the past 25 years, developed its own unique nature. This character is evident in the emphases placed in the program’s curriculum on several areas of study relevant to the profession, such as research, evaluation, group work, and clinical skills (See CACREP Areas table, below). Not evident in a course listing, however, is the program’s commitment to social and cultural diversity. In this program, these are not topics that can be effectively addressed in one class. Instead, diversity issues are addressed throughout the program as both faculty and students work toward developing multicultural counselor competence.

CACREP Areas
The table below lists the eight CACREP curriculum areas, plus Clinical Instruction, and some of the corresponding courses within each area. A quick glance shows the program’s emphases in the areas of Professional Orientation, and Helping Relationships. The program also provides extended instruction in Assessment and Research areas, and advanced training in group work and career counseling (Clinical Instruction). While students complete course work in all eight areas, specific courses are dependent on area of emphasis and career goals.
<table>
<thead>
<tr>
<th>CACREP AREAS</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL ORIENTATION &amp; ETHICAL PRACTICE</td>
<td>EPSY 501 Professional, Legal, and Ethical Issues of Community Counseling</td>
</tr>
<tr>
<td></td>
<td>EPSY 503 Professional, Legal, and Ethical Issues of Marriage, Couple, and Family Counseling</td>
</tr>
<tr>
<td></td>
<td>EPSY 502 Professional, Legal, and Ethical Issues of School Counseling</td>
</tr>
<tr>
<td>SOCIAL AND CULTURAL DIVERSITY</td>
<td>EPSY 545 Cross Cultural Factors Affecting Counseling</td>
</tr>
<tr>
<td>HUMAN GROWTH &amp; DEVELOPMENT</td>
<td>EPSY 512 Life-span Development</td>
</tr>
<tr>
<td>CAREER DEVELOPMENT</td>
<td>EPSY 542 Career Development Procedures and Practices</td>
</tr>
<tr>
<td>HELPING RELATIONSHIPS</td>
<td>EPSY 493 Counseling Skill Development</td>
</tr>
<tr>
<td></td>
<td>EPSY 537 Counseling Children &amp; Adolescents</td>
</tr>
<tr>
<td></td>
<td>EPSY 541 Theories of Counseling</td>
</tr>
<tr>
<td></td>
<td>EPSY 546 Crisis Counseling</td>
</tr>
<tr>
<td>GROUP WORK</td>
<td>EPSY 543 Group Theory and Practice</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>EPSY 544 Appraisal in Counseling</td>
</tr>
<tr>
<td>RESEARCH &amp; PROGRAM EVALUATION</td>
<td>EPSY 506 Inferential Statistics</td>
</tr>
<tr>
<td></td>
<td>EPSY 547 Research and Evaluation in Counseling</td>
</tr>
<tr>
<td>CLINICAL INSTRUCTION</td>
<td>EPSY 548A School Counseling Practicum or Individual Counseling Practicum</td>
</tr>
<tr>
<td></td>
<td>EPSY 548B Individual Counseling Practicum</td>
</tr>
<tr>
<td></td>
<td>EPSY 548C Career Group Practicum</td>
</tr>
<tr>
<td></td>
<td>EPSY 591 Internship in Counseling</td>
</tr>
</tbody>
</table>

**Program Coursework**

It might be helpful to think of the program’s coursework as falling into three broad categories: 1) counseling courses required of all students, the ‘counseling core’, 2) courses within students’ chosen specialization area, and 3) courses focused on developing professional clinical skills. In addition to completing their chosen course of study, students may opt to complete a Master’s thesis - see p. 12 for more information on the Thesis Option.

**Counseling Core:**

Regardless of students’ chosen specialization area (or track), all students take 34 credits of foundational coursework, called the ‘common core’ or ‘counseling core.’ These courses are designed to aid counseling students in building a professional counselor identity by acquiring the knowledge, awareness and skills necessary for ethical and effective practice. See table below for a current listing of core courses, credits, and total core course credits.
REQUIRED “CORE” COURSEWORK

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 493-3</td>
<td>Counseling Skill Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 506-4</td>
<td>Inferential Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 512-3</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 537-3</td>
<td>Counseling Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 541-3</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 542-3</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 543-3</td>
<td>Group Theory &amp;Practice</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 544-3</td>
<td>Appraisal in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 545-3</td>
<td>Cross-Cultural Factors Affecting Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 546-3</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 547-3</td>
<td>Research and Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Core Sub-total</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

Specialized Studies:
In addition to the core curriculum, a series of courses are required for each specialization. These tables list the current required courses and credit hour totals for each of the three areas of specialization. Each table also includes the subtotals for core coursework (see p.7), clinical coursework (see p.9) and the total number of credit hours required for completion of each program of study. For additional information, including recommended electives, see the Course Sequence sheets (Appendices A, B, & C).

### SPECIALIZATION COURSEWORK

#### Community Counseling (Clinical Mental Health)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 501</td>
<td>Professional, Ethical, and Legal Issues in Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 503</td>
<td>Professional, Ethical, and Legal Issues in Marriage, Couple, and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>REHB 461</td>
<td>Introduction to Alcohol &amp; Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 549</td>
<td>Diagnosis and Treatment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>CLMHC Specialization Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Counselor Education Core Total</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
<tr>
<td><strong>CLMHC Clinical Total</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Clinical Mental Health Counseling Specialization Total Credit Hours</strong></td>
<td></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

#### School Counseling (SC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 502</td>
<td>Professional, Ethical, and Legal Issues in School</td>
<td>3</td>
</tr>
</tbody>
</table>

Revised 08/13
### Counseling

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 521</td>
<td>Consultation in Schools and Organizational Systems</td>
<td>3</td>
</tr>
<tr>
<td>REHB 566</td>
<td>Alcoholism and the Family</td>
<td>3</td>
</tr>
<tr>
<td>English Language Learner course</td>
<td>English Language Learner course (See Approved ELL course list)</td>
<td>3</td>
</tr>
</tbody>
</table>

