



# **DEPARTMENT OF COUNSELING**

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM  
PROFESSIONAL SCHOOL COUNSELING PROGRAM**

## **Student Handbook**

**2021 – 2022**



School of Education  
P.O. Box 1510  
Pembroke, NC 28372-1510  
910-521-6221

Dear Student,

As Program Directors of the Professional School Counseling Program and the Clinical Mental Health Counseling Program, let us extend a warm welcome to you on behalf of the faculty and staff of the School of Education, Department of Counseling, and UNCP!

Professional counseling is an exciting career field that offers many rewarding opportunities for personal and professional development. As you work towards becoming a Professional Counselor in a school or clinical mental health setting, please take advantage of the many opportunities available to you, on and off campus, which will help fulfill your academic and professional goals.

This handbook is meant to serve as your roadmap to UNCP's Counseling Programs. It provides information about each program of study and requisite field placement experiences – practicum and internship. Consult this handbook, the [university student handbook](#), [UNCP Academic Catalog](#), [The School of Graduate School](#), and your academic advisor often to ensure successful progression through your chosen program of study. We also encourage you to become active in professional organizations such as the [American Counseling Association \(ACA\)](#), [American School Counselor Association \(ASCA\)](#), and the [North Carolina Counseling Association \(NCCA\)](#).

There are several ways to keep up to date with the Counseling Programs:

- Check out our website: <https://www.uncp.edu/departments/counseling>
- connect with us on Twitter and instagram: UNCPcounselorEd
- like us on Facebook: <http://www.facebook.com/UNCPcounselored>
- read emails from the listserv: UNCPcounselingPrograms  
(students are automatically registered upon program admission)

The Counseling Programs at UNCP are committed to excellence in counselor preparation and we welcome feedback about your program experience. If we can be of any assistance, please do not hesitate to contact us.

Cordially,

Whitney Akers, PhD  
**Program Director**  
Clinical Mental Health Counseling

Jonathan Ricks, PhD  
**Program Director**  
Professional School Counseling



School of Education  
P.O. Box 1510  
Pembroke, NC 28372-1510  
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Dear Students,

Welcome to the Department of Counseling! I am proud of our department and the contributions our faculty make to support the missions of the School of Education, UNC Pembroke, and the UNC System. Our educational programs, faculty, and students in the Department of Counseling are "changing lives through education".

We offer two distinct graduate-level, hybrid counseling programs: Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC). We also offer a licensure-only program in Professional School Counseling as well as a graduate certificate in Advanced School Counseling for Postsecondary Success (ASCPS) for individuals holding the appropriate credentials. Additionally, we offer a Graduate Certificate in Addictions Counseling and a Play Therapy Graduate Certificate. Our programs are led by experienced, award-winning scholars and educators who hold licenses and credentials in their respective fields. Directors of each program maintain a rigorous curriculum that prepares students for work in an ever-changing society. Our CMHC and PSC programs are nationally accredited by CACREP and we are committed to professionalism at the highest level.

The University of North Carolina at Pembroke is known for its diversity, personal touch, celebrated heritage, and strong support for regional initiative. The Department of Counseling embodies these characteristics through its rich history of academic excellence. Our core faculty engage in a wide range of activities including student mentoring, research, scholarship, grant projects, and service that advance their respective fields and contribute to the larger community. These efforts are tied to our educational missions and integrated throughout our coursework. We also are committed to integrating departmental scholarly efforts with colleagues throughout the campus as well as the regional, state and national levels.

In summary, the Department of Counseling prepares clinical mental health counselors and professional school counselors who are competent, collaborative, and committed to meeting the needs of the diverse students, families, and the individual clients they serve.

Thank you for joining us. I look forward to the year to come!

Nicole Stargell, PhD  
**Chair**  
Department of Counseling

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## THE COUNSELING PROGRAMS AT UNCP

This student handbook contains general and program specific information about the two CACREP accredited counseling degree programs offered at UNCP: Clinical Mental Health Counseling and Professional School Counseling. The information in this handbook is subject to change periodically, and students should be sure to consult with their advisors throughout their program of study for updated information. In addition, the counseling program faculty encourages students to frequently consult the policies of the Graduate School, UNCP academic calendars, and UNCP Academic Catalog available at: <http://www.uncp.edu>.

### History of the Counseling Programs at UNCP

The Counseling Programs at UNCP have been training and preparing counselors to work in the schools and communities of Southeastern North Carolina since the mid-1990s. The Counseling Programs began as two graduate degree programs: a Master of Arts in School Counseling and a Master of Arts in Service Agency Counseling and were among the first programs to be included in what was then known as Pembroke State University's graduate degree programs. Enrollment for both programs began in the fall of 1994. The program was originally housed under the Psychology Department within the College of Arts & Sciences; however, over time, the programs were relocated to the School of Education and the Professional School Counseling Program was formally recognized as a program within Teacher Education. In the fall of 2018, the Counseling Programs established the Department of Counseling and became a founding member of the College of Health Sciences. Today, the Department of Counseling is located within the School of Education and includes two master-level programs in counseling and three graduate certificates (Addictions, Advanced School Counseling for Postsecondary Success, and Play Therapy).

From 2005-2008, each Counseling Program taught distinct and separate core counseling courses. In 2008, counseling program faculty revised each program's curriculum to reflect a shared vision that emphasized cohesive counselor education identity, common core coursework, and mission to prepare excellent counselors. In 2009, the Service Agency Counseling Program was phased out and replaced with a comprehensive 60-credit hour Clinical Mental Health Counseling Program that included coursework specific to mental health counseling issues and an additional semester of internship experience to total 700 hours of field placement experience upon graduation.

During the fall of 2010, the counseling programs began a formal process of self-study as the department prepared to pursue accreditation with the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The self-study prompted numerous program improvements including, but not limited to, increasing the required number of credit hours for the Professional School Counseling degree from 48 to 60 credit hours and focusing on student learning outcomes for assessment across both curricula. The self-study was submitted to CACREP in December 2011 and a site visit was conducted in October 2012. The counseling programs received a two-year CACREP accreditation in January 2013. In

January 2015, CACREP extended the accreditation to March 2021, and in March 2021 we were extended for eight more years through 2029. More recently, during the 2016-2017 academic year the Counseling Programs expanded course offerings to the Wilmington area. Today, students can complete course work and graduate from either degree program through the Wilmington Initiative.

The CACREP standards, state licensure standards, faculty expertise, student feedback, and unique needs of the region have provided valuable, ongoing sources of program development inspiration. To date, both counseling programs remain accredited by CACREP. Additionally, the Professional School Counseling Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the NC Department of Public Instruction (NCDPI).

### **Mission of the University**

Founded in 1887 as a school for the education of American Indians, UNCP now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNCP exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

### **Mission of the Counseling Programs**

The Counseling Programs in the Department of Counseling aims to improve mental health and well-being of individuals across the region and beyond through innovative, interdisciplinary, and effective research, service, and teaching that prepares culturally-responsive clinical mental health counselors and professional school counselors.

### **Organizational Structure and Physical Location**

The counseling programs are located under the Department of Counseling within the School of Education located in the education building. The Dean of the School of Education is Dr. Loury Floyd. Dr. Nicole Stargell is the chair of the Department of Counseling. Dr. Whitney Akers is the Program Director of the Clinical Mental Health Counseling Program. Dr. Jonathan Ricks is the Program Director of the Professional School Counseling Program. Dr. Stephanie Robinson is the coordinator of the Wilmington Initiative. Dr. Nicole Stargell is the Field Placement Coordinator for the

Clinical Mental Health Counseling Program and the department's Testing Coordinator. Dr. Jonathan Ricks is the Field Placement Coordinator for the Professional School Counseling Program.

All programs that offer graduate degrees at UNCP are coordinated by the Graduate School located in Lindsay Hall. The Graduate School sets university-wide policies and procedures for graduate programs.

## MEET THE FACULTY

The core faculty of the UNCP Counseling Programs are listed in alphabetical order below. Core faculty teach classes and advise students during the Fall and Spring semesters, and on a limited basis during Summer semesters.

**Whitney P. Akers, PhD, LCMHC, NCC, ACS** is an Assistant Professor in the Department of Counseling and the Director of the Clinical Mental Health Counseling Program and the University of North Carolina at Pembroke. She completed her doctoral work in Counseling and Counselor Education with a cognate in Women's and Gender Studies at the University of North Carolina at Greensboro. She also earned a MS/EdS in Couple and Family Counseling and School Counseling at UNC Greensboro and a BA in Psychology and Sexuality Studies at UNC Chapel Hill. Her research interests center on the ways in which people who identify as LGBTQ+ experience outness, how intersections of queerness and race, class, ability, spirituality, and ethnicity influence mental health and wellness, and how these intersectional lived-experiences are impacted by the current political climate in terms of access to resources, safety, survival, and personhood. Whitney's passion for examining ethical research practices facilitated collaboration with a team of counselors affiliated with the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) and the Association for Assessment and Research in Counseling (AARC) to create standards for assessment and research with LGBTQ+ populations. Whitney received the 2016-2017 ALGBTIC Graduate Student Award and was selected as the 2018-2019 ALGBTIC New Professional Emerging Leader. Whitney also serves on the editorial board for the *Journal of LGBTQ Issues in Counseling* and *Teaching and Supervision in Counseling*, serves as the Professional Trustee for Research and Scholarship on the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) Board, and serves as the President-Elect on the SAIGE-NC Board. A Nationally Certified Counselor and an Approved Clinical Supervisor, Whitney's clinical experience includes counseling in community agency, inpatient, spiritual care, hospital/integrated care, detention center, school, equine therapy, and private practice settings. Embedded within her clinical work is a deep dedication to and passion for social justice and advocacy. In her daily life, this passion extends to challenging the social construction of power through art, performance, and activism. Whitney lives joyfully with her partner, Victoria, in Greensboro, NC.