**SC Specialization Total** 12

If Required: SPED 420 3

**Counselor Education Core Total** 34

**SC Clinical Total** 12

**School Counseling Specialization Total Credit Hours** 61

### Couple & Family Counseling (CFC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 501</td>
<td>Professional, Ethical, and Legal Issues in Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 503</td>
<td>Professional, Ethical, and Legal Issues in Marital, Couple and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 549</td>
<td>Diagnosis and Treatment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 560-1</td>
<td>Seminar in Couple &amp; Family Counseling</td>
<td>1</td>
</tr>
<tr>
<td>REHB 566 or REHB 461</td>
<td>Alcoholism &amp; the Family or Intro to Alcohol &amp; Substance Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>

**MCFC Specialization Total** 13

**Counselor Education Core Total** 34

**MCFC Clinical Total** 15

**MCFC Specialization Total Credit Hours** 62

### Clinical Instruction:

The counseling program requires a variety of supervised clinical experiences. Students begin with a helping skills laboratory (EPSY 493) where they learn basic communication skills. Students must earn a B or better in this course to remain in the program. (See Academic Expectations for further details and a list of courses with grade requirements.) Successful students move on to a minimum of two practica courses, focused on individual and group counseling. Toward the end of their program of study, students enroll in two semesters of internship, working in the field. CACREP has established client contact hours and other requirements for clinical instruction; the SIUC counselor education courses meet and exceed these standards. The table on p. 10 lists the Clinical Instruction experiences and total hours for each Specialization area.
Practica

Students must be admitted to the Counselor Education program prior to enrolling in practicum. CACREP requires practicum students to accrue a total of 100 practicum hours, 40 of which must be direct client contact. All practica must be completed prior to enrolling in Internship.

Unlike many counselor education programs, the SIUC program requires students to take at least two practicum courses, so CACREP requirements are met across more than one class. Students complete practicum in a setting consistent with their career goals. Practicum students are video and audio taped in this setting, receive group and triadic supervision under program faculty, and with site supervisors. Students may also receive live supervision. A minimum of 20 face to face individual counseling hours is required for completion of the individual practicum.

In addition, students must complete a career group practicum. Practicum students serve as leaders for groups of approximately 10 undergraduate students and are given assistance in helping these students develop academic and career goals, and explore the world of work. Students enrolled in this advanced practicum typically accrue approximately 28 direct client contact hours.

Students in the Marriage, Couple, and Family Counseling program complete the two aforementioned practica (EPSY 548B plus EPSY 548C) and two consecutive semesters of supervised practicum specifically with families and couples (EPSY 548E). These practica provide students with live supervision and are offered concurrently with the marriage, couple, and family seminar (EPSY 560).

Internship

Internship is a 600 hour, supervised field placement. Internship experiences for Community, and Marriage, Couple, and Family students must occur over two consecutive semesters for students to demonstrate clinical skill development rather than quickly acquiring direct contact hours. It is strongly recommended that students in the School track complete all 600 internship hours in one semester.

Orientation & Placement

Students must submit a petition for internship the semester before they plan to do their internship. Additionally, students in the school counseling track must submit evidence of a passing score on the Illinois School Counselor Content Area exam before they can begin their internship. All students must attend a mandatory internship orientation before they can take internship. This orientation is typically held at the beginning of the fall semester. If you plan to begin internship in a spring semester, you must attend the internship orientation in the preceding fall semester. At this mandatory orientation, internship expectations of the student and site supervisor will be discussed, and paperwork will be reviewed and distributed. Internship sites may include elementary or secondary schools; mental health centers; special community agencies like women's centers, prisons, or work-release centers; residential treatment centers; employment centers; and hospital wards. Students completing a dual specialization in Marriage, Couple, and Family Counseling and School Counseling will be required to complete two 600 hour internships, one in a family counseling setting and one in a school counseling setting.

Transporting clients. Although internship students are expected to function in the role of counselors at their internship placement, one exception to this is driving clients/students. For liability purposes, student interns are NOT to drive any clients/students at any time while an internship student at SIU. There are absolutely no exceptions to this statement.
**Supervision**

Learn to ask for and receive feedback from your supervisor and peers. Becoming a professional counselor requires development of knowledge and refined skills. This is a gradual process which is supported through practice and continuous feedback. Receiving feedback will help you differentiate between strengths and areas for improvement, and understand your progress toward becoming a professional counselor.
<table>
<thead>
<tr>
<th>CLINICAL INSTRUCTION SUMMARY</th>
<th>Credit Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEM</td>
<td>TOTAL</td>
</tr>
<tr>
<td>EPSY 548-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A School Counseling Practicum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B Individual Counseling Practicum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>E Couple &amp; Family Practicum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 548-C Career Group Practicum</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>EQUALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization Practica Sub-totals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC=548A + 548C</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CLMH = 548B + 548C</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CFC = 548B + 548C + 548E</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>PLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 591 Internship in Counseling</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>EQUALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Totals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CLMH</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CFC</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Note: CACREP Practicum Requirements are met across 2 or more Practicum courses: the Individual, School and/or Family Practicum courses (548a, 548b and/or 548e) PLUS the Group Practicum (548c). This separation by specialization area allows students to develop necessary counseling skills for both individual and group modalities, within the context of specific environment/systems (e.g. agencies and schools). As a result, client contact hours and supervision hours earned across practicum courses typically exceed the CACREP minimum.

**Thesis Option:** Students who wish to take the thesis option can enroll in 3-6 hours of thesis with a research advisor of their choice. If you are interested in completing a thesis, it is advisable to begin discussing this early on in order to facilitate timely completion of the program. You may approach a faculty member whose research interests align closely with your own area of interest and request to work with you. Contrary to common thought, a thesis option is not only for students who wish to pursue a doctoral degree, but also provides a great opportunity to develop research skills that are helpful in many work settings.

**ACADEMIC EXPECTATIONS**

Students who receive a grade of “C” or below in more than two courses will be required to leave the program. Students may not receive a grade lower than a “C” or “U” (Unsatisfactory) in any course and must remain in the program unless they choose to petition the program faculty for a waiver of the policy in order to retake that course and the faculty, as a whole, agree. Students cannot receive lower than a “B” in the following courses (EPSY 493; 501; 502; 503; 541; 542; 543) and must remain in the program unless they choose to petition the program faculty for a waiver of the policy in order to retake that course, and the faculty agree to that action.
BACKGROUND CHECKS

In order to take EPSY 548a (School Counseling Practicum), 548b (Individual Counseling Practicum), or EPSY 591 Internship in Counseling, program, all students are required to complete a Criminal Background Check. The following procedure has been established to ease this process.

1) Pick up a fingerprinting packet (form and instructions) from the main office in Wham 223.

2) Complete the “Fingerprint Applicant Form.”

3) Take the completed “Fingerprint Applicant Form” to an authorized Accurate Biometrics Office to be fingerprinted. You can find more information on www.accuratebiometrics.com about fingerprinting dates in Carbondale as well as related fees.

4) Upon completion of the fingerprinting, you will be given a receipt for each transaction and directions on how to obtain your FBI background check from the Accurate Biometrics website. It is your responsibility to print your test results from the Accurate Biometrics portal within 14 days.

5) Bring a copy of your results to Dr. Kimemia. It is strongly suggested that students make multiple copies as they are required by your practicum and internship instructors. Please note that although a copy is placed in your file, it is your responsibility to provide practicum and internship instructors with your results.

6) You are advised to begin this process early. Unforeseen delays can hinder your ability to register for classes.

Students are often concerned about whether their past interactions with law enforcement will preclude their participation in SIU Counseling Programs. The faculty consider each student on a case-by-case basis. Students may wish to consult with their advisors early on. Please note that being allowed to proceed in the program with a criminal background does not mean automatic access to all counseling sites. Some sites have more stringent background check requirements that students will need to consider as they plan their course of study. Students are expected to research potential sites’ guidelines themselves.

COMPREHENSIVE EXAM

All students are required to pass the Counseling Comprehensive Examination (CECE) administered by the Counselor Education faculty on the fifth Friday of every Fall and Spring semester in order to graduate. Students are responsible for signing up for comprehensive exams no later than the third week of the semester. Forms are available from the Office Manager, Ms. Brenda Prell. Students complete the request form and obtain a signature from their advisor. Students taking the CECE should be no more than 9 credits from completion of their masters program.

The exam is given the fifth Friday of the semester in Wham 219 beginning at 8:00 a.m. and ending at noon. It is a multiple choice exam and students must answer 60% or more of the 200 questions correctly in order to pass the exam.

In the rare case where a student does not pass the comprehensive exam, she or he may petition the faculty in writing to retake the examination the following semester. The petition should include reasons why the student believes she or he would be successful retaking the comprehensive examination. This petition is due to the faculty no later than the 9th week of the semester in which the student failed the comprehensive examination.
In the extremely rare case in which a student fails the comprehensive examinations twice, the student fails to complete the Master’s degree. The student may petition the faculty for an alternative form of evaluation once. Whether either petition is granted is at the discretion of the faculty. Note that the Comprehensive exam is separate from the National Counselor Exam.

**NATIONAL COUNSELOR EXAM (NCE)**

Students completing a program in Counselor Education at SIU are eligible for to take the examination to become a Nationally Certified Counselor (NCC). This certification gives national recognition to counselors who meet recognized professional standards. The NCE is required for licensure in the state of Illinois as well as in most other states. Because the SIU Counselor Education programs are CACREP accredited, we are able to offer the examination on campus for graduating students during Fall and Spring semesters. The National Board for Certified Counselors (NBCC) requires a faculty endorsement for each student who applies to take the National Certification Exam (NCE). This endorsement indicates that this student is within six hours of completing the program, has met minimum standards of professional development, and that the faculty have no reservations about the student’s application for certification.

The NCE is offered in April and October. Students wishing to take the NCE can obtain an application from Dr. Kimemia in the semester before they take the NCE. The due date to submit your application to Dr. Kimemia is a **hard deadline** as faculty must meet to discuss each student’s endorsement.

**CERTIFICATION AND ILLINOIS LICENSURE**

*Certification* (moving towards Licensure) to become a school counselor in Illinois is available to graduates who complete the School Counseling program. The Illinois State Board of Education (ISBE) approval of the SIU School Counseling track allows our graduates to take the Illinois School Counselor Content Area examination (Type 181) for certification as a school counselor. Students must also pass the Test of Academic Proficiency (TAP) prior to certification. It is each student’s responsibility to prepare and schedule this exam. Information about the exam is available from the ISBE website ([http://www.icts.nesinc.com/](http://www.icts.nesinc.com/)). Students can take the TAP exam once they have completed all the requirements for their degree. **Students are responsible for checking State certification themselves to make sure they have all requisite coursework.**

**Illinois Counselor Licensure**

Licensure is available in Illinois as a Professional Counselor (LPC), Clinical Professional Counselor (LCPC), and Licensed Marriage and Family Therapist. Educational requirements for licensure as LPC and LCPC in the state of Illinois can be met by completion of an appropriate SIU Counselor Education program at the time of this printing. **HOWEVER: Licensure is a legal issue and is in the State’s purview. At times the State will change the licensure laws.** Visit the state licensure website at [http://www.idfpr.com/dpr/WHO/prfcns.asp](http://www.idfpr.com/dpr/WHO/prfcns.asp) for current licensure information. **Students are responsible for checking State licensure themselves to make sure they have all requisite coursework.**

**Illinois CADC Certification**

Certification as an alcohol and drug counselor (CADC) may be obtained by completing the core curriculum plus an additional 12 hours of course work through the Rehabilitation Institute and appropriate clinical experiences within EPSY 591. Interested students should contact the Rehabilitation Institute for additional information.
ENDORSEMENT POLICY
Areas of emphasis are specifically and carefully designed to prepare graduates who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counselor education graduates will be given only for professional positions and position levels appropriate to the respective areas of emphasis completed by graduates.