Contact information: Email: [whitney.akers@uncp.edu](mailto:whitney.akers@uncp.edu)

**Billy Friedrich, PhD, LCMHC, NCC** is a lecturer in the UNCP Department of Counseling.



*Contact information:* Email: [william.friedrich@uncp.edu](mailto:william.friedrich@uncp.edu)

**Donna Kornegay, PhD, LCMHC, NCC** is a lecturer in the UNCP Department of Counseling.

*Contact information:* Email: [donna.kornegay@uncp.edu](mailto:donna.kornegay@uncp.edu)

**Gary W. Mauk, PhD, NCSP** is a Professor in the Department of Counseling. Dr. Mauk completed his doctoral work in Psychology (child–adolescent development) at Utah State University in Logan, UT. He also holds a Master of Arts (M.A.) degree in Developmental Psychology and a Certificate of Advanced Graduate Study (CAGS) in School Psychology with a specialization in children and adolescents who are deaf and hard of hearing from Gallaudet University in Washington, DC. He also maintains the Nationally Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board. Prior to joining the Department of Counseling faculty, Dr. Mauk worked as the Coordinator of Grants Development in the UNCP Office of Sponsored Research and Programs, a school psychologist in North Carolina and Utah, a Senior Research and Evaluation Consultant and Funding Acquisition Specialist at Spectrum Consulting (now SpectrumRED) in Utah, a research project coordinator/grant proposal developer at the National Center for Hearing Assessment and Management (NCHAM) at Utah State University, and a research and evaluation consultant/grant proposal developer at the SKI–HI Institute at Utah State University. Dr. Mauk’s research, scholarship, and service have focused on child and adolescent mental, emotional, and behavioral health issues (e.g., loss and grief, school-based suicide prevention), implementation science in schools, social and emotional learning (SEL), earlier identification of hearing loss and early intervention services, learning disabilities among deaf and hard of hearing students, professional development for regional school districts, and grant proposal development consultation with regional school districts and UNCP faculty. He is a member of the National Association of School Psychologists (NASP), the North Carolina School Psychology Association (NCSPA), and the North Carolina School Counselor Association (NCSCA). Dr. Mauk enjoys listening to 1970s-era music.

*Contact information:* Email: [gary.mauk@uncp.edu](mailto:gary.mauk@uncp.edu)

**Jonathan Ricks, PhD, LPC, NCC** is an assistant professor and field placement coordinator in the school counseling program at UNC Pembroke. He received his PhD in Counseling and Counselor Education from North Carolina State University. Dr. Ricks’ research interests include social-emotional learning and development, school counselor preparation, and play therapy. He has presented at state and national conferences on these topics. He is a member of the American Counseling Association, the American School Counselor Association, the Chi Sigma Iota International Honor Society, the Association for Play Therapy, and Association for Child and Adolescent Counseling where he is currently serving as a board member for the NC chapter. Dr. Ricks is a National Certified Counselor (NCC) and holds licensure as a professional school counselor and Licensed Professional Counselor (LPC).

*Contact information:* Email: [jonathan.ricks@uncp.edu](mailto:jonathan.ricks@uncp.edu)

**Stephanie Robinson, PhD, LPC, LCAS-CSI, AADC, NCC** is an Assistant Professor in the Department of Counseling. Stephanie earned her doctorate in Counselor Education and Supervision from the University of Holy Cross in New Orleans, her Master of Science in Counseling from Loyola University New Orleans, and her Bachelor of Science in Psychology from Tulane University. Stephanie is a LPC and a LCAS-CSI in North Carolina. She is also nationally recognized as an Advanced Alcohol and Drug Counselor (AADC) and a board certified National Certified Counselor (NCC). Dr. Robinson is active in many professional counseling organizations and is currently President-Elect for the North Carolina Addictions and Offender Counselor Association as well as a member of the North Carolina Substance Abuse Professional Practice Board. She has presented on a variety of topics and original research at several local, state, and national conferences with colleagues, students, and independently. Dr. Robinson has worked in addiction treatment centers, college counseling centers, and in private practice. Dr. Robinson's research interests are in addiction counseling and treatment as well as counseling licensure policy.

*Contact information:* Email: [stephanie.robinson@uncp.edu](mailto:stephanie.robinson@uncp.edu)

**Sam Simon, PhD, LCMHC, NCC** is a lecturer in the UNCP Department of Counseling. She serves as the Field Placement co-Coordinator for the Clinical Mental Health Counseling Program.

*Contact information:* Email: [samantha.simone@uncp.edu](mailto:samantha.simone@uncp.edu)

**Nicole Stargell, PhD, LCMHC, LSC, NCC, BC-TMH** is an Associate Professor in the Department of Counseling. She serves as the Chair and Field Placement co-Coordinator for the Clinical Mental Health Counseling Program and is the Department of Counseling Testing Coordinator. She is the Chapter Faculty Advisor of the Phi Sigma Chapter of Chi Sigma Iota. Nicole earned her master's degree in Clinical Mental Health Counseling and Professional School Counseling and her doctoral degree in Counseling and Counselor Education. She serves as the Editor of NCCA's *Carolina Counselor* and is on the editorial board for *Counseling Outcome Research and Evaluation*. She is a member of the UNCP Institutional Review Board. Her counseling specialties include children and adolescents and grief and loss.

*Contact information:* Email: [nicole.stargell@uncp.edu](mailto:nicole.stargell@uncp.edu)

**Dana Unger, PhD, LPCA, NCC** is a Lecturer in the Department of Counseling. Dr. Unger earned her PhD in Counselor Education and Supervision from Kent State University. Before attending Kent State, Dr. Unger was both an elementary and secondary school counselor in Nevada. Her research interests include school counselor identity, advocacy, and job satisfaction as well as the relationship between school counselors and administrators. Dr. Unger is a member of the American School Counselor Association (ASCA), American Counseling Association (ACA), and the Association for Counselor Education and Supervision (ACES).

*Contact information:* Email: [dana.unger@uncp.edu](mailto:dana.unger@uncp.edu)

# Clinical Mental Health Counseling Program Description

Program Director: Dr. Whitney Akers

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Professional Counselors for Professional Counselor licensure (LPC) and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The American Counseling Association Ethics and Professional Standards and the American Mental Health Counseling Association principles are used as guides in developing and revising the program's developmental curriculum. The program is located in the Department of Counseling, School of Education and shares a common core of classes with the Professional School Counseling Program. This program does not prepare students to be school counselors. Students interested in careers in K-12 school counseling should apply to the Professional School Counseling Program at UNCP.

## Program Objectives

Upon completion of the Counseling Program, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors. Furthermore, each student will develop knowledge and demonstrate competency in the areas of:

1. Human growth and development, including an understanding of biopsychosocial models of development;
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors;
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor;
4. Helping relationships, counseling skills and techniques;
5. Group dynamics, process, and counseling, including process-oriented groups and psychoeducational groups;
6. Career development and practice that is appropriate to the student's employment setting;
7. Multicultural and social justice issues in counseling, including an approach to advocacy for the profession and diverse client populations;
8. Appraisal and assessment, including application of developmental theory;
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams in professionals in schools, agencies, and other appropriate settings;
10. Issues in addictions and substance abuse;
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use data to improve program outcomes; and

12. Clinical Mental Health Counseling specific roles, skills, duties, and issues.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6120 Clinical Mental Health Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision and university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

**Requirements for M.A.Ed. in Clinical Mental Health Counseling** **27 Sem. Hrs**

**Core Counseling Courses**

CNS 5000	Professional and Ethical Issues
CNS 5050	Counseling Skills and Techniques
CNS 5500	Research and Program Evaluation
CNS 5400	Theories of Counseling
CNS 5700	Career Counseling and Development
CNS 5025	Lifespan Development
CNS 5100	Groups in Counseling
CNS 5600	Assessment Practices in Counseling
CNS 5800	Multicultural and Social Justice Counseling

**Specialty Area Courses** **18 Sem. Hrs**

*Complete all of the following:*

CNS 5450	The Clinical Mental Health Counselor
CNS 5360	Diagnosis and Treatment Planning
CNS 5850	Theory and Process of Family Counseling
CNS 5080	Gender and Sexuality Issues in Counseling
CNS 5900	Addictions Counseling
CNS 5060	Crisis Intervention

**Elective Courses**

**6 Sem.**

**Hrs**

*Select two elective courses from the following:*

- CNS 5070 College Counseling and Student Affairs
- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adolescence
- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5860 Contemporary Issues and Special Populations in Addictions
- CNS 5870 The Family and Addiction
- CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

**Clinical Field Placement Courses**

**9 Sem.**

**Hrs**

CNS 6100	Counseling Practicum (Clinical Mental Health Setting)
CNS 6120	Clinical Mental Health Counseling Internship (course is repeated once to earn a total of 6-credit hours)

**Total: 60**

**Professional School Counseling Program Description**

Program Director: Dr. Jonathan Ricks

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the North Carolina Professional School Counseling Standards and standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure as well as National Board of Certified Counselors’ standards for national certification as a professional counselor (NCC). The American Counseling Association Ethics and Professional Standards and the American School Counseling Association standards are used as guides in developing and revising the program’s developmental curriculum. The program is accredited by CACREP, NCATE, and approved by NCDPI.

The Professional School Counseling Program aligns with the UNCP Teacher Education Conceptual Framework and embraces the theme of “preparing professional educators

who are committed, collaborative, and competent.” The program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. The Professional School Counseling Program’s primary responsibility in that noble effort is to prepare competent and collaborative professional school counselors committed to the mission of public education.

The Professional School Counseling Program is located in the Department of Counseling, School of Education, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

### **Program Objectives**

Upon completion of the Counseling Program, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors. Furthermore, each student will develop knowledge and demonstrate competency in the areas of:

1. Human growth and development, including an understanding of biopsychosocial models of development;
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors;
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor;
4. Helping relationships, counseling skills and techniques;
5. Group dynamics, process, and counseling, including process-oriented groups and psychoeducational groups;
6. Career development and practice that is appropriate to the student’s employment setting;
7. Multicultural and social justice issues in counseling, including an approach to advocacy for the profession and diverse client populations;
8. Appraisal and assessment, including application of developmental theory;
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams in professionals in schools, agencies, and other appropriate settings;
10. Issues in addictions and substance abuse;
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use data to improve program outcomes; and
12. Professional School Counseling specific roles, skills, duties, and issues.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6130 School Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved elementary, middle, and secondary school settings and include on-site supervision and university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on campus group supervision and instruction. The Counseling Internship consists of a total of 600-hours of field placement experience taken over two semesters, 300-hours per semester in an approved site and two 3-credit hour courses with on campus group supervision and instruction. Students must complete applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

### **Requirements for M.A.Ed. in Professional School Counseling**

**Sem. Hrs 27**

#### **Core Counseling Courses**

CNS 5000	Professional and Ethical Issues
CNS 5050	Counseling Skills and Techniques
CNS 5500	Research and Program Evaluation
CNS 5400	Theories of Counseling
CNS 5700	Career Counseling and Development
CNS 5025	Lifespan Development
CNS 5100	Groups in Counseling
CNS 5600	Assessment Practices in Counseling
CNS 5800	Multicultural and Social Justice Counseling

#### **Specialty Area Courses**

*Complete all of the following:*

#### **18 Sem. Hrs**

CNS 5350	The Professional School Counselor
CNS 5550	Seminar in School Counseling
CNS 5250	Counseling Children and Adolescents
CNS 5310	Mental Health Issues in Childhood and Adolescence
CNS 5750	College and Career Readiness
CNS 5060	Crisis Intervention

## Elective Courses

6 Sem.

### Hrs

*Select two elective courses from the following: (\*highly recommended)*

- CNS 5070 College Counseling and Student Affairs,
- CNS 5080 Gender and Sexuality Issues in Counseling,
- CNS 5360 Diagnosis and Treatment Planning,
- CNS 5650 School Counselor as Leader, Advocate, and Consultant \*
- CNS 5770 Evidence- Based School Counseling\*
- CNS 5780 The Achievement Gap and Issues of Social Justice\*
- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5850 Theory and Process of Family Counseling,
- CNS 5870 The Family and Addiction,
- CNS 5900 Issues in Addictions, or
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

## Clinical Field Placement Courses

9 Sem.

### Hrs

CNS 6100 Counseling Practicum (School Counseling Setting)

CNS 6130 School Counseling Internship (course is repeated once to earn a total of 6-credit hours)

**Total: 60**

## The Wilmington Initiative

Coordinator: Dr. Stephanie Robinson

The Department of Counseling offers courses that satisfy graduation requirements for both degree programs via a satellite campus at Cape Fear Community College—North in the Wilmington area. Students enrolled in the Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC) programs via the Wilmington Initiative are students at the University of North Carolina at Pembroke. These students are bound by all policies outlined in handbook as well as other university policies. However, students enrolled in the counseling programs via the Wilmington initiative are considered distance education students and do not have access to UNCP healthcare.