PROFESSIONAL LIABILITY INSURANCE
Students are required to carry liability insurance before they will be allowed to work with clients (in EPSY 548A School Counseling Practicum, EPSY 548B Counseling Practicum, EPSY 548C Group Practicum, EPSY 548E Marriage, Couple, and Family Practicum, and EPSY 591 Internship.) Students must provide evidence of current liability insurance and insurance must be maintained throughout students’ clinical practice in the program. Liability insurance for counseling professionals in training can be obtained through student membership in professional organizations (See below).

PROFESSIONAL ORGANIZATIONS
Students are required to become members of relevant professional organizations and must maintain membership throughout their tenure in the Counseling program. Student membership benefits include subscriptions to professional journals/publications, and access to professional liability insurance at discounted rates. For information on current member benefits and costs, visit the organization websites.
Faculty encourage participation in professional associations by helping arrange transportation to conferences, encouraging student presentations at these meetings, and providing mentoring. There are many benefits to be derived from membership in professional organizations including:

1. receiving professional publications.
2. being entitled to reduced membership rates and reduced registration rates for professional meetings.
3. becoming eligible for member services such as professional liability insurance, legal defense fund, library resource use, and so forth.
4. having a method of involvement with activities and issues directly or indirectly pertinent to their profession.
5. becoming affiliated with other professionals having interests and areas of expertise similar to the students.
6. maintaining currency in the knowledge, practice, and research findings in the field

American Counseling Association (ACA), www.counseling.org. Community/Clinical Mental Health Counseling and Marital, Couple & Family students are required to join ACA. All graduate students in the Counseling program, regardless of track/specialization, are encouraged to join the American Counseling Association (ACA) and any of the 20 Divisions which focus on specialized counseling areas. Division membership requires ACA membership.

American School Counseling Association (ASCA), www.schoolcounselor.org. ASCA supports the professional development of practicing school counselors and those in training, through education, research, outreach and advocacy. School Counseling track students are required to join ASCA.

International Association of Marriage and Family Counselors (IAMFC), http://www.iamfconline.org. One of 20 divisions of ACA, the IAMFC is dedicated to the development of couple and family counseling. Students in the MFC track/specialization are required to join IAMFC, which can only be
Chi Sigma Iota, Delta Chapter (CSI). Chi Sigma Iota is the international honor society for counselors, and the Delta Chapter at SIU has been in existence since the mid-1980s. CSI membership includes master’s and doctoral level students, practicing counselors across all specialization areas, and counselor educators. To be eligible for membership, students must complete at least one semester of full-time graduate coursework in a counselor education degree program, earn a grade point average of 3.5 or higher on a 4.0 system, and be recommended for membership by the chapter as promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary.

**TRANSFER OF CREDITS**

Students may request to transfer up to 12 credit hours earned in another SIUC graduate program or as an Undeclared graduate student. A student must be accepted into the Counseling program to earn the remaining hours, even if the student took more than 12 credit hours at SIU prior to their application. Please note that fewer than 12 hours may qualify (depending on factors such as grade received, when taken, and what course). The number of credits (between 0 and 12) accepted will be determined by the program faculty.

**RE-ADMISSION OF STOP-OUTS**

Graduate School policy allows for six calendar years to complete the degree. Students who have not enrolled for three or more years must make a formal request for re-admission. The request must be written and include an explanation of why they did not attend graduate school for a period of time, their future plans, and why they wish to be readmitted. Faculty will review the request and reply in writing.

**STUDENT REVIEW AND RETENTION**

The student review and retention policy of the Counselor Education program enables faculty to share information about student performance. At least once a year, a faculty meeting is set aside for student review. At this meeting, progress of all students in the program is reviewed. In addition, student review may be discussed at other faculty meetings when appropriate.

In the event a student is believed to be in violation of ethical or professional behavior that is a serious threat to client welfare, faculty or the clinical supervisor may prohibit the student from seeing clients prior to the review procedure. All persons involved with the student's practicum or internship will be immediately informed of the decision. In the event a serious form of unprofessional behavior has occurred, remediation may not be an option. If the faculty believe formal actions are immediately needed, the review procedure moves directly to step six for a formal hearing with the student. Lack of participation in this hearing by the student shall result in removal of the student from the program.

The following steps are taken if in the professional judgment of the faculty a student: (a) is not making satisfactory progress toward the degree, (b) exhibits behavior deemed inappropriate or professionally unbecoming for his or her level of experience, (c) appears in violation of the Ethical Standards of the American Counseling Association, or (d) seems personally unsuited for a counseling related profession.

1. The faculty advisor meets with the student and offers suggestions for changes in the student's behavior.
   a. The faculty advisor monitors and keeps records of academic performance or inappropriate/unbecoming professional behaviors and actions discussed with the student.
   b. The student writes a summary of the concern that was addressed.
   c. Faculty monitor and keep records of the student's progress in classes and professional settings.
as part of their review function.

2. The advisor summarizes the collective faculty evaluation in a letter to the student. To the extent possible this evaluation provides objective data based on didactic and clinical class performance and related behavioral observations. Should personal inadequacies be noted, a prescription for remediation may be provided which includes changes in behavior expected and time limits for remediation. A meeting between the advisor and student is scheduled to discuss accomplishing and monitoring the plan. Failure to comply with remediation steps may result in termination from the program.

3. At the meeting between the advisor and student, the student countersigns remediation plans and both parties initial the agreed upon modification. When remediation entails performance in particular clinical skills (perhaps test interpretation) or general skill courses (like practicum) the student is given an opportunity to select who will supervise him or her with that faculty member's concurrence. If the student does not agree with the remediation plan he or she has two (2) weeks to prepare a written reply to the advisor who takes this reply to the next Counselor Education faculty meeting.

4. The faculty has responsibility to review the student's reply to the remediation plan and to either revise the plan and return to Step #2 or move forward to the next step.

5. If there is insufficient improvement within the advisor-student agreed-upon time period, the faculty advisor initiates a more formal review by requesting in writing that the Counselor Education Coordinator appoint a hearing committee. The student is sent a copy of this letter.