A cohort of approximately 20 students per academic year (CMHC and PSC combined) are admitted via the Wilmington Initiative and their coursework that is completed in Wilmington and online. Courses for Wilmington-based students are designated in Braveweb with Wilmington in parentheses next to the course title. These courses are initially open only to Wilmington-based students.



There may be times when Pembroke-based students may wish to enroll in a Wilmington-based course. Although this is technically permitted, registration preference for Wilmington-based courses must first go to Wilmington-based students. Pembroke-based students who register for Wilmington-designated courses before receiving permission will be removed from the class. An email will be sent over the listserv when Pembroke-based students may register for Wilmington courses.

## **Descriptions of Graduate Certificate and Licensure Programs**

### **School Counseling Add-on Licensure Programs**

Coordinator: Dr. Jonathan Ricks

Candidates possessing a graduate degree in a counseling area and who do not desire a degree specifically in school counseling may apply for admittance to the Professional School Counseling program for licensure-only status and will be prescribed a Plan of Study. Candidates who wish to enter the school counseling licensure-only program must have previously earned, at minimum, a 48-credit hour master's degree from a regionally accredited institution in a counseling specific degree program. Licensure-only seeking students must successfully complete each prescribed course, including three semesters of field experience, and demonstrate competence through all phases of the program.

A summary of the School Counseling Licensure Only protocol and policy is as follows:

1. Candidates seeking licensure-only status must apply for program admission through the Graduate School. All aspects of the application process must be completed (i.e., essay, letters of reference, interview, and official transcripts of all undergraduate and graduate level coursework). Licensure-only candidates are subject to the same admission criteria as degree-seeking candidates. Candidates must meet the criteria for full-standing status.
2. Only candidates with at least a 48-hour graduate degree in a qualifying counseling specialty area (i.e., addiction; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation counseling) from a regionally accredited program will be considered for licensure-only status. An example of this situation is when a practicing agency counselor with a recent degree in community counseling desires training and licensure to practice as a school counselor in a public or private school setting. Practicing teachers who hold "A" or "M" licensure in a teaching area (e.g., special education, administration, middle grades) and who desire to add counseling to their certificates are not eligible for licensure-only status, but are invited to apply for the full master's degree program.
3. Once admitted, students will be issued a Plan of Study (POS). The POS is recommended by the Counseling Programs Faculty and jointly approved by the School Counseling Program Director and the Teacher Education Licensure Officer.
4. Students must complete their POS within six years.

5. Students must earn a “B” or better in all graded coursework applied toward satisfying licensure-only requirements. In courses that are graded on a pass/fail basis, students must earn a “pass.” Failure to meet this requirement will render the student ineligible to continue licensure-only study and ineligible to receive a recommendation for licensure from UNCP.
6. Students are obligated to adhere to all other policies established by the program, school, and university.
7. All courses listed below are of vital importance to the school counselor profession and are required to complete the 21 hours licensure-only process. Courses are listed in order of progression through the program. Students must, at a minimum, complete the following UNCP courses:
  - I. School Counseling Specialty Courses (12 Semester Hours)  
Required: CNS 5350, CNS 5550  
Select 2 courses from: CNS 5250, CNS 5310, CNS 5060, CNS 5750
  - II. Practicum and Internship Requirement (9 Semester Hours)  
CNS 6100 (in a school setting)  
CNS 6130 (course is repeated once)

TOTAL HOURS REQUIRED: 21 Semester Hours

8. Students must take Praxis II Specialty Area Test in School Counseling. Official scores must be submitted to the Teacher Education Licensure Officer and to NCDPI. Students who do not achieve a passing Praxis II score set by the North Carolina Department of Public Instruction (NCDPI) will be ineligible to receive a recommendation for licensure from UNCP.
9. Students should be aware that UNCP makes recommendation for licensure only; licensure is granted by the NCDPI. Thus, there may be other requirements mandated by NCDPI before a license will be issued.

## **Advanced School Counseling for Postsecondary Success Graduate Certificate**

Coordinator: Dr. Jonathan Ricks

The Advanced School Counseling for Postsecondary Success, 12-credit hour certificate, is designed to prepare school counselors with an advanced skillset in designing and delivering services that lead to equitable educational experiences, positive outcomes, and postsecondary access and opportunity for all k-12 students. There is a dire need to advance the school counseling profession in the region, state and country. This certificate addresses the knowledge and skill gap in which many practicing school counselors face. Current students will gain advanced knowledge and skills beyond the established 60-credit hour program by completing this certificate.

Students enrolled in this certificate program will take 4 of the 5 courses listed below:

- CNS 5650 School Counselor as Leader, Advocate, and Consultant
- CNS 5750 College and Career Readiness
- CNS 5770 Evidence-Based School Counseling
- CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

Each course is 3 credit hours.

This certificate is available for current students enrolled in the CACREP accredited, 60-credit hour Professional School Counseling (PSC) program as well as licensed school counselors (48-60 credit hours in PSC) within the region who aim to obtain advanced training in school counseling. PSC students can concurrently complete the degree program and this certificate program. PSC students can complete this certificate by satisfying elective requirements (from 60 credit hour program) and taking the remaining 2 additional courses. PSC students cannot use the specialty course CNS5750 College and Career Readiness in partial fulfillment of the certificate requirements. A PSC student who successfully completes the certificate, will graduate with a graduate degree in PSC and the Advanced School Counseling for Postsecondary Success certificate, for a total of 66 credit hours. Grade policies outlined in the Graduate Student Handbook (p.9) apply to PSC students enrolled in the certificate program.

Students enrolled in the certificate program who are licensed in K-12 School Counseling by NCDPI, must earn an A or B in each course to successfully complete the certificate. Students who are fully licensed school counselors and earn a C will be dismissed from the program. Students who are fully licensed school counselors and successfully complete the certificate program will be recommended for s-level (advanced master) licensure (NCDPI).

## **Graduate Certificate in Addictions Counseling**

Coordinator: Dr. Stephanie Robinson

The Graduate Certificate in Addictions Counseling (GCAC) program is designed to prepare students for addiction specific professional counseling careers, leadership roles, and advocacy positions. The 12-credit hour GCAC program prepares addiction professionals to meet the increasingly complex needs of individuals and families dealing with addictive use disorders. The curriculum includes coursework in areas of substance-related and addictive use disorders, comorbid disorders, methods and theories of addiction specific assessments and interventions, psychopharmacology and addiction, family impact of substance disorders, and current issues and special populations in addiction. The online certificate program meets the North Carolina Substance Abuse Professional Practice Board (NCSAPPB) addiction specific educational requirements for the Licensed Clinical Addictions Specialist (LCAS) credential.

Students enrolled in this certificate program will complete the courses listed below:

- CNS 5900 Issues in Addictions for Counselors
- CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction
- CNS 5870 The Family and Addiction
- CNS 5860 Contemporary Issues and Special Populations in Addiction

Each course is 3 credit hours.

The GCAC is offered to currently enrolled UNCP counseling students, graduates of UNCP's counseling program, and applicants with a master's degree (or currently enrolled) in a human services field from an accredited educational institution. Currently enrolled UNCP Clinical Mental Health Counseling students can earn the GCAC certificate while completing the CMHC degree requirements. Currently enrolled students also have the option of completing an addictions specific internship to satisfy the field placement experience required by the NCSAPPB for the expedited path to the LCAS-A licensure.

## **Play Therapy Graduate Certificate**

Coordinator: Dr. Jonathan Ricks

The Play Therapy Graduate Certificate is a 12-credit hour program designed to prepare students to work with children and families in a developmentally appropriate way in both school counseling and community settings. Play therapy is a structured, theoretically based approach to counseling that builds on the normal communicative and learning processes of children. The curative powers inherent in play are used in many ways. Counselors strategically utilize play therapy to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings. Research supports the effectiveness of play therapy with children experiencing a wide variety of social, emotional, behavioral, and learning problems, including: children whose problems are related to life stressors, such as divorce, death, relocation, hospitalization, chronic illness, assimilate stressful experiences, physical and sexual abuse, domestic violence, and natural disasters.

The Play Therapy Graduate Certificate is not an online program but the courses are offered in a hybrid format, reducing the number of on-campus class meetings. The curriculum includes coursework in the (1) history, contemporary theories, and clinical applications of play therapy, (2) an advanced study of child development, and (3) methods of supporting parents, caregivers, and families. The program includes an emphasis on play therapy techniques for various mental health issues including supporting children who have experienced trauma.

The certificate program is available to students who have completed a master's degree in counseling, social work, or psychology and want additional training specifically in play therapy. Current graduate students may also complete the Play Therapy Graduate Certificate.

The Play Therapy Graduate Certificate meets the educational requirements as specified by the Association for Play Therapy (APT) for the Registered Play Therapist (RPT) and School-Based Registered Play Therapist (SB-RPT) credential. The Graduate Certificate is recognition of your academic achievement and will enhance your professional standing.

### **Curriculum:**

The curriculum is comprised of the following four hybrid courses:

CNS 5810 Introduction to Play Therapy (3)

CNS 5820 Play Therapy Theories and Techniques (3)

CNS 5830 Play Therapy for Specific Challenges (3)

CNS 5840 Filial and Family Play Therapy (3)

**CNS 5810 Introduction to Play Therapy (3 credit hours):** This course is an introduction to the basic concepts of child-centered play therapy. Students will learn the history of play therapy and professional issues related to the profession, the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change, how to work with parents, and the basic concepts of child development. Fall semester.

**CNS 5820 Play Therapy Theories and Techniques (3 credit hours):** An advanced exploration of fundamental issues involved in play therapy, this course will focus on an in-depth study of various theoretical approaches, modalities, techniques, and applications of play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children. Spring semester.