6. The Counselor Education Coordinator appoints a hearing committee composed of the advisor and two additional faculty members, one of whom shall be in the Counselor Education specialty area. In the event an incident has occurred that places the advisor or a faculty member in conflict with the student, that faculty member will not be assigned to the committee. With formal appointment of this committee, the student is informed in writing of the committee membership, and when and where the hearing will be held. The student has two weeks to prepare his or her side of the case and submit pertinent written information to the chair of the hearing committee. After interviewing the student and reviewing pertinent documents, the hearing committee is to determine: (a) if the presenting problem has been resolved, (b) if there are additional actions needed, or (c) if the student shall be dropped from the program.

7. The hearing committee writes a report including recommendations or decisions and forwards the report to the Counselor Education Coordinator.

8. This report is reviewed by the faculty group initially responsible for the yearly student review.

9. When the faculty has acted upon the hearing committee's report, the advisor or Coordinator writes to the student to convey recommendations and/or decisions.

10. If the student wishes to appeal the faculty decision, he or she may submit in writing to the Department Chair a request for a grievance hearing following departmental grievance procedures as detailed under Grievance Policy and Procedures within the SIU Graduate Catalog.

DEPARTMENTAL GRIEVANCE PROCEDURE

Graduate students at SIU have the right to appeal for redress of grievance through established channels. Grievance policy and procedures are detailed in the SIU Graduate Catalog which serves as the primary

Revised 08/13
communication of Graduate School regulations. Graduate students considering this option should become knowledgeable of pertinent policies and procedures in the catalog. Information on initiating a grievance follows:

In the event a graduate student desires a hearing before a grievance committee, a written request must be submitted to the Chair of the Department no later than 30 calendar days after the beginning of the semester following the incident in question, excluding summer term. A student may request an extension of the deadline in writing by petitioning the Department Chair. The request for a hearing must state the following:

1. Name of the grievant.
2. Program in which the grievant is enrolled.
3. Name of the grievant's major advisor.
4. Name and title of the person(s) against whom the grievance is being filed.
5. Current address and phone number of the grievant.
6. Statement of the grievance including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, as well as any supporting documents.

Prior to initiating an appeal, students may wish to talk with the Coordinator of Counselor Education and/or the Department Chair to determine if the concern can be addressed in a less formal manner. Students may also contact the University Ombudsman to clarify the appropriateness of their concern for grievance.

FINANCIAL ASSISTANCE

The first step on the road to financial assistance is to contact the university’s Financial Aid Office in Woody Hall B (453-4334) and complete a Free Application for Federal Student Aid (FAFSA) and other appropriate forms. Next, contact the department’s Graduate Secretary; however, the department has a limited number of assistantships available for graduate students, especially at the master’s level. Consequently, many students need to find other sources of support. Students are encouraged to network with other students, follow the campus newspaper, and speak with faculty about available positions. The College of Education and Human Services has several scholarships that are awarded annually. A description of these awards is available from the Dean’s office in Wham 115. The Graduate and Professional Student Council (GPSC) provides a listing of assistantships that is available on the Internet at [http://www.siu.edu/~gpsc/assist.htm](http://www.siu.edu/~gpsc/assist.htm). The Graduate School also has information regarding assistantships, fellowships, and scholarships at [http://www.siu.edu/gradschl/finances.htm](http://www.siu.edu/gradschl/finances.htm). Off campus web sites may also be helpful in securing scholarships and other financial aid. One such site is FastWeb located at [http://www.fastweb.com/fastweb/](http://www.fastweb.com/fastweb/).

PLAGIARISM STATEMENT

Submitting the work of others as their own, submitting previously submitted work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade in the specific assignment to expulsion from the program depending on the severity of the offense. Refer to SIU Student Handbook for further clarification. If you are unclear about what constitutes plagiarism (intentional or unintentional), you are encouraged to go to the Writing Center to obtain more information.

DISABILITY STATEMENT

*Students who have any type of special need(s) or disability for which they require accommodations to*
promote their learning in any class should consult with their instructor as soon as possible. The office of Disability Support Services (DDS) offers various support services and can help with special accommodations. Students may contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify eligibility and options for accommodations related to their special need(s) or disability.

**STUDENT RESPONSIBILITIES & RESOURCES**

Students begin graduate studies with different experiences, strengths, goals, and time lines for the program. For such reasons, the pace for completing classes will vary. Items for consideration and examples of course sequences follow:

1. Consider responsibilities outside of school such as work, assistantship, and family when deciding on course load. The first semester requires adjustment to graduate studies; you may wish to have fewer courses.
2. Leave time in your schedule for professional organization activities and attending conferences like ICA, NCACES, ASGW, ASCA, and ACA. Counseling can be a very isolating and difficult profession. Learn to mix with those professionals who have gone through fire and still love what they do!
3. Become familiar with program objectives and curriculum requirements.
4. Assess your writing skills, knowledge of APA style (6th ed.), and use of word processing computer programs. Graduate studies require quality writing; build these skills as soon as possible. The Writing Center (453-6863) offers assistance with writing skills.
5. Become familiar with Morris Library and computer search methods. The Library provides workshops on a regular basis.
7. As a counseling student, areas that challenge you in life and ultimately have an impact on your counseling may arise. Counseling services are available at the university’s Clinical Center 453-2361, the Counseling Center at 453-5371, and the Wellness Center at 536-4441.
8. Select a general research area during your first year of study. Build your knowledge of the literature in this area while meeting requirements in other courses. Although students typically enroll for Thesis credit hours near the end of their program (if completing a thesis), the work should begin much earlier. Many students have found their graduation delayed due to research thesis requirements.
9. Students must be admitted to the Counselor Education program prior to practica enrollment.
10. While Internship in Counseling (EPSY 591) can be completed over one semester, students are **required** to enroll over two semesters to ensure coverage. Enrollment in EPSY 591 in the spring and fall semesters requires that the student is present for the entire course/semester regardless of whether all hours have been fulfilled. As you think about program completion, it is important to consider your development as moving toward program objectives and future roles as a counselor, rather than mere completion of courses.
11. Students are required to obtain an SIUC e-mail account as soon as they begin the program. Notifications of program changes as well as other departmental correspondence will be conducted via e-mail.
12. A students-only listserv is maintained by current CSI leaders. The listserv is a useful method of communication between current students and graduates. Contact your CSI leadership to join!
13. Membership in the American Counseling Association (for CMH and MCF students) or in the American School Counseling Association (for School students) is required for all students in the program. ACA membership or ASCA membership and student liability insurance can be
obtained at www.counseling.org, and will be verified during all clinical courses.

**ADDITIONAL INFORMATION**

In the event additional information is needed, you may contact: Counselor Education, Educational Psychology & Special Education Department, Southern Illinois University, Carbondale, IL 62901-4618. Applicants may also visit our web site at http://www.siu.edu/departments/coe/epse/, stop by the Department in Room 223 of the Wham Education Building, or call (618) 536-7763.

**FACULTY and KEY PERSONNEL**

**Brenda Prell**, Office Manager

Ms. Prell runs the main office, hires and supervises student workers, maintains office supplies and copying, coordinates classroom schedules, professors’ course work, student MS and PhD applications for (1) admittance, (2) candidacy, and (3) graduation.

**Kimberly K. Asner-Self**, Associate Professor, Counselor Education (PhD) Program Coordinator


Dr. Asner-Self’s interest in working with diverse populations comes from years of living, learning, and working in Turkey, Romania, and Gabon. More recently, she comes from Washington, D.C., where she worked with immigrants and refugees struggling with issues related to acculturation, war-related trauma, and long-term mental illness. She is a Nationally Certified Counselor (NCC), and an Illinois Licensed Clinical Professional Counselor (LCPC). She is a member of ACA, ASGW, and ACES. Dr. Asner-Self is an Associate Editor for the Journal for Specialists in Group Work (JSGW), and is on the editorial boards for the Journal for Counseling and Development (JCD), and Cultural Diversity and Ethnic Minority Psychology (CDEMP). She is also a member of the Little Egypt Chapter of the American Red Cross as a Mental Health Service Provider. Dr. Asner-Self was recognized with the NCACES Deanna Hawes Outstanding Mentor Award in 2008.

*Areas of research and scholarly interest:* Developmental indices among people from different cultures. The effect exposure to human-perpetrated traumatic events such as war, sexual assault, and incest has on life-span human development. Interested in studying the application of group counseling techniques in developing multicultural awareness.

**Julia Champe**, Assistant Professor, Community (Clinical Mental Health) Program Coordinator

Ph.D., Idaho State University, 2004

Dr. Champe’s interest areas include clinical supervision, group work, counselor training and development, and cross-cultural relationships. Prior to earning her doctorate in Counselor Education, Dr. Champe worked as a clinician specializing in couples and families, and was co-owner of a private practice serving low-income and underinsured individuals, couples and families in Montana. She is a Nationally Certified Counselor as well as a member of the American Counseling Association, the Association for Counselor Educators and Supervisors, North Central ACES, Association for Specialists in Group Work and the International Association for Marriage and Family Therapists.

*Areas of research and scholarly interest:* Live supervision, group leader and counselor development, trans-racial relationships, international adoption, attachment, instructional methods, and technology in relationships.
Dorea Glance, Assistant Professor, School Counseling Track Coordinator
Ph.D., Ohio University, 2012

Dr. Glance's interest areas include school counseling, gatekeeping in counselor education, social justice advocacy and activism, and creativity in counseling. Prior to earning her doctorate in Counselor Education, she worked as a middle school counselor in North Carolina and as a clinical mental health counselor for children diagnosed with emotional behavioral disorders in Kentucky. She is a certified Professional School Counselor in West Virginia and North Carolina and is a member of the American School Counselor Association, the American Counseling Association, the Association of Counselor Education and Supervision, and North Central ACES.

**Areas of research and scholarly interest:** School counselor self-efficacy, the impacts of student socioeconomic status on the school counselor/student dyad, gatekeeping in counselor education, social justice advocacy and activism, and creativity in counseling.

Muthoni Kimemia, Assistant Professor, Clinical Experiences Coordinator
Ph.D., University of Central Florida, 2006, Counselor Education

Dr. Kimemia earned her Ph.D. in Counselor Education from the University of Central Florida in 2006. She holds a MA in Counseling from Heidelberg College (2003) and a B.Ed. (Arts) from Kenyatta University, Kenya (1993). Before coming to SIU, Dr. Kimemia served as Assistant to the Chair and Adjunct Professor at the University of Central Florida. She is a Nationally Certified Counselor (NCC) and a member of the American Counseling Association (ACA), the Association for Counselor Educators and Supervisors (ACES), North Central ACES, the Association for Assessment in Counseling (AACE).

**Areas of research and scholarly interest:** culturally congruent counseling responses and interventions, with special focus on the communities of Sub-Saharan Africa. Other research interests include the perception of caregiver burden among family caregivers, especially those caring for a family member that is living with HIV/AIDS, and cultural considerations for conducting cross-cultural and international research.

Lyle J. White, Professor and Counselor Education Coordinator
Ph.D., University of Iowa, 1988

Dr. White's area of interest evolved from a decade of practical experience in public school education. He began as an elementary teacher where the psychological needs of students led him into elementary school counseling and then to school psychology. After receiving his Ph.D in School Psychology, he completed a post-doctoral internship in family therapy and school consultation with Harry Goolishian at the Galveston Family Institute. Since coming to SIU he has been instrumental in programmatic development of marital, couple, and family counseling.