**CNS 5830 Play Therapy for Specific Challenges (3 credit hours):** An advanced exploration of fundamental issues involved in play therapy, students will learn theoretical and applied play therapy skills for the assessment and treatment of clients with mental health issues associated with trauma and complex trauma, medical illness and co-morbid diagnoses, developmental considerations (such as Autism Spectrum), psychosis, and other types of psychopathology. Summer term.

**CNS 5840 Filial and Family Play Therapy (3 credit hours):** An advanced exploration of fundamental issues involved in play therapy, this course focuses on concepts and skills for training parents/caretakers/teachers to be therapeutic agents in their children's lives through the utilization of child centered play therapy skills in regularly scheduled structured play sessions with children. Students will also learn the systemic applications of play therapy for families and the diverse applications within the home, office, school, foster home or hospital. Fall semester.

## Information about the Department of Counseling

### Course Delivery

Courses are mostly hybrid, which means at least 50% of the meetings are in person and the remainder are synchronous online. We also have fully online classes, fully face-to-face courses, and synchronous online classes. The majority of program courses are offered in a hybrid structure which incorporates a balance of online and face-to-face instructional meeting formats. A limited number of courses meet exclusively online or

face-to-face. All face-to-face instruction must be attended in person, regardless of the nature of any given emergency; no student is permitted to attend face-to-face class meetings through Skype, phone, or other distance-learning technology. Any student who does not attend class in person will be considered absent.

## **Synchronous Webex Meeting Expectations**

Some courses are held synchronously online. In those cases:

- As in typical face-to-face classroom meetings it is important to maintain professionalism and demonstrate etiquette during online, WebEx meetings at all times. The following points are provided to help you prepare for your next WebEx classroom meeting.
- Arrive to the WebEx meeting 5 minutes in advance to ensure connectivity and that you are fully prepared.
- Please use the webcam so you can be seen by your instructor and peers. If your connection is poor, you may be permitted to turn off your video.
- Wear appropriate attire.
- Attempt to have the most professional setting/background as possible and do not join class while you are driving, at a sporting event, etc.
- Minimize visual and noise distractions as much as possible.
- Refrain from use of drugs, alcohol, and eating (unless medically necessary). A small snack is fine.
- If you are not speaking, please mute your microphone.
- Be sure to speak loud and clear when you are talking.
- Stay seated and remain present for the full duration of the class meeting. Take short personal breaks as needed.
- Consider the confidentiality of your classmates and use earbuds or headphones if there are other people in your home listening to the class.

## **University Policies**

Please visit the following website: [www.uncp.edu/universal-syllabus](http://www.uncp.edu/universal-syllabus) For the following policies:

- Americans with Disabilities Act Statement
- Absences for University-Sanctioned Events
- Religious Holiday Policy
- Academic Honor Code
- Alternative Format Statement

## **Admissions Requirements**

The Counseling Programs accept applications annually in February and new students start classes each fall. In addition to the Graduate School admissions requirements all applicants are required to:

1. Submit an essay detailing their experiences and goals relevant to professional counseling,
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors, and

3. Participate in an interview with program faculty.

Dual-track degree programs of study are not available. Students must select either Clinical Mental Health Counseling or Professional School Counseling.

### **Non-Degree Seeking Students**

Prospective students interested in registering for coursework to achieve credentialing in either of the graduate counseling areas should contact the Department Chair for more information. Requests to take courses for credentialing purposes must be made to the Department Chair and will be reviewed by program faculty. Non-degree seeking students, including graduates of either UNCP counseling program, should complete the Graduate School application form following the procedures for Enrollment for Enrichment Purposes and consult with the Department Chair prior to the start of the semester in which the students would like to register for courses. Students who are permitted to take courses as non-degree seeking students may be required to attend an orientation session with the Department Chair. Non-degree seeking students are not permitted to take field placement courses at UNCP in either counseling program.

### **Transfer Credits**

In accordance with the Graduate School policy, new students may apply to transfer a limited number of credit hours of graduate study from outside institutions. New students may apply to transfer coursework to the Graduate School immediately upon accepting an offer of admission to the university by using the Transfer Credit Request form from the Graduate School webpage:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/forms-resources>

Credits transferred into the Counseling Programs must have prior approval of the Program Director and the Graduate School.

During the summer, current students may take courses at other institutions with prior written approval of the Graduate School and the Program Director. The following Transfer Credit Request form must be submitted prior to enrolling in external coursework:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/forms-resources>

### **Applicants and Students with Criminal Convictions**

Applicants and current students should be aware that certain criminal convictions may be prohibitive to placement in some field placement settings and that some field placement settings require background checks and/or fingerprinting. Because field placement is a degree program requirement for both UNCP Counseling Programs, students should be aware that failure to meet the field placement requirement will result in an inability to graduate from either counseling program. Additionally, some criminal convictions may negatively impact a graduate's ability to obtain credentials in the field of counseling as a Professional School Counselor or a Clinical Mental Health Counselor. Applicants and current students to whom this information applies are responsible for inquiring with their respective credentialing boards and field placement sites about their specific circumstances.

## **Student Diversity Policy**

Diversity is an inherent value of the academic environment and student life at UNCP, both historically and presently. The Counseling Programs at UNCP are built upon a campus-wide legacy of respect for diverse perspectives and persons. Consistent with the University's Institutional Distinctiveness Statement, the Counseling Programs faculty believes that diversity provides opportunities for discovery and in this context; students learn valuable insights from each other. Therefore, a population of graduate counseling students that encompasses a wide range of dimensions of personal identity enriches the instructional and training environments of counselor education at UNCP. The faculty are committed to the development of counselors who embrace diversity and possess the knowledge, skills and dispositions necessary to promote wellness, mental health, and learning in affirmative environments. To affirm this commitment to diversity, counseling program faculty seeks to:

1. recruit students representing diverse dimensions of personal identity, including developing a student body that reflects the regional diversity;
2. recruit faculty members who possess a knowledge base for teaching diverse populations and who remain committed to ongoing growth through professional development in areas of diversity and counselor education;
3. develop, teach, and assess a counselor education curriculum that provides critical analysis of the field of counseling for diverse populations; and,
4. provide field experiences that enable students to develop multicultural counseling competence.

The student diversity policy is implemented to ensure that students are evaluated regardless of applicants' and students' characteristics, they are evaluated using the same application of University and Counseling Programs policies and procedures. The Counseling Programs faculty will evaluate the effectiveness of the policy on a regular basis to see if the diversity goals of this policy are being achieved.

## **Graduate Assistantship Opportunities**

Numerous graduate assistantship positions are available on campus to full-time graduate students. The graduate assistantship contract provides a financial stipend for 20 hours of work per week during an academic semester. Working hours vary from site to site. The Counseling Programs typically employ 3-4 graduate assistants per semester to assist with program operations, faculty research and service projects. The UNCP Counseling and Psychological Services and the Career Center also employ graduate assistants and provide excellent on campus employment opportunities for graduate counseling students. The UNCP Career Center maintains Brave Opportunities, a web portal that lists campus employment opportunities. For more information on careers and employment opportunities at UNCP, please visit: <https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-students/graduate-assistantships>

## **Program Orientation**

All Counseling Programs students are required to attend orientation. Orientation is scheduled by The Graduate School on a day prior to the start of the Fall semesters. New



students should plan to attend the program orientation meeting held prior to their first semester of study. Students admitted during summer sessions should plan to attend the fall orientation. During orientation, Counseling Program Directors host introductory sessions that provide an overview of each counseling program. In addition to providing counseling program specific information, orientation provides students with an introduction to general campus services relevant to all graduate students as well as training on how to use online course software. If a new student is unable to attend orientation, alternative arrangements should be made with the student's advisor. An additional, supplemental program orientation is also conducted during CNS 5000 Professional and Ethical Issues in Counseling.

## **Advisement**

Students are assigned academic advisors during the admissions process. Academic advisor assignment is listed on the letter of acceptance to the program. Upon receiving an acceptance letter, new students should contact their academic advisors via email. Counseling students are required to meet with their advisors during their first semester of study to design their individual program of study plan. It is the responsibility of each student to initiate initial and subsequent scheduling of advising meetings. During these meetings, the advisor and student will develop and revise a program of study plan that projects when the student will meet each program requirement. During scheduled appointments, advisors can meet with students face-to-face, online, or by phone.

## **Graduate Student Handbook**

The School of Graduate School publishes an annual Graduate Student Handbook. A copy of the most recent edition contains information about graduation requirements, grade policies, and appeal policies and is available on the School of Graduate School webpage: <https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-student-handbook>

## **Academic Calendars**

Graduate students at UNCP have the responsibility of following the Graduate Academic Calendar:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-academic-calendar>

and the University Academic Calendar:

<https://www.uncp.edu/resources/registrar/undergraduate-academic-calendars-and-exam-schedules>

These academic calendars provide information about university holidays, deadlines for graduation applications, and course registration and withdrawal periods.

## **Student Expenses**

Every effort is made by the Counseling Programs Faculty to minimize financial expenses to students. In addition to tuition, university fees, and textbooks, counseling students can anticipate the following additional expenses:

- Textbooks and Course Materials

- Counselor Preparation Comprehensive Examination (CPCE): Students are responsible for the cost of the exam and any administration fees. Students register for the CPCE using information provided by the Testing Coordinator. The first attempt of the CPCE should take place during CNS 6100 Counseling Practicum enrollment, and students may not enroll in internship without a passing CPCE score. Students may take the CPCE once per semester.
- Liability insurance policy (Proof of liability policy required during field placements, see Field Placement Manual for additional information.). Many professional organizations, such as the American Counseling Association, offer free liability policy coverage with student membership
- Praxis II Exam (Professional School Counseling students only. See your advisor and visit [www.ets.org](http://www.ets.org) for details.)
- National Counselor Exam (Not required, however students are encouraged to take the NCE during internship after successfully passing the CPCE.) The NCE meets state licensing exam criteria and national certification exam criteria. UNCP does not offer this exam, however, it can be taken at a Pearson VUE exam site. For more information, please consult with your advisor, the Testing Coordinator and visit: <https://www.nbcc.org/licensure/examregistration>

## **Ethical Conduct**

Students should be familiar with and abide by the most recent edition of the Code of Ethics published by the American Counseling Association. Students will be evaluated based on their abilities to comprehend and apply the Code of Ethics throughout their programs of study. Violation of the Code of Ethics is grounds for dismissal from the program. A copy of the Code of Ethics and related information American Counseling Association webpage: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Students will be required to complete a Student Handbook and ACA Code of Ethics agreement form during their first semester. The links to these agreement form will be provided by the Program Directors.