**Areas of research and scholarly interest:** Applying the philosophy of social constructivism and cognitive linguistics to counseling and consultation theory and practice; relating outcome and process in family counseling to supervision and training; generating innovative approaches toward the delivery of school and rural community mental health service.
### APPENDIX A: COMMUNITY (CLINICAL MENTAL HEALTH) COUNSELING EMPHASIS

61 CREDIT HOUR MASTER’S DEGREE WITH COMMUNITY (CLINICAL MENTAL HEALTH) COUNSELING EMPHASIS

### SAMPLE COURSE SEQUENCING SCHEDULE

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>501-3 Intro CLMH</td>
<td>543-3 Group</td>
<td>512-3 Lifespan</td>
</tr>
<tr>
<td></td>
<td>493-3 Skills</td>
<td>503-3 Intro Cpl &amp; Fam</td>
<td>542-3 Career</td>
</tr>
<tr>
<td></td>
<td>541-3 Theories</td>
<td>506-4 Stats</td>
<td>546-3 Crisis</td>
</tr>
<tr>
<td></td>
<td>548B-3 Ind. Prac</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>544-3 Appraisal</td>
<td>REHB 461-3 Intro to Alcohol &amp; SA</td>
<td>545-3 X-cultural</td>
</tr>
<tr>
<td></td>
<td>537-3 Child &amp; Adol Coun</td>
<td>547-3 Rsch &amp; Eval</td>
<td>549-3 DSM</td>
</tr>
<tr>
<td></td>
<td>590-3 Special Topics</td>
<td>548C-3 Group Prac</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>591-3 Internship</td>
<td></td>
<td>591-3 Internship</td>
</tr>
</tbody>
</table>

#### Required ‘Core’ Courses (34 Hours)

- EPSY 493-3: Counseling Skills Development
- EPSY 506-4: Inferential Statistics
- EPSY 512-3: Lifespan Development
- EPSY 537-3: Counseling Children & Adolescents (*PR: 493, 501*)
- EPSY 541-3: Theories in Counseling
- EPSY 542-3: Career Development Procedures & Practices
- EPSY 543-3: Group Theory & Practice (*PR: 493*)
- EPSY 544-3: Appraisal in Counseling
- EPSY 545-3: Cross-Cultural Factors Affecting Counseling (*PR: 493, 541*)
- EPSY 546-3: Crisis Counseling
- EPSY 547-3: Research & Evaluation in Counseling (*PR: EPSY 506; Advanced Standing*)

#### Required Professional Practice/Clinical Coursework (12 hours)

- EPSY 548B-3: Individual Counseling Practicum (*PR: 493, 501, 541*)
- EPSY 548C-3: Career Group Practicum (*PR: 542, 543, 548B*)
- EPSY 591-6: Internship in Counseling (*PR: 548C*)

#### Required CLMHC Counseling Courses (15 hours)

- EPSY 501-3: Professional, Ethical & Legal Issues in Community Counseling (*PR: Graduate status*)
- EPSY 503-3: Professional, Ethical & Legal Issues in Marital, Couple & Family Counseling (*PR: 541*)
- EPSY 549-3: Diagnosis & Treatment in Counseling
- REHB 461-3: Intro to Alcohol & Substance Abuse
- EPSY 590-3: Special Topics in Family Counseling: Sexuality, Violence, and Trauma (*PR: Graduate status*)

#### Thesis Option (1-6 hours)

- EPSY 599-1-3 Thesis (*Students may opt to complete a Master’s thesis. See MS Handbook.*)

Revised 08/13
APPENDIX B: MARITAL, COUPLE & FAMILY COUNSELING EMPHASIS
65 CREDIT HOUR MASTER’S DEGREE WITH MARITAL, COUPLE & FAMILY COUNSELING EMPHASIS

SAMPLE COURSE SEQUENCING SCHEDULE

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>501-3 Intro CLMH</td>
<td>543-3 Group</td>
<td>512-3 Lifespan</td>
</tr>
<tr>
<td></td>
<td>493-3 Skills</td>
<td>506-4 Stats</td>
<td>542-3 Career</td>
</tr>
<tr>
<td></td>
<td>541-3 Theories</td>
<td>503-3 Intro Cpl &amp; Fam</td>
<td>546-3 Crisis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>548B Ind. Prac</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>544-3 Appraisal</td>
<td>560-1 C&amp;F Seminar/484E-3 Prac</td>
<td>545-3 X-cultural</td>
</tr>
<tr>
<td></td>
<td>537-3 Child &amp; Adol Coun</td>
<td>REHB-3 566</td>
<td>549-3 DSM (May begin 591-3 Internship)</td>
</tr>
<tr>
<td></td>
<td>548C-3 Group Prac</td>
<td>547-3 Rsch &amp; Eval</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>591-3 Internship</td>
<td>591-3 Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>590-3 Special Topics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required ‘Core’ Courses (34 Hours)

- EPSY 493-3: Counseling Skills Development
- EPSY 506-4: Inferential Statistics
- EPSY 512-3: Lifespan Development
- EPSY 537-3: Counseling Children & Adolescents (PR: 493, 501)
- EPSY 541-3: Theories in Counseling
- EPSY 542-3: Career Development Procedures & Practices
- EPSY 543-3: Group Theory & Practice (PR: 493)
- EPSY 544-3: Appraisal in Counseling
- EPSY 545-3: Cross-Cultural Factors Affecting Counseling (PR: 493, 541)
- EPSY 546-3: Crisis Counseling
- EPSY 547-3: Research & Evaluation in Counseling (PR: EPSY 506; Advanced Standing)

Required Professional Practice/Clinical Coursework (15 hours)

- EPSY 548B-3: Individual Counseling Practicum (PR: 493, 501, 541)
- EPSY 548C-3: Career Group Practicum (PR: 542, 543, 548B)
- EPSY 584E-3: Couple & Family Practicum (PR: 548B. Must be taken concurrently with 560-1)
- EPSY 591-6: Internship in Counseling (PR: 548C, 548E)

Required MCFC Counseling Courses (16 hours)

- EPSY 501-3: Professional, Ethical & Legal Issues in Community Counseling (PR: Graduate status)
- EPSY 503-3: Professional, Ethical & Legal Issues in Marital, Couple & Family Counseling (PR: 541)
- EPSY 549-3: Diagnosis & Treatment in Counseling
- EPSY 560-1: Seminar in Couple & Family Counseling (PR: Must be taken concurrently with EPSY 548E)
- REHB 566-3: Alcohol & the Family OR REHB 461 Intro to Alcohol & Substance Abuse
- EPSY 590-3: Special Topics in Family Counseling: Sexuality, Violence, and Trauma. (PR: Graduate standing)

Thesis Option (1-6 hours)

- EPSY 599-1-3 Thesis (Students may opt to complete a Master’s thesis. See MS Handbook.)
APPENDIX C: SCHOOL COUNSELING EMPHASIS
58+ CREDIT HOUR MASTER’S DEGREE WITH SCHOOL COUNSELING EMPHASIS
SAMPLE COURSE SEQUENCING SCHEDULE

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>EPSY 493</td>
<td>EPSY 542</td>
<td>EPSY 512</td>
</tr>
<tr>
<td></td>
<td>EPSY 502</td>
<td>EPSY 543</td>
<td>EPSY 521</td>
</tr>
<tr>
<td></td>
<td>EPSY 506</td>
<td>EPSY 548A</td>
<td>EPSY 546</td>
</tr>
<tr>
<td></td>
<td>EPSY 541</td>
<td>SPED 420</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 537</td>
<td>EPSY 547</td>
<td>EPSY 545</td>
</tr>
<tr>
<td></td>
<td>EPSY 544</td>
<td>EPSY 591</td>
<td>EPSY 591</td>
</tr>
<tr>
<td></td>
<td>EPSY 548C</td>
<td>ELL Course</td>
<td>EPSY 549*</td>
</tr>
<tr>
<td></td>
<td>REHB 566</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required**

**Core** Courses (34 Hours)

- EPSY 493: Counseling Skills Development
- EPSY 506: Inferential Statistics
- EPSY 512: Lifespan Development
- EPSY 537: Counseling Children and Adolescents (PR: 493, 502)
- EPSY 541: Theories in Counseling
- EPSY 542: Career Development Procedures and Practices
- EPSY 543: Group Theory and Practice (PR: 493)
- EPSY 544: Appraisal in Counseling
- EPSY 545: Cross-Cultural Factors Affecting Counseling (PR: 493, 541)
- EPSY 546: Crisis Counseling
- EPSY 547: Research and Evaluation in Counseling (PR: 506, Advanced Standing)

**Required Professional Practice/Clinical Coursework (12 Hours)**

- EPSY 548A: School Counseling Practicum (PR: 493, 502, 541)
- EPSY 548C: Career Group Practicum (PR: 542, 543, 548A)
- EPSY 591: Internship in Counseling (PR: 548C)

**Required School Counseling Courses (12 hours)**

- EPSY 502: Professional, Legal, and Ethical Issues in School Counseling (PR: Graduate status)
- EPSY 521: Consultation in Schools and Organizational Systems
- REHB 566: Alcoholism and the Family
- 3 Credit Hours in ELL to fulfill ISBE Requirement: See Approved Course Work List

**Required for Students Without Teaching Certificates (3 Hours)**

- SPED 420: Advanced Theories and Practices in Special Education

**Highly Recommended Courses (3 Hours)**

- EPSY 549: Diagnosis

**Thesis Option (1-6 Hours)**

- EPSY 599: Thesis (Students may opt to complete a Master’s thesis. See MS Handbook.)

---

Revised 08/13
APPENDIX D: Informed Consent Regarding Client Services

M.S. Ed. DEGREE: COUNSELOR EDUCATION PROGRAM
Department of Educational Psychology and Special Education
Southern Illinois University Carbondale

Informed Consent Regarding Client Services

As a graduate student in the Counselor Education Program, I understand that the therapeutic services I provide clients are expected to be at the highest level of professional practice. Furthermore, I understand the standards for practice are determined by policies and criteria established by various institutions and agencies including, but not limited to the program’s accrediting agency, The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Ethical Code of the American Counseling Association, the Southern Illinois University Carbondale Student Conduct Code, state and federal legislation, judicial rulings, and state administrative agencies.

In particular, I am mindful of my obligations as a mandated reporter, to protect the welfare of my clients, and to warn others when a client presents a serious danger to self or others. I am aware of my responsibilities under the ACA Code of ethics not to “condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law” (C.5). In keeping with my responsibilities toward attention to client welfare, I acknowledge the ultimate responsibility for client welfare resides with my faculty supervisor. Therefore, I will honor this supervision by preparing diligently for each supervision and client session.

I understand that if I develop concerns about my ability to serve a client, I immediately will relay those concerns to my supervisor.

_____________________________________________
(Student’s Printed Name)

_____________________________________________
(Student’s Signature and Date)

_____________________________________________
(Academic Advisor’s Signature and Date)
APPENDIX E: PETITION FOR INTERNSHIP

Petition for Internship

Students submitting a petition for internship must have successfully completed EPSY 548C or will have completed this course before starting internship. Students in the School Counseling track must have a passing score in the Illinois School Counselor Content Area Exam before they can begin work at a site. Internship sites must be approved following the guidelines set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This form will be used to facilitate planning and placement decisions.

Student Name: _____________________________
Email address: _____________________________
Phone number: _____________________________

Track (check one)

Clinical Mental Health ______
Marital, Couple and Family _______
School Counseling _________
(If SC, attach a copy of your test results on the Illinois School Counseling Content Area Exam)

I intend to start

Fall ______
Spring _________
Summer ______

Requests/Comments
(Indicate any special considerations such as requests for a specific site or grade level etc.)
APPENDIX F: STUDENT AGREEMENT

STUDENT AGREEMENT

I have read the 2013-2014 Student Handbook for Counselor Education and understand the contents including program objectives, requirements, student retention policy, supervised experiences requirements, and the endorsement policy. Further, I agree to abide by the current Ethical Standards of the American Counseling Association and recognize that failure to do so is grounds for dismissal from the program.

________________________________________
Student Signature

________________________________________
Date

________________________________________
Advisor Signature

________________________________________
Date