## **Personal Counseling**

Students can request personal and confidential counseling at any time by contacting the [UNCP Counseling and Psychological Services](#) at 910.521.6202. The UNCP Counseling and Psychological Services Center provides free individual counseling to all current UNCP students. Counseling programs students who contact UNCP Counseling and Psychological Services, should indicate to the receptionist that they are enrolled in a counseling program so they will not be assigned to meet with a staff member who also serves as an adjunct instructor in the Counseling Programs. This will minimize risk of dual relationships. If students prefer counseling from an off-campus resource, faculty members can provide additional local referral sources, at the student's request. The faculty members of the Counseling Programs strongly recommend that all counseling students experience personal counseling with a licensed professional counselor early in their professional development and at any time they experience personal stressors or difficulties. Seeking personal counseling is a self-care strategy that all counselors should rely on when needed. Faculty members may also make recommendations that students

seek counseling services to address personal issues that impact student professional development.

## **Email Policy**

For the duration of their course of study, students are required to register for and maintain a UNCP email account. Email accounts are provided free of charge to all UNCP students. Students should check UNCP email regularly for program and course related information and announcements. Email communication between faculty and students is considered a professional form of communication and should follow guidelines and expectations of professional etiquette.

## **Counseling Programs Listserv, Blog, Twitter, Facebook**

Stay up to date about program events by:

- connecting with us on Twitter or instagram: UncpCounselorEd,
- liking us on Facebook: <https://www.facebook.com/uncpcounselored/>
- engaging with the email listserv (all students are registered automatically upon initial program enrollment).

Alumni are encouraged to maintain connection to the Counseling Programs and the Department of Counseling through social media after graduation. To join the UNCP DoC Alumni listserv, email [nicole.stargell@uncp.edu](mailto:nicole.stargell@uncp.edu)

## **Professional Memberships**

Students are encouraged to join professional organizations such as the American Counseling Association (ACA; [www.counseling.org](http://www.counseling.org)) and the North Carolina Counseling Association (NCCA; [www.nccounselingassociation.org](http://www.nccounselingassociation.org)). These organizations often offer reduced-price memberships for students, student liability policies, and discounted membership rates at professional conferences. Each organization also maintains divisions in specialty areas, such as multicultural counseling, that may be of interest to students. Occasionally, faculty and students may collaborate on delivering professional presentations at conferences for these organizations. Students interested in making professional presentations at a conference or attending a counseling conference, are encouraged to speak with a counseling faculty member about upcoming opportunities. Organizations of interest to counseling students include, but are not limited to:

- American Counseling Association: [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- American Mental Health Counseling Association: [www.amhca.org](http://www.amhca.org)
- North Carolina Counseling Association: [www.n2ca.org](http://www.n2ca.org)
- North Carolina School Counselor Association: [www.ncschoolcounselor.org](http://www.ncschoolcounselor.org)

## **Counseling Honor Societies: Chi Sigma Iota Chapter: Phi Sigma**

The UNCP Counseling Programs maintain Phi Sigma, an active chapter of the international counseling honor society, Chi Sigma Iota. Counseling degree programs students are invited to participate in Phi Sigma and join Chi Sigma Iota once they have completed at least 9 credit hours with a 3.5 minimum cumulative GPA. Students are invited to participate by faculty chapter advisors and will receive notification of their

eligibility via email. Phi Sigma hosts an annual induction ceremony for new members and is managed by student officers and two faculty advisors. Chapter activities include community service, Career Paths in Counseling Panel, new student mentor program, facilitation of focus groups about the Counseling Programs, Professional Development Academy (PDA), and NCE Prep workshops. For more information about Chi Sigma Iota:

Chi Sigma Iota: [www.csi-net.org](http://www.csi-net.org)

### **Glen H. Walter Counseling Workshop**

Each spring, the Counseling Programs host the virtual Glen Walter Counseling Workshop. This event brings a keynote speaker relevant to the field of counseling and provides high-quality continuing education relevant to clinical mental health counselors and professional school counselors. Training in counselor supervision is offered during the workshop. Following the keynote address, breakout sessions on current issues in Professional Counseling are offered. The live conference is free of charge and offered to both the community and students as a service from the Counseling Programs. Students are encouraged to attend this annual workshop. Field placement supervisors of our counseling students are also encouraged to attend the Annual Drive-In workshop. CEUs are available to attendees.

## **STUDENT PROGRESS AND ASSESSMENT**

**“How much a student learns is frequently as dependent upon how much he or she invests in the process as on the conditions for learning created by institutions and program.”** *CHEA Statement of Mutual Responsibilities for Student Learning Outcomes.* Retrieved September 10, 2019 from: <https://www.chea.org/sites/default/files/other-content/StmntStudentLearningOutcomes9-03.pdf>

### **Course Sequencing**

The course sequencing for the Counseling Programs is moderately flexible. The program of study can be flexed to accommodate part-time and full-time student schedules. The program of study follows a developmental sequence of learning events. Students begin their programs of study by registering for Core Counseling Courses (must include CNS 5000) and CNS 5350 The Professional School Counselor (for PSC students) or CNS 5450 Clinical Mental Health Counselor (for CMHC students). The Core Counseling Courses consist of 27 credit hours of coursework.

Upon successful completion of eight out of nine Core Counseling Courses (including CNS 5000 and CNS 5050) and either CNS 5350 (for PSC students) or CNS 5450 (for CMHC students), students apply to enroll in CNS 6100 Counseling Practicum.

**Note:** Students who take CNS 6100 with only 8/9 core courses previously completed must complete the final core course concurrently with practicum. Students pursuing this option will be required to take the CPCE toward the end of practicum, and they will not be fully finished (but mostly finished) with their last core course, which is tested on the CPCE. Students must pass the CPCE and complete all core courses before enrolling in CNS 6120 or CNS 6130.

Field placement policies and procedures, including the practicum application, are available in the Department of Counseling Field Placement Manual. Students also take the CPCE during their practicum semesters. The Testing Coordinator provides information each semester about CPCE testing dates. Additional information is available here: <https://www.uncp.edu/departments/counseling/about-our-programs/field-placement-and-testing>

After successfully completing CNS 6100 Counseling Practicum and passing the CPCE, students continue to their first semester of CNS 6120 or CNS 6130, the Counseling Internship in a school or clinical mental health setting. Students who failed to pass the CPCE are not allowed to enroll in CNS 6120 or CNS 6130. They can continue to take specialty and elective courses until they pass the CPCE. See pages 29 and 30 for more information.

Students complete two sections of CNS 6120 (CMHC students) or CNS 6130 (PSC students). The two sections of internship must be completed during separate semesters. Internship courses are not available to any students during summer months. Students may choose to register for the National Counseling Exam (NCE) during their internship semester, after passing the CPCE. The NCE is not required, but it is recommended that students take the exam (additional information provided in handbook) for credentialing purposes. Many states, including North Carolina, accept the NCE as partial fulfillment of the licensure requirements. Students who failed to pass the CPCE are not allowed to take the NCE. The NCE is available to Professional School Counseling students and Clinical Mental Health Counseling students.

Students enroll in Specialty Area Courses concurrently with the field placement courses, Practicum and Internship. Students are permitted to register for Electives at any point during their programs of study. Some Specialty and Elective courses are offered only once per academic year. Students design their programs of study with consultation from their advisors.

A student who begins in a fall semester and attends full time year round (9-12 credit hours is considered full time) would have a program of study similar to this example (\*requirement):

- **Year 1 Fall Semester:** CNS5000\*; CNS5350 (PSC) or CNS5450 (CMHC); Select one (CNS5025; CNS5050; CNS5400; CNS5700; CNS5800)
- **Year 1 Spring Semester:** Select three core courses; Pre-practicum meeting
- **Year 1 Summer Semester:** Select three core courses
- **Year 2 Fall Semester:** CNS6100\*; CNS5360 (CMHC) or CNS5550 (PSC); Specialty Courses; CPCE
- **Year 2 Spring Semester:** CNS6120 I (CMHC) or CNS6130 I (PSC); Specialty Courses; Elective Courses; NCE (optional, required for licensure as LPC and certification at NCC); Praxis II (PSC)
- **Year 2 Summer Semester:** Specialty Courses, Elective Courses

- **Year 3 Fall Semester:** CNS6120 II (CMHC) or CNS6130 II (PSC); Specialty Courses, Elective Courses; NCE (optional, required for licensure as LPC and certification at NCC), graduation

## **Student Learning Outcomes**

The primary goal of the Counseling Programs is to prepare effective counselors. To this end, upon completion of the graduate counseling program students, will be able to:

1. Demonstrate knowledge in the core areas of counseling for the purposes of conceptualizing the self of the counselor and clients. Students will analyze the major concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following core knowledge areas.
  - a. Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
  - b. Social & Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
  - c. Counseling and Helping Relationships: Students will create effective helping relationships and develop measurable outcomes using helping skills and theories and models of counseling.
  - d. Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
  - e. Career Development: Students will understand career and life style factors as related to counseling relationships.
  - f. Assessment and Testing: Students will use assessment and appraisal to better understand their clients and to assist clients in better understanding themselves.
  - g. Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice to positively impact client and student outcomes.
  - h. Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
2. Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.
  - a. Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.
  - b. Within their specialized professional identity, students will implement knowledge, skills and practices to be effective counselors in a specialized setting.
3. Demonstrate an ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

## **Evaluation and Assessment Procedures**

All faculty members that teach within the Counseling Programs have a collective responsibility to ensure that the agreed upon student learning outcomes are achieved with competence by each individual learner. The Counseling Programs conduct systematic, developmental assessment of each student's progress throughout the program. Therefore,

multiple benchmarks are evaluated regarding student learning. These benchmarks are collectively referred to as the Individual Student Assessment Plan and are described below.

Evaluation and assessment is an ongoing part of students' experience in the counseling program. The program faculty members meet each semester to discuss students' progress. The focus of these meetings is on students' skills development, interpersonal functioning and disposition, professionalism, and academic performance. From the ensuing discussion at these meetings, a meeting with the student may be deemed necessary. If a meeting is scheduled with the student, the meeting will take place between the student, the student's advisor and two additional faculty members. Based on the outcome of the meeting, remediation procedures may be enacted. Remediation procedures are described in the next section of this handbook. Students are also formally evaluated using the following criteria:

- Professional disposition faculty assessments
- Course-specific assessments, reflections and grades
- Comprehensive exam results
- Field placement evaluations prepared by site supervisors

Detailed descriptions of these procedures are listed below. In addition to these formal evaluation procedures, students can expect to receive feedback regarding their dispositions as future counselors, formally with the Practicum Field Placement Application and informally throughout their programs of study. Students' professional performance will be holistically assessed based on nine criteria that have been identified as necessary characteristics for effective professional counseling practice: openness to new ideas, flexibility, cooperativeness with others, willingness to accept and use feedback, awareness of own impact on others, ability to deal with conflict, ability to accept personal responsibility, ability to express feelings effectively and appropriately, and attention to ethical and legal considerations (Frame & Stevens-Smith, 1995). Furthermore, students will be evaluated on their ability to adhere to the American Counseling Association's Code of Ethics and other relevant standards of practice. If a student is determined to have a deficiency in a disposition or professionalism areas, deemed inappropriate for the program, or makes an ethical violation, faculty members will discuss the student's issue at the semester Student Progress Meeting, follow-up with the student, propose a remediation plan, and may also help facilitate the transition of the student out of the program, and if possible, into a more suitable area of study. Records of student progress and assessment are maintained by program directors and advisors. The faculty members collectively review student progress each semester at a Student Progress Meeting.

## **Course Grades**

Students receive grades for course assignments and activities, as well as course letter grades in Core, Specialty, Practicum, and Elective courses. Internship courses are graded on a Pass/Fail basis. Students should consult the syllabi and instructors for each individual course they are enrolled in for specific criteria and requirements for course grades. If a student is unclear about the expectations of a particular course, they should consult the instructor. The course instructor is the first order of consultation regarding

course grades. The UNCP Academic Catalog and School of Graduate School are additional student resources for policies related to course grades, including procedures on the academic appeals process, course withdrawals, and the academic warning/probation/dismissal procedures related to course grades.

### **Counseling Programs Grading Policy**

The Counseling Programs faculty considers course grades of “C” or below to be indicative of a concern. Students earning overall course grades of “C” or below will be subject to faculty review at the Student Progress Meeting held each semester.

### **School of Graduate School Grading Policy**

The university academic catalog provides the following policies regarding graduate letter grades:

- A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.
- A grade of “B” designates that the graduate student’s performance has been satisfactory and that the student demonstrated the level of understanding normally expected in a graduate class.
- A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. Graduate students who earn a third grade of “C” are dismissed from their degree programs and are ineligible to receive a graduate degree.
- A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue in the Graduate School at the University.
- The “I”, or incomplete, grade is given when a student is unable to complete required work because of unavoidable circumstances such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade.”

(See academic catalog for additional information.)

### **Comprehensive Exam**

Students are required to take and pass the Counselor Preparation Comprehensive Exam (CPCE), a nationally standardized counseling exam. All students take the CPCE exam when enrolled in CNS 6100. Students are responsible for the cost of the exam and any administrative fees. A passing score on the CPCE is required for progression through and graduation from the program. A passing score on the exam is 70. Students cannot matriculate to internship until the CPCE is passed. Students can continue to sit for the CPCE until it is passed or the student is no longer able to satisfy graduation requirements (i.e., completion of the program within 6 years).

Material from the following core areas of study is included on the examination:

- Professional and Ethical Issues
- Group Counseling



- Assessment in Counseling
- Issues in Life-Span Development
- Fundamentals of Counseling
- Research and Program Evaluation
- Career Development and Education
- Multicultural Counseling and Education

Material from the follow specialty areas of study is also included on the examination:

- Crisis Intervention
- Issues in Addictions for Counselors

### **CPCE**

- Students are required take the CPCE when enrolled in CNS 6100
- All students are required to pass the comprehensive exam in order to graduate
- A passing score on the CPCE is 70.
- Students may not progress to internship (CNS 6120 or CNS 6130) until the comprehensive exam has been passed
- Students may continue taking coursework until the CPCE is passed, with the exception of 6120 and 6130
- Students who fail the CPCE should re-take the exam at each sequential testing administration
- Students must take the CPCE through UNCP only, and it is offered once per semester
- Should a student not pass the CPCE exam on their first attempt the student will:
  - Meet with their academic advisor
  - Create a written preparation plan signed by student and advisor and kept in the student's permanent file
  - The written plan may contain any of the following
    - A comprehensive study plan
    - Attendance at a formal test preparation course
    - Audit specific course content
  - Failure to comply with the written plan may result in dismissal from the counseling programs
- Should a student not pass the comprehensive exam on their second attempt or any attempt thereafter, the student will
  - Meet with their academic advisor
  - Create a written preparation plan signed by student and advisor and kept in the student's permanent file
  - The written plan may contain any of the following:
    - A comprehensive study plan
    - Attendance at a formal test preparation course
    - Audit specific course content
    - Repeat a course and/or courses
    - Complete research paper or study project in under-performing content areas

- Failure to comply with the written plan may result in dismissal from the counseling programs
- Should a student not successfully pass the CPCE by the completion of their 6<sup>th</sup> year of study, a recommendation will be made to The Graduate School by counseling programs faculty for the student to be dismissed from the UNCP counseling programs.

### **National Counselor Examination**

The National Counselor Examination (NCE) is an optional exam taken by students wishing to pursue licensure as a Licensed Clinical Mental Health Counselor Associate upon graduation. UNCP participates in a program with the National Board of Certified Counselors that permits students to take the NCE before graduation. Students taking the NCE through UNCP are required to complete certification as a National Certified Counselor (NCC) immediately following graduation. The NCE is strongly correlated to the CPCE. Therefore, students must pass the CPCE before registering for the NCE. Students may only take the NCE through UNCP one time. Retests may be scheduled through NBCC after graduation as needed.

### **Praxis II—Professional School Counselor Exam**

The Praxis II is an exam taken by students enrolled in the Professional School Counseling Program who seek licensure by NCDPI as a school counselor (k-12). This license is required for employment in public school systems as a professional school counselor. This exam is largely based on content covered in the specialty courses. Students are encouraged to take this exam during Internship I. Students seeking state licensure as a school counselor should visit [www.ets.org](http://www.ets.org) to register or for more information.

### **Student Progress Evaluation**

All students admitted to either the Clinical Mental Health Counseling Program or the Professional School Counseling Program are believed to possess the ability to become highly effective professional counselors. All students are monitored from the outset of their program through graduation to ensure they are developing the necessary knowledge, attitudes, and skills required of professional counselors. Each semester, the Counseling Programs faculty conducts a Student Progress Meeting to review students' progression through the program. At this meeting, instructors and advisors present concerns to the faculty group for discussion and consultation. Students' academic progress and overall developmental progression as professional counselors is assessed via comprehensive review of course grades and class participation. Any student who earns a "C" in any core course, or a grade of "C" or below on the Signature Assignment of any Specialty Area Course, will be reviewed during the Student Progress Meeting and a remedial action plan will be designed for follow-up discussions with the student.

During the first semester of enrollment, students are monitored closely by instructors. Instructors are encouraged to address any presenting concerns that emerge directly with students and document their efforts to alleviate them. At the conclusion of the semester, all students will receive a letter from the department chair indicating their state of progression (e.g., satisfactory, satisfactory with area(s) for growth, unsatisfactory). Any documented areas for growth will be monitored during the students second semester. If noted concerns are not alleviated/remedied by the mid-way point of the students' second

semester, a formal remediation plan may be developed as described below.

CNS 5050 Counseling Skills and Techniques and CNS 5100 Groups in Counseling, have been identified as touchstones of student progress. CNS 5050 Counseling Skills and Techniques is evaluated to collect evidence of students' skills as measured by the Counseling Skills Scale Revised (CSS-R). CNS 5100 Groups in Counseling is evaluated to monitor student interpersonal functioning through live observation of student engagement in classroom experiential groups.

Additionally, professional disposition will be assessed by students upon admission to the counseling programs, the semester prior to practicum, and during the last week of the second internship. Faculty will assess student professional dispositions prior to practicum and during the last week of the second internship. Any student whom faculty raise a concern about will be discussed, an action plan developed, and documentation added to the student's program file. See Disposition Protocol and Remediation Procedures (below) for more information.

### **Application to and Enrollment in CNS 6100 Counseling Practicum**

Another assessment point in students' programs of study occurs during the semester prior to CNS 6100 Counseling Practicum. Students must apply for field placement one semester prior to enrolling in that course (see Field Placement Manual for application materials). The applications are reviewed by the Field Placement Coordinator. Once enrolled in CNS 6100 Counseling Practicum, students must earn a course grade of B or better in order to advance to CNS 6120 or CNS 6130 Internship. Students that fail to earn a grade of B or better must participate in remediation and repeat the practicum course. Student will be permitted to advance to Internship once the remediation plan has been successfully fulfilled and a grade of B or better is earned in CNS 6100.

### **Summary List of Site Requirements for Field Placement**

- One hour of supervision per week from an individual who has a master's degree, two years of relevant experience, and an unrestricted and active license. An LCMHC is preferred, but other acceptable mental health professionals include LMFT, LCSW, LCAS, Licensed Psychologist. A licensed school counselor is required to supervise school counseling students.
- Ability to audiotape or videotape sessions that can be anonymously shared in group supervision and then destroyed.
- Ability to earn the required amount of direct and indirect hours each semester (60 direct/40 indirect for Practicum; 180 direct/120 indirect for each Internship)

For more information: <https://www.uncp.edu/departments/about-our-programs/field-placement-and-testing>

### **Assessment during Internship**

Students are assessed by university supervisors and site supervisors based on live and/or recorded observation of site-based counseling work, development, disposition, and presentation of a Professional Counseling Portfolio.

## **Disposition Protocol and Remediation Procedures**

### ***Overview of Disposition Assessments and Checkpoints***

The Professional Disposition Self-Assessment and Faculty Assessment are tools used in the Teacher Education Program and Counseling Programs to assess and monitor the dispositions and behaviors of all counseling students as matriculation occurs through their plan of study. Each assessment is completed at three uniform checkpoints during a student's matriculation through a counseling program: 1) soon after admission; 2) at midpoint of their degree program (with field placement application the semester prior the practicum semester; and 3) right before graduation (Internship II).

During the semester after admission, students will complete a self-assessment of disposition, knowledge, and skills via a Qualtrics survey provided in CNS 5000 Professional and Ethical Issues. The course instructor and Program Director will review this self-assessment, and advisors will use it as a guide to course advising. Each student must also complete a self-assessment at the mid-point of their plan of study, specifically, the semester prior to beginning the field placement. This self-evaluation must be completed as part of the Field Placement Application. The Program Director, in consultation with the student's academic advisor (if the student is not advised by the Program Director), will also complete an assessment outlining the student's dispositions. Students are responsible for ensuring both assessments are submitted via Qualtrics in a timely manner. This assessment will be a main subject of discussion in the Midpoint Conference/Advising Session.

Finally, each student must complete a self-assessment during the final semester of the degree program. The course instructor for Internship II will provide instruction for completing and submitting this assessment. The Program Director, in consultation with the candidate's academic advisor (if the student is not advised by the Program Director), will also complete an assessment outlining the student's dispositions. It is the student's responsibility to ensure that all assessments are complete and have been submitted accordingly via Qualtrics.

### ***Remediation Process***

It is the intent of the School of Education and the Teacher Education Program, and therefore the counseling programs at UNCP, that every graduate student will be given the opportunity to remediate behaviors or dispositions that do not align with those of effective advanced educators, counselors, and professional counseling standards.

The following outlines the procedures for addressing candidate dispositional deficiencies including reasons for remediation, criteria for identifying a concern, possible actions, and documentation. When remediation is deemed necessary to address area(s) of concern, a 2-3 member committee consisting of the program coordinator and 1-2 faculty members must convene with the student to develop a remediation plan and appropriate course of action.

**Reason for Remediation:** When a graduate receives a grade of C in any graduate course, low ratings on a disposition assessment which are inconsistent with developmental

level/matriculation through the program, or when a professor recognizes a concern, remediation may be required. The following outlines the process for addressing such deficiencies and concerns.

**Possible Criteria for Identifying a Deficiency or Concern:**

1. A graduate student receives a low rating on any line item of a self or faculty disposition-assessment; or
2. A graduate student receives low ratings within any one section of a self or faculty disposition assessment; or
3. A graduate student is identified by a UNCP Department of Counseling instructor as behaving in way that is not conducive to professional counseling or aligned with appropriate counseling standards; or
4. A graduate student is identified by a course instructor as being in imminent danger or receiving a grade of C or lower in a course.

Note: As failing a course is grounds for immediate dismissal from all graduate courses, a failing final grade is not immediately remediable. UNCP Graduate school allows students to apply for readmission after a suitable interval, and an action plan to remedy dispositional problems that led to the course failure would be an appropriate part of the readmission process.

**Possible Actions:**

- A. Graduate student outcomes and/or plans of action stemming from low disposition assessments (criteria 1 through 4 above) are dependent upon their degree of progression through the program.

For example, a counseling student's disposition assessment which meets any criteria 1 through 4 above at the post-admission interview self-assessment should be immediately addressed with the advisor. Counseling students whose disposition assessment meets any criteria 1 through 4 above at the Midpoint or final semester will be required to produce evidence that identified concern(s) have been remediated at the discretion of the Program Director.

A remediation plan will be utilized to document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The remediation plan must clearly document the course of action.

- B. Counseling student disposition is monitored on an on-going basis and during each course throughout the student's respective program. Any Department of Counseling Faculty can complete a formal evaluation of a counseling programs student at any time while the student is actively enrolled in classes. Should a counseling student be identified by a course instructor, program director, or department chair as having a concern that meet any of criteria 1-4 above at any time can be required to complete a remediation plan. At least 2 faculty will be involved in any student remediation plan (often program director, advisor, chair).

- C. Should a counseling student be identified by a course instructor, program director, or department chair as maintaining ongoing dispositions misaligned with the missions of the School of Education, Teacher Education Program, or their respective counseling program (criteria 3 above), a remediation plan may be developed. The course instructor and Program Director will meet with the student to address the disposition(s) of concern.

A remediation plan will be implemented to develop and document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The work or evidence is submitted to the Program or Area Director by the end of the course/semester. The remediation plan template must be used to document clearly document the course of action.

- D. Should a student be in imminent danger of a grade of C or lower (criteria 4 above) at the discretion of the instructor of any graduate course, he/she will develop in collaboration with the instructor and Program Director (as applicable) a written plan to improve performance in the course.

Any coursework involved should fit within the overall policies of the course in question, and teacher candidates are encouraged to seek additional help from the instructor, and appropriate supplementary academic support as recommended by the instructor and Program Director (if applicable).

The remediation plan template must be used to document the plan (see Item A), and may include withdrawal from the course if it is no longer mathematically possible for the student to raise her or his average to a passing level with work remaining in the course.

**Documentation:**

- A. The Program Director (in collaboration with the identified student and course instructor if applicable) will develop a remediation plan. A completed remediation plan or equivalent will contain written documentation of the deficiencies and planned method of remediation, including dates for completion, and appropriate signatures.
- B. The Program Director keeps a log of names of students who have deficiencies, notes the remediation method, and places a copy of the completed remediation plan documentation in the candidate's department file which is kept in a locked cabinet or file room.
- C. The professor signs the log to document that the deficiency has been fully addressed or remediated, and indicates successful remediation as part of the Exit Interview.

**UNCP Grievance Procedures and Policies**

Please attempt to resolve grievances directly with Counseling Program faculty members.

Department of Counseling Students with a concern related to any aspect of the counseling program should first contact the faculty member who is most closely involved in the concern. If that discussion does not produce satisfactory results, students should

contact the Department Chair with the concern. If that does not resolve the issue, the student should contact the Dean of the School of Education.

The UNCP Graduate Student Handbook provides detailed information about the fair process and appeals processes for students who have a grievance. The university's student grievance brochure is available for download at: <https://www.uncp.edu/resources/registrar/student-complaint-process>. This website also contains information about the Code of Conduct, relationships between faculty and students, academic honor code, the drug and alcohol policy, and student judicial processes.

## **Counselor Licensure and Certification**

Students are encouraged to obtain professional licensure following graduation as Licensed Clinical Mental Health Counseling Associates (LCMHCA). See for more details: <https://www.uncp.edu/departments/about-our-programs/field-placement-and-testing>

The LCMHCA is the preliminary license earned prior to the Licensed Clinical Mental Health Counselor (LCMHC) credential in North Carolina. Students seeking licensure as LCMHCA in North Carolina should plan to complete their applications for licensure as LCMHCAs during their final internship semesters. The field placement and testing coordinator must complete the online Verification of Graduate Counseling Forms as part of each student's application for licensure. See also:

North Carolina Board of Licensed Clinical Mental Health Counselors:  
[www.ncblcmhc.org](http://www.ncblcmhc.org)

The NCE is a required examination for certification as an NCC and is also currently an approved examination for North Carolina licensure as an LCMHCA. The NCE is not a substitute for the Comprehensive Exam, the CPCE. The NCE is optional; the Comprehensive Exam is required for graduation and is administered to students after their completion of the core counseling courses. See also:

National Board of Certified Counselors: [www.nbcc.org](http://www.nbcc.org)

Students consult national and state credentialing boards for the clinical supervision requirements mandated by those boards in addition to the educational and examination requirements. Counselor licenses vary from state to state. The Counseling Programs meet all of the educational requirements for LCMHCA licensure in North Carolina. Students who wish to be licensed in other states are advised to consult with the boards in those states.

American Association of State Counseling Boards: [www.aascb.org](http://www.aascb.org)

Professional School Counseling students should follow the protocol for licensure as school counselors set forth by the UNCP School of Education Licensure Office and NCDPI. Students must complete the Praxis II—Professional School Counseling exam if planning to seek employment as a school counselor in North Carolina public schools. For more information contact the PSC Director and visit:

ETS: [www.ets.org](http://www.ets.org)

NCDPI: <https://www.dpi.nc.gov/>

### ***Letters of Recommendation for Employment, Advanced Studies, and Credentialing***

Students may request faculty members to write letters and/or make recommendations on the student's behalf during and after graduate school. To complete a recommendation request, faculty will review student files, including transcripts and other forms of evaluation data. Faculty members may decline a request for professional recommendation. Faculty members who choose to fulfill these requests, may endorse students for employment, advanced study, and credentialing in their degree program areas. All endorsements, will identify the student's chosen degree program affiliation (Professional School Counseling or Clinical Mental Health Counseling) and the nature of the student's field placement experiences (setting, duties performed, client population served). Students are advised to make recommendation requests to faculty members for at least three weeks in advance of any requisite deadlines.

### ***Program Evaluation***

Students will be invited to participate in evaluations of the Counseling Programs during their programs of study and after graduation. Currently enrolled students are invited to participate in survey evaluations, focus groups, and exit interview assignments. The online survey evaluations are completed as annually and anonymously. This evaluation process allows students to share feedback about their experiences as students in the Counseling Programs. The feedback also allows the Counseling Programs faculty to identify and assess program weaknesses and strengths and incorporate student ideas into future development plans. In addition to formally collected feedback, students are invited to provide informal feedback to program faculty members throughout their course of study.



## **APPENDIX: Course Descriptions**

### **CNS 5000 Professional and Ethical Issues (3 hours)**

This course is an introduction to the profession of counseling and includes a study of the history, philosophy, ethical and legal considerations, and professional organizations related to the delivery of counseling, consultation, and advocacy. Students will learn about the ethics, credentialing practices and standards of the counseling profession, the suggested disposition and self-care practices of counselors, and the administrative procedures of counseling, consulting, and referral services in multiple settings. Students will also receive an introduction to the supervision processes and practices in the role of the professional development of counselors. New students are required to take this course during their first semester. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5025 Lifespan Development (3 hours)**

This course is designed to help counselors address the needs of clients at all developmental levels in multicultural contexts. The course focus emphasizes strategies for facilitating optimal development. Theories and models of growth and learning, personality development, wellness, and resilience for individuals and families are presented. The course addresses contextual factors that influence normal and abnormal behavior. Students are encouraged to apply the theories and models of development in intervention selection and conceptualization of problems in living. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5050 Counseling Skills and Techniques (3 hours)**

Students will learn counseling skills and techniques through classroom instruction and experiential learning activities. Counselor characteristics and behaviors that influence the counseling process will be addressed. This course focuses on the use of empathic listening and interviewing skills in developing therapeutic relationships with diverse clients in a multicultural society. The course also includes an orientation to wellness and prevention in the counseling process. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5060 Crisis Intervention (3 hours)**

This course will explore the role, function, and responsibilities of professional counselors in periods of crisis and disaster. Crisis intervention theory will be studied in an effort to inform professional practice in clinical and educational settings during emergencies and disasters. The effects of crises, disasters, and other trauma-causing events will be addressed. Suicide prevention and intervention models, including the use of psychological first aid strategies are included in the course content. Ethical and cultural considerations in the delivery of crisis intervention services will be examined. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5070 College Counseling and Student Affairs (3 hours)**

This course provides an overview of student services in higher education, and a study of the history, philosophy, issues, and trends in college counseling. Topics to be covered include college student development, college and career counseling issues and strategies, and student affairs services such as advisement, placement and enrollment planning, residence life, academic support, and student activities. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5080 Gender and Sexuality Issues in Counseling (3 hours)**

This course is designed to develop students' knowledge related to human sexuality and gender issues relevant to professional counseling. Students will develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings and also learn appropriate skills in assessment and intervention. Reflection activities will be used to increase awareness of personal perceptions, attitudes, and affect related to sexuality issues. The course provides an overview of the counselor's role in counseling students, individuals, couples, and families with sex-related concerns. *Prerequisite: Completion of core counseling courses or permission of the instructor.*

### **CNS 5100 Groups in Counseling (3 hours)**

This course addresses the principles of group dynamics, group leadership skills, theories of group counseling, and group counseling methods. Current trends in group work, including professional, ethical, and legal issues relevant to working with groups in a multicultural society are explored. Students will learn the fundamental skills and techniques for designing and implementing group counseling activities during experiential learning activities in which students participate as group members. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5250 Counseling Children and Adolescents (3hours)**

This course provides an opportunity for students to practice counseling strategies that are designed to address factors that impact student learning and development. Specific topics discussed include effective communication with parents and school personnel, leadership styles, play media, and special needs children. Ethical and legal considerations specific to the practice of counseling children and adolescents in schools and educational systems are presented. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5310 Mental Health Issues in Childhood and Adolescence (3 hours)**

From an integrative ecological perspective that acknowledges biological, psychological, social, and cultural contextual influences and their interdependence, this course will focus on the origin and course of child and adolescent mental health issues. The course will include: discussion of etiological factors of various child and adolescent DSM mental disorders; associated diagnostic criteria and assessment; contextual and relational variables that influence children's and adolescents' risk and resilience; and prevention and intervention approaches/strategies. Students will learn strategies to address these issues using school and community referral resources. *Prerequisite: Completion of core counseling courses or permission of the instructor.*

### **CNS 5350 The Professional School Counselor (3 hours)**

This course emphasizes the history, philosophy, and trends in school counseling and educational systems. Students will learn the roles (e.g. leader, advocate, counselor, and consultant), functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the schools. Additional content focuses on professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. Current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program are highlighted. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5360 Diagnosis and Treatment Planning (3 hours)**

The focus of this course is the development of counseling skills necessary for making mental health and developmental diagnoses with diverse clients. The understanding of principles and development of skills necessary for biopsychosocial case conceptualization, treatment planning, and prevention programming are emphasized. A study of the history, theories, symptoms, and etiology of mental and emotional disorders, including sociocultural factors related to mental health, is provided. Students will demonstrate proficiency in using diagnostic tools and providing clinical documentation. Students are expected to critically evaluate research and practices relevant to the practice of clinical mental health counseling. *Prerequisite: Completion of core counseling courses or permission of the instructor.*

### **CNS 5400 Theories of Counseling (3 hours)**

Students in this course will be introduced to existing and emerging counseling theories that can be used as models to conceptualize clients' concerns. Students will learn about the interventions associated with each of the theories and the client populations, such as individuals or families, most appropriate for each of the interventions. The counseling theories will be critiqued from a multicultural perspective. Recurring themes, such as self-awareness, will be emphasized to assist students in consciously reflecting on their philosophy on life and its influence on their approaches to counseling. Students are expected to begin to articulate their personal models of counseling based on the information that they are exposed to in this course. A theory-to-practice approach is utilized to promote counseling effectiveness with individuals, families, and groups throughout the lifespan and across diverse populations. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5450 The Clinical Mental Health Counselor (3 hours)**

This course provides an understanding of the history, philosophy, and standards in clinical mental health counseling. The roles and functions, skills and techniques, and professional issues of the clinical mental health counselor in a multicultural society are discussed. Students will develop an understanding of how clinical mental health counselors interact with government agencies, health care providers, and social service organizations during policy making, financing of services, advocacy for clients, and during interdisciplinary consultation. Topics specific to state, regional, and national

mental health trends and issues are also addressed. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5500 Research and Program Evaluation (3 hours)**

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate counseling interventions and programs, inform evidence-based practices, and conduct needs assessments. The course provides an overview of statistical methods and computer-based research and analysis tools. Ethical and culturally relevant strategies for conducting and interpreting qualitative and quantitative research studies are addressed. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5550 Seminar in Professional School Counseling (3 hours)**

This course is a seminar about the principles, procedures, and emerging trends in professional school counseling. A variety of topics that are currently addressed in the professional school counseling literature will be studied. This course is designed to examine the development, organization, administration, and evaluation of comprehensive developmental P-12 school counseling programs that promote access and equity for all students. *Prerequisite: CNS 5350*

### **CNS 5600 Assessment Practices in Counseling (3 hours)**

This course will provide students with an understanding of current and historical perspectives on the uses of standardized and non-standardized assessment and appraisal methods, techniques, and instruments in counseling. The assessment of abilities, behaviors, symptoms, achievement, personality, interests, and other characteristics relevant to the counseling process will be addressed. Issues related to assessment including selection, statistical concepts, social and cultural factors, and ethical testing procedures will be presented. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5650 School Counselor as Leader, Advocate and Consultant (3 hours)**

A comprehensive study is made of contemporary practices of leadership, advocacy, and consultation in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, and fostering family, school, community connections in the 21st century. Theories and models of leadership and consultation are presented which school counselors can utilize to enhance the services they provide. *Prerequisite: CNS 5350*

### **CNS 5700 Career Counseling and Development (3 hours)**

This course includes an overview of career development theories and career decision making models appropriate for a multicultural society and global economy. The course is designed to assist counselors in the processes of career development program planning, organization, implementation, administration and evaluation. A lifespan perspective that addresses the interrelationship of work, family, culture, and historical era in career

development is used to present the career planning and decision making interventions.  
*Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5750 College and Career Readiness (3 hours)**

This course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology to promote college and career readiness for diverse K-12 school communities. *Prerequisite: CNS 5350*

### **CNS 5760 Legal Aspects of Educational Leadership (3 hours)**

This course provides students with constitutional, statutory, and case law bases of educational administration as a study of legal provisions and principles relating to education at all levels. Students will utilize research and analysis of laws dealing with pertinent educational topics.

### **CNS 5770 Evidence-Based School Counseling (3 hours)**

This course will focus primarily on the selection, implementation, and evaluation of evidence-based interventions and programs that aim to promote student success. The course begins by exploring issues relevant to establishing evidence-based methods, including ways to effectively develop needs surveys and logic models. The remainder of the course will focus on how to deliver evidence-based practices in curriculum and intentional guidance. The course is designed to promote knowledge and skills related to: data collection, program planning, evaluation, and intervention selection and delivery in k-12 settings. *Prerequisite: CNS 5350.*

### **CNS 5780 Addressing the Achievement Gap and Issues of Social Justice (3 hours)**

This course provides students with a comprehensive framework for understanding the school counselor's role in addressing the achievement gap and issues related to social justice. The course is designed to promote knowledge and skills that emphasize a social justice approach to comprehensive school counseling practice. Students will learn how to use data to uncover inequities in school practice and policy while developing and implementing interventions and strategies that promote social justice in k-12 schools.  
*Prerequisite: CNS 5350*

### **CNS 5800 Multicultural and Social Justice Counseling (3 hours)**

This course emphasizes theories of multicultural counseling, identity development, and social justice. Students learn about multicultural and pluralistic trends, such as characteristics and concerns within and among diverse groups, nationally and internationally. Also, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. The counselors' roles in developing cultural self-awareness, promoting cultural diversity, social justice, advocacy, and other culturally supported behaviors that promote optimal wellness and growth of the human

spirit, mind, or body; and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are reviewed. *Prerequisite: Admission to the Clinical Mental Health or Professional School Counseling Program.*

### **CNS 5810 Introduction to Play Therapy (3 hours)**

This course is an introduction to the basic concepts of child-centered play therapy. Students will learn the history of play therapy and professional issues related to the profession, the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and facilitate change, how to work with parents, and the basic concepts of child development.

### **CNS 5820 Play Therapy Theories and Techniques (3 hours)**

An advanced exploration of fundamental issues involved in play therapy. This course will focus on an in-depth study of various theoretical approaches, modalities, techniques, and applications of play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children.

### **CNS 5830 Play Therapy for Specific Challenges (3 hours)**

An advanced exploration of fundamental issues involved in play therapy. Students will learn theoretical and applied play therapy skills for the assessment and treatment of clients with mental health issues associated with trauma and complex trauma, medical illness and co-morbid diagnoses, developmental considerations (such as Autism Spectrum), psychosis, and other types of psychopathology. *Prerequisite: CNS 5810 Introduction to Play Therapy*

### **CNS 5840 Play Therapy for Specific Challenges (3 hours)**

An advanced exploration of fundamental issues involved in play therapy. This course focuses on concepts and skills for training parents/caretakers/teachers to be therapeutic agents in their children's lives through the utilization of child centered play therapy skills in regularly scheduled structured play sessions with children. Students will also learn the systemic applications of play therapy for families and the diverse applications within the home, office, school, foster home or hospital. *Prerequisite: CNS 5810 Introduction to Play Therapy*

### **CNS 5850 Theory and Process of Family Counseling (3 hours)**

This course is a study of established models and theories of family counseling, including systemic and contemporary approaches to family counseling. Each approach will be examined in terms of theoretical formulations, family development, goals of counseling, conditions for change, techniques, and strengths and weaknesses. This course also examines the impact of gender roles and culture within the practice of family counseling. *Prerequisite: Completion of core counseling courses or permission of the instructor.*

### **CNS 5860 Contemporary Issues and Special Populations in Addictions (3 hours)**

This course provides an overview of contemporary issues in the addiction counseling and research. The course will also discuss about the unique problems and needs of special populations who have addiction issues. *Prerequisite: CNS 5900*

### **CNS 5870 The Family and Addiction (3 hours)**

This course will examine the impact of chemical and process addictions on the family system. Coursework will focus on the integration of assessment, theory, and technique. Related sociocultural implications of assessment and treatment will be discussed.

*Prerequisite: CNS 5900*

### **CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction (3 hours)**

The focus of this three-credit online course is to examine the procedures for assessment and diagnosis of substance-related and addictive disorders. Students in this course will gain a basic understanding of addiction neurobiology, psychopathology, and psychopharmacology. Emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy of psychotropic treatment, while helping to integrate other non-pharmacological modalities. An overview of biopsychosocial case conceptualization, psychological tests and assessments, and treatment planning related to substance abuse and other addictions is provided. *Prerequisite: CNS 5900*

### **CNS 5900 Issues in Addictions for Counselors (3 hours)**

The focus of this course will be on the assessment, diagnosis, prevention, and treatment of substance abuse related disorders and process addictions across the lifespan. Students will learn about the intersection of addictions issues with mental health issues from diagnostic and intervention perspectives. Current research and evidence-based practices in the treatment of addictions will be emphasized. The course will address ethical, legal, and cultural aspects of addictions counseling. Students will become familiar with practices, philosophies, and treatment modalities related to the field of addictions counseling. Students will develop an understanding of the impact of various addictions on all clinical and educational settings. *Prerequisite: CNS 5400*

### **CNS 6100 Counseling Practicum (3 hours)**

The practicum is an introductory field placement course. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the approved field placement site. In addition to the field placement requirements, students are required to attend class for group supervision and attempt the comprehensive exam. *Prerequisite: CNS 5000, CNS 5050, and CNS 5100 and 8/9 core courses completed, a minimum grade point average of 3.0, and an approved field placement application.*

### **CNS 6120 CMH Counseling Internship (3 hours, repeated once for total of 6 hours)**

The clinical mental health counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the students' graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. *Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0.*

**CNS 6130 School Counseling Internship (3 hours, repeated once for total of 6 hours)**

The school counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the students' graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. *Prerequisite: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a GPA of 3.0.*

**CNSS 5xxx. Special Topics in Counseling (3 hours)**

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics.