

# Counseling and Rehabilitation Education



2020 – 2021

**Master's  
Program  
Handbook**

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## COUNSELING AND REHABILITATION EDUCATION MASTER'S PROGRAM HANDBOOK

The Southern Illinois University Carbondale (SIUC) Counseling and Rehabilitation Education Program (CARE) is housed within the School of Human Services within the College of Health Sciences. Master of Science (M.S.) degrees in Clinical Mental Health Counseling and Rehabilitation Counseling are offered, along with a Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision.

### MISSION STATEMENT

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

### COMMITMENT TO DIVERSITY

The American Counseling Association's Code of Ethics and Standards of Practice (2014) governs the behavior of professional counselors and students in counseling programs. Section C.5. Nondiscrimination states: "Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law" (p. 9). The counseling faculty promote the welfare and well-being of all human beings. Students entering into the counseling program are held to these standards and philosophy shared by the faculty.

### STUDENT RECRUITMENT POLICY

It is the policy of the Counselor Education Program at Southern Illinois University, Carbondale to actively recruit all qualified persons without regard to age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status. The Program recognizes that the barriers of age, culture, disability, ethnicity, race, religion/spirituality, gender, gender

identity, sexual orientation, marital status/partnership, or socioeconomic status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination. The program actively seeks to recruit students from diverse backgrounds to enhance the learning environment of the program.

## **PROGRAM OBJECTIVES**

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

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

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

## **AREAS OF SPECIALIZATION**

The Counseling and Rehabilitation Education Program at SIUC consists of two areas of specialization: Clinical Mental Health Counseling and Rehabilitation Counseling. The Clinical Mental Health Counseling track trains counselors to work with individuals across the lifespan, in individual and group modalities, and in a variety of clinical settings. (DESCRIPTION FOR REHAB TRACK NEEDED). All tracks are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meet the 2016 Standards. SIUC is accredited by the North Central Association of Colleges and Secondary Schools (NCACSS).

## **PROGRAM ACCREDITATION AND DESIRE2LEARN**

The Clinical Mental Health Counseling Program, the Rehabilitation Counseling Program, and the Ph.D. in Counselor Education and Supervision are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Illinois State Board of Higher Education.

Attending an accredited program is essential to a quality learning experience and will increase job opportunities for graduates.

In addition to program objectives, we have established *Key Performance Indicators (KPIs)* related to the CACREP standards. Our program KPIs include the following:

1. Students will demonstrate an understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will demonstrate an understanding of multiculturally competent counseling.
3. Students will demonstrate an understanding of theories of individual and family development across the lifespan.
4. Students will demonstrate an understanding of ethical and culturally relevant strategies for addressing career development.
5. Students will demonstrate an understanding of interviewing, counseling, and case conceptualization skills.
6. Students will demonstrate an understanding of ethical and culturally relevant strategies for designing and facilitating groups.
7. Students will demonstrate ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.
8. Students will demonstrate an understanding of ways to evaluate counseling interventions and programs.
9. Students will demonstrate an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (Clinical Mental Health Counseling)

To ensure that we are meeting these objectives, we track students' progress using the software program Desire2Learn. More information will be provided at the new student orientation meeting.

## MASTER'S PROGRAM TRACK OPTIONS

Academic preparation and professional experiences for the Clinical Mental Health Counseling M.S. degrees are designed to prepare counselors-in-training to become effective entry-level counselors. The Counseling and Rehabilitation Education Program also helps to prepare students for licensing and credentialing in Illinois and certification through the National Board for Certified Counselors.

### Clinical Mental Health Counseling Track

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- A. To provide knowledge of the foundations of community, clinical mental health, and other agency counseling including historical, philosophical, societal, cultural, economic, and political dimensions; roles, functions, and professional identity; structures and operations of professional organizations, training standards, credential bodies, and ethical codes; and implications of professional issues such as recognition, reimbursement, and right to practice.
- B. To foster understanding of the: (a) roles of clinical mental health counselors in a variety of settings and their relationship to other professionals; (b) organizational, fiscal, and legal dimensions of the settings in which counselors practice; (c) theories and techniques of clinical mental health needs assessment to design, implement, and evaluate community agency interventions, programs, and systems; (d) general principles of clinical mental health intervention, consultation, education, and outreach; and (e) theoretical and applied approaches to administration, finance, budgeting management, and staffing.
- C. To provide knowledge and skills for the practice of Clinical Mental Health Counseling including client characteristics, principles of program development and service delivery, specialized consultation skills, and effective strategies for client advocacy.
- D. To foster acceptance of the uniqueness of individuals and implications of a pluralistic society.

## **Rehabilitation Counseling Track**

(DESCRIPTION NEEDED)

## **MASTER'S PROGRAM DEGREE OPTION**

(Description Needed)

### **ADMISSION**

The Counseling and Rehabilitation Education Program welcomes all applicants who meet the entrance requirements.

#### **Application**

Applications are due on the first Friday of October, March, or July depending on which semester they would like to start in. The requirements for admission include:

- A completed department application
- A completed SIUC graduate school application
- A three-page, detailed statement of purpose
- Three letters of recommendation
- A curriculum vitae.
- An undergraduate transcript

#### **Interview**

If a prospective master's student's application demonstrates potential, faculty members invite him or her to complete an on-campus interview. In this interview, prospective counselors-in-training will engage in a group

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interview with other applicants, complete a writing exercise, and participate in individual interviews with various members of faculty. This interview will also allow applicants to learn more about the program and to meet with counselors-in-training who are currently attending the program. After the interview is complete, faculty members will make recommendations to the graduate school and the applicants will be notified of their status. In accordance with the most recent CACREP standards, the Counseling and Rehabilitation Education Program members will assess prospective counselors'-in-training:

- Career goals
- Aptitude for graduate-level work
- Potential ability to form relationships
- Respect for multiculturalism

## **Acceptance**

If their application is accepted, counselors-in-training will be admitted as either full standing or conditional standing. Counselors-in-training who are in full standing may register for classes and must follow the guidelines outline in this handbook. If, after being accepted to the program, a student exhibits unprofessional conduct, faculty members may rescind he or his acceptance into the program. All faculty decisions are final.

## **Commitment**

Applicants who are accepted into the Counseling and Rehabilitation Education Program must commit themselves to their professional and personal growth. This level of commitment requires counselors'-in-training utmost attention, thus faculty members most not allow counselors-in-training to be enrolled in another program outside of the Counseling and Rehabilitation Education Program.

## **Agreement**

Upon acceptance into the program, counselors-in-training are required to read and sign the agreement located in Appendix H and submit it to the program office manager. This agreement confirms that counselors-in-training have read the *Counseling and Rehabilitation Education Master's Program Handbook* and agree to adhere to the policies included. Failure to sign and submit to agreement may results in disciplinary action.

## **New Counselor-In-Training Orientation**

In August of every year, the Counseling and Rehabilitation Education Program faculty members will hold a new counselor-in-training orientation. It is mandatory that counselors-in-training attend this even, as faculty members will discuss the handbook, outline professional and ethical expectations, and review licensure/certification options.

*\*A timeline of important events and deadlines can be found in Appendix B.*

## **ADVISING**

Upon admission to the program, counselors-in-training are assigned to Counseling and Rehabilitation Education faculty advisors for the duration of their time in the program. Advisors assist students in developing their professional identity, developing their research interests, assisting with selecting Internship sites, and responding to other student needs that may arise.

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The advisor does not relieve the counselor in training of his or her responsibility for meeting program requirements, including university and graduate school procedures. Consultation with an advisor can assist a student in eliminating problems that could delay successful completion of the program.

A counselor-in-training who wishes to change advisors is expected to discuss this change with his or her present advisor and must be accepted by the new advisor.

## **REGISTRATION**

After being accepted into the Counseling and Rehabilitation Education Program, counselors-in-training should register to receive credit for courses. Information regarding registration is available through the Registrar and schedules can be obtained from the program academic assistant.

### **Coarse Load**

The Graduate School policy states that 9 graduate semester credits constitute full-time master's-level graduate study. Furthermore, the program considers 3 credits of internship to be full time. Counselors-in-training should follow the course rotation for their respective track. Counselors-in-training course loads should be determined by their ability and time availability. It is important to remember that graduate school courses can require extensive reading and research.

### **Transfer Credits**

Counselors-in-Training may request to transfer up to 12 credit hours earned in another SIUC graduate program or as an Undeclared graduate student. A Counselors-in-Training must be accepted into the Counseling program to earn the remaining hours, even if the student took more than 12 credit hours at SIU prior to their application. Please note that fewer than 12 hours may qualify (depending on factors such as grade received, when taken, and what course). The number of credits (between 0 and 12) accepted will be determined by the program faculty. Counselors-in-Training from non-CACREP programs who wish to transfer will be subject to a syllabus/transcript review to determine which, if any, courses will be accepted as transfers. In any event, no transfer courses may include practicum and/or internship courses and hours.

### **Continuous Enrollment**

Counselors-in-training are expected to maintain continuous enrollment. Counselors-in-training who return to the program within one year of withdrawal are not required to reapply for admission, but they should obtain approval from faculty. Counselors-in-training who have not taken classes for two years must apply for readmission and are subject to any new program requirements.

## **FINANCIAL RESOURCES**

### **Financial Aid**

Students are encouraged to meet with their advisors to discuss financial aid options. Financial aid information can be found on the SIU website at:

<https://fao.siu.edu/>

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## **Graduate Assistantships**

Graduate assistantships are available through various academic departments and offices throughout the campus. The Counseling and Rehabilitation Education program offers (HOW MANY). However, they typically are not available for first-year students and doctoral students are preferred. There are two ways to learn about available positions. A counselor-in-training can learn about them is directly from departments by searching the SIU website. Counselors-in-training are also encouraged to discuss their options with their advisors. Students who secure graduate assistantships must maintain a 3.0 or better GPA and register for at least 5 graduate credits in the Fall and Spring semesters and 3 graduate credits in the Summer semester.

## **ACADEMIC EXPERIENCES AND EXPECTATIONS**

### **Methods of Instruction**

Class sizes are kept small (maximum of around 20 students) to ensure more personalized and individualized attention. Clinical courses include fewer students. A variety of instructional methods are utilized in academic courses including, but not limited to, role plays, lectures, readings, presentations, written reflections, group collaboration, experiential exercises, and discussions.

### **Grade Expectations**

Assessment of academic course work will occur through projects, research, class participation, tests, and other assignments deemed appropriate. A grade of “A”, “B”, or “C” is required in all graduate courses; however, students must maintain a “B” or better average (3.0 GPA) in their coursework to successfully enter into clinical experiences. From there, they must successfully pass Practicum and Internship to graduate.

### **Academic Honesty**

The academic community is operated on the basis of honesty, integrity, and fair play. The Counseling and Rehabilitation Education Program follows the standards laid out by the SIU student conduct code. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at <https://isat.siu.edu/undergraduate/academic-dishonesty.php>.

## **CIRRICULUM AND CLINICAL EXPERIENCES**

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

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## **CACREP Areas**

The table below lists the eight CACREP curriculum areas, plus Clinical Instruction, and some of the corresponding courses within each area. A quick glance shows the program's emphases in the areas of Professional Orientation, and Helping Relationships. The program also provides extended instruction in Assessment and Research areas, and advanced training in group work and career counseling (Clinical Instruction). While Counselors-in-Training complete course work in all eight areas, specific courses are dependent on area of emphasis and career goals.

## **Program Coursework**

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

## **Counseling Core**

Regardless of Counselors-in-Training chosen specialization area, all students take 34 credits of foundational coursework, called the 'common core' or 'counseling core.' These courses are designed to aid counseling students in building a professional counselor identity by acquiring the knowledge, awareness and skills necessary for ethical and effective practice. See table below for a current listing of core courses, credits, and total core course credits.

## **Practicum**

Counselors-in-Training must be admitted to the Counselor Education program prior to enrolling in practicum. CACREP requires practicum students to accrue a total of 100 practicum hours, 40 of which must be direct client contact. All practica must be completed prior to enrolling in Internship. Unlike many counselor education programs, the SIU program requires students to take at least two practicum courses, so CACREP requirements are met across more than one class. Students complete practicum in a setting consistent with their career goals. Practicum students are video and audio taped in this setting, receive group and triadic supervision under program faculty, and with site supervisors. Counselors-in-Training may also receive live supervision. A minimum of 20 face to face individual counseling hours is required for completion of the individual practicum.

In addition, Counselors-in-Training must complete a career group practicum. Practicum

Counselors-in-Training serve as leaders for groups of approximately 10 undergraduate students and are given assistance in helping these students develop academic and career goals, and explore the world of work. Students enrolled in this advanced practicum typically accrue approximately 28 direct client contact hours.

## **Internship for Both Specialities**

**Professional Practice Standards:** In accordance with CACREP Professional Practice standards for Internship (2016), students are required to complete a 600 clock-hour, supervised internship in the student's designated program that begins after successful completion of all practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following objectives/requirements:

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**General Internship requirements:**

You will be participating in internship activities consisting of 40 hours per week for 16 weeks or 20 hours per week for 32 weeks at the agency site. A written evaluation of the student by his/her clinical supervisor at the agency, in consultation with the internship coordinator, and one written evaluation of the internship experience by the student must be completed at the end of the student's internship. Both evaluations must be available for placement in the student's file before the grade can be assigned.

**Selection of the Internship Site:**

You and your advisor will explore the type of internship that is a good fit given your developmental needs as a counselor in training, your future and interests. It is expected that your internship will be completed at one site so the choice is an important one. A listing of available internship site with existing MOU's is available at the Counselor Education Clinic Experience D2L site.

**Internship Agreement**

An Internship Agreement serves as a contract between three parties. The Agreement must be signed by the student, faculty supervisor and site supervisor prior to the start of the internship. This form is copied to all parties with the original returned to the department for inclusion in your student's file. It is the student's responsibility to assure that the signed agreement has been made available to the faculty supervisor prior to the start of internship.

**Approval of Internship Site:**

Each site must be approved by the CARE faculty before it can be used as an internship site. Internship sites must hold a current Memorandum of Understanding (MOU) between the agency, the Rehabilitation Institute and Southern Illinois University. Occasionally, seeking an internship outside of the immediate area is necessary. Special approvals and arrangements need to be made for distance supervision. If you have no alternative but to do internship outside the Carbondale metro area you must first discuss this with your faculty advisor, well in advance of the start of internship. Remember, a Memorandum of Understanding which is a formal contract must exist between the site and the University. This process takes at least one or two months, not a few days, so calculate this time into your own plans.

The advisor then takes this request to the CARE faculty for review and discussion. If approved, you will be asked to submit a formal written request to their advisor who in turn will bring the request to the CARE faculty for a decision. The written request must include 1) the name and address of the site; 2) the name, title, address and professional qualifications of the individual who has agreed to serve as the student's site supervisor; and, 3) a description of the population the site serves, as well as a general description of the agency (brochures or pamphlets describing the agency should be submitted whenever possible). The advisor will then contact the site for information on its activities, training potential, overall plan for internship, and qualifications of supervisors. When this information is received, it will be reviewed by program faculty for approval as an appropriate site for the student.

Some students elect to complete their internships at their places of employment (if employed at an approved facility). Approval of the program faculty is required for all such internships. Special arrangements and agreement will be made to assure that you are obtaining counseling experience that is different from your work responsibilities. For example, accommodations for a disability, a desire to focus on a specialized population,

greater exposure to new clientele, or participating in more extensive or specialized supervision (e.g. Videotaping of counseling sessions). As noted above, if you require a specialized internship setting it is critical that you begin discussing this with your faculty advisor in advance of the start of internship.

### **Internship Credit:**

Internship is credited for eight semester hours. The student **will not receive a grade** until the agency supervisor's evaluation and the student's evaluation of the experience have been received by the Internship Coordinator.

### **Agency Supervisor Qualifications:**

The onsite supervisor is defined as that individual responsible for the supervision of the intern at the work setting. The responsibilities may vary from program to program. However in all cases the onsite supervisor arranges for adequate facilities, provides a general orientation to the setting, participated in student evaluations, provides onsite supervision, and meets with the faculty supervisor to assess the students' progress and plan further experiences.

On site supervisors must hold a Master's Degree in Counseling or a related field. Ideally they would hold state licensure and professional certifications in counseling or related fields. Supervisors must have 2-3 years of experience relevant to the work conducted in the setting. It is recognized that there is substantial diversity of settings and levels of staff preparation within. Equivalent credentials and expertise relevant to the internship experience are considered on an individualized basis.

### **Faculty Supervisor Responsibilities:**

The faculty supervisor will engage counselor education program faculty and other qualified professionals to provide professional development opportunities to site supervisors. A written supervision agreement will be prepared and reviewed with the site supervisor and the student. This document defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. The supervision agreement must detail the format and frequency of consultation to monitor student learning.

### **Internship Site Responsibilities**

Provide interns with an orientation to staff procedures, agency structure and required report writing within the internship site. It is suggested that an opportunity for community field site visits be arranged with referral sources and contacts, and in service training activities be included in activities.

Provide the intern adequate space and resources to perform internship duties

Provide the intern with two hours per week of direct supervision, preferably on a prescheduled basis. This hours should include one hour of individual supervisions and one other hour which may be in a group format or with other appropriate agency staff.

Provide meaningful professional experiences with a broad range of persons with varying needs. If possible these assignments should include intern involvement from referral status through plan development, counseling, implementation of interventions and potentially closure.

A minimum of 50% of intern time should be spent in direct client service wither in person or online.

The remainder of time should be spent in other professional activities which meet the needs, competencies and interests of the intern.

Provides opportunities for professional growth and development.

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Participate in triadic supervision with the faculty supervisor and student

Provide a written evaluation of the intern's development and progress at mid-semester and at the end of the semester, using the form provided by the faculty supervisor. In addition at the end of the semester, if appropriate, the supervisor is expected to provide the student with a letter of documentation and reference. This letter should document the objective nature of the placement, hours per week in placement, types and number of clients served, types of services and a qualitative, evaluative summary of the student's strengths and areas for future growth. This letter will be placed in the student's internship file and is intended to potentially serve as a letter of reference for the student at some time in the future.

### **Field Experience Readiness**

To be eligible to participate in field experience (both practicum and internship), students must:

- Be actively enrolled in the university and in good academic standing.
- Have completed all core coursework, in accordance with the appropriate program of study (students must complete practicum prior to internship).
- Have satisfactorily completed Practicum
- Have a formal evaluation of counseling skills completed by program faculty within 2 years of the start of the field experience (1)
- Have satisfactorily completed any student support plan(s), when applicable (2)
- Receive a formal approval letter from the CARE faculty for the current field experience.
- Carry individual professional liability insurance for the duration of enrollment in field experience.
- Be able to commit fully to the requirements of the field experience.

**To be eligible to participate in field experience, students must not:**

- Drop or withdraw from prerequisite coursework immediately prior to enrollment in a field experience course.
- Earn an incomplete grade in prerequisite coursework immediately prior to enrollment in a field experience course.
- Plan time off for vacations or other commitments during enrollment in field experience.
- Make any changes to field experience plans (including site and/or site supervisor) without approval of the CARE faculty

(1) Student skills are evaluated by faculty throughout their participation in the program, and formally evaluated .....*name the times they are evaluated*

(2) Faculty members and program leadership reserve the right to postpone clinical instruction to evaluate and establish student competency. Please refer to \_\_\_\_\_ of the handbook for more details on the issue of student competency.

### **Specific Intern Responsibilities:**

Apply the knowledge and skills acquired during academic and practicum education

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Observe the same general office policies and guidelines as other professional staff at the agency, or as specified by the agency supervisor.

Maintain the dress code, personal cleanliness, and personal appearance consistent with the professional office expectation of the internship site.

Understand that they are representing the University and the counseling program at all times. You will conduct yourself within the ethical standards of the profession, with a professional attitude and discretion.

Maintain a weekly log of their activities in the internship utilizing the log sheets provided. This internship documentation should be done once weekly and log sheet are to be submitted monthly to the faculty supervisor for review and verification. Log sheets must be initialed by the site supervisor. These logs will become part of the student's permanent record to verify clinical training received.

The intern will have an individual supervisory session with the faculty supervisor bi-weekly. These are to be arranged individually and may occur in person, by phone or via teleconference.

The intern will initiate these consultations with the faculty supervisor. The intent of this supervision is to review the intern's experiences and to address any areas in which the intern wishes assistance in dealing with a clinical issue. It will be the intern's responsibility to provide whatever clinical products are relevant to the faculty supervisor to assist in the consultation. The intern will maintain log sheets to document supervision received by the faculty supervisor. These logs will become a part of the student's permanent record to verify clinical training received.

### **What you must submit to the faculty supervisor prior to beginning internship:**

At the start of the semester, students must submit

1. Proof of professional insurance
2. Proof of membership in professional organization
3. Documentation of cleared background
4. Internship Agreement forms signed by site supervisor

Professional disclosure statement. *Transporting Clients:* Practicum Counselors-in-Training may not, under any circumstances, drive clients/students at any time. Although internship Counselors-in-Training are expected to function in the role of counselors at their internship placement, one exception to this is driving clients/students. For liability purposes, Counselors-in-Training interns are NOT to drive any clients/students at any time while an internship Counselors-in-Training at SIU. There are absolutely no exceptions to this statement.

### **Supervision**

Learn to ask for and receive feedback from your supervisor and peers. Becoming a professional counselor requires development of knowledge and refined skills. This is a gradual process which is supported through practice and continuous feedback. Receiving feedback will help you differentiate between strengths and areas for improvement and understand your progress toward becoming a professional counselor.

### **Thesis Option**

Counselors-in-Training who wish to take the thesis option can enroll in 3-6 hours of thesis with a research advisor of their choice and at that research advisor's discretion. If you are interested in completing a thesis, it is advisable to begin discussing this early on in order to facilitate timely completion of the program. You may approach a faculty member whose research interests align closely with your own area of interest and request them to work with you. Contrary to common thought, a thesis option is not only for students who wish to pursue

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a doctoral degree, but also provides a great opportunity to develop research skills that are helpful in many work settings.

## BACKGROUND CHECKS

In order to take CARE 548B (Individual Counseling Practicum) or CARE 591 (Internship in Counseling), Counselors-in-Training are required to complete a Criminal Background Check. SIU is no longer legally able to require school counseling Counselors-in-Training to submit to a criminal background check. However, individual school districts often require criminal background checks for individuals working in schools (check with YOUR practicum/internship school placement district for details).

The following procedure has been established to ease this process.

- 1) Pick up a fingerprinting packet (form and instructions) from the main office in Wham 223.
- 2) Complete the “Fingerprint Applicant Form.”
- 3) Take the completed “Fingerprint Applicant Form” to an authorized Accurate Biometrics Office to be fingerprinted. You can find more information on [www.accuratebiometrics.com](http://www.accuratebiometrics.com) about fingerprinting dates in Carbondale as well as related fees.
- 4) Upon completion of the fingerprinting, you will be given a receipt for each transaction and directions on how to obtain your FBI background check from the Accurate Biometrics website. It is your responsibility to print your test results from the Accurate Biometrics portal within 14 days.
- 5) Bring a copy of your results to Dr. Asner-Self. It is strongly suggested that Counselors-in-Training make multiple copies as they are required by your practicum and internship instructors. Please note that although a copy is placed in your file, it is your responsibility to provide practicum and internship instructors with your results.
- 6) You are advised to begin this process early. Unforeseen delays can hinder your ability to register for classes.

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

## COMPREHENSIVE EXAMS

All students are required to pass the Counseling Comprehensive Examination (CECE) administered by the Counselor Education faculty on the fifth Friday of every semester in order to graduate. Counselors-in-Training are responsible for signing up for comprehensive exams **no later than the third week of the semester**. Forms are available from your advisor. Counselors-in-Training complete the request form and obtain a signature from

their advisor. Counselors-in-Training taking the CECE should be no more than 9 credits from completion of their masters' program AND must have all core course work completed.

The exam is given the fifth Friday of the semester in Wham 219 beginning at 8:00 a.m. and ending at noon. It is a multiple choice exam and students must answer 60% or more of the 200 questions correctly in order to pass the exam. If circumstances require, exam may be taken in D2L, using the Respondus browser lockdown. There are exam prep materials that apply to both the program exam and the National Counselor Exam.

In the case where a Counselors-in-Training does not pass the comprehensive exam, she or he may petition the faculty in writing to retake the examination the following semester. The petition should include reasons why the Counselors-in-Training believes she or he would be successful retaking the comprehensive examination. This petition is due to the faculty no later than the 9<sup>th</sup> week of the semester in which the Counselors-in-Training failed the comprehensive examination.

In the extremely rare case in which a Counselors-in-Training fails the comprehensive examinations twice, the student fails to complete the Master's degree. The Counselors-in-Training may petition the faculty for an alternative form of evaluation once. Whether either petition is granted is at the discretion of the faculty. Note that the Comprehensive exam is separate from the National Counselor Exam.

## NATIONAL COUNSELOR EXAM (NCE)

Counselors-in-Training completing a program in Counselor Education at SIU are eligible for to take the examination to become a Nationally Certified Counselor (NCC). This certification gives national recognition to counselors who meet recognized professional standards. The NCE is required for licensure in the state of Illinois as well as in most other states. Because the SIU Counselor Education programs are CACREP accredited, we are able to offer the examination on campus for graduating Counselors-in-Training during Fall and Spring semesters. The National Board for Certified Counselors

(NBCC) requires a faculty endorsement for each Counselor-in-Training who applies to take the National Certification Exam (NCE). This endorsement indicates that this Counselor-in-Training is within six hours of completing the program, has met minimum standards of professional development, and that the faculty have no reservations about the Counselor-in-Training application for certification.

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

## CERTIFICATION AND LICENSURE

*We recommend you keep a copy of every syllabus from every course you take while at SIU in the event a certification or licensure board requests a review. The faculty are not responsible for maintaining your syllabi.*

### Illinois Counselor Certification

Licensure is available in Illinois as a Professional Counselor (LPC), Clinical Professional Counselor (LCPC), and Licensed Marriage and Family Therapist (LMFT). Educational requirements for licensure as LPC and

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LCPC in the state of Illinois can be met by completion of an appropriate SIU Counselor Education program at the time of this printing. **HOWEVER: Licensure is a legal issue and is in the State's purview. At times the State will change the licensure laws.** Visit the state licensure website at <http://www.idfpr.com/dpr/WHO/prfcns.asp> for current licensure information. **Counselors-in-Training are responsible for checking State licensure themselves to make sure they have all requisite coursework.**

## **Illinois CADC Certification**

Certification as an alcohol and drug counselor (CADC) may be obtained by completing the core curriculum plus an additional 12 hours of course work through the Rehabilitation Institute and appropriate clinical experiences within COUN 591. Interested Counselors-in-Training should contact the Rehabilitation Institute for additional information.

## **ENDORSEMENT POLICY**

Areas of emphasis are specifically and carefully designed to prepare graduates who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counselor education graduates will be given only for professional positions and position levels appropriate to the respective areas of emphasis completed by graduates.

## **PROFESSIONAL LIABILITY INSURANCE**

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

## **PROFESSIONAL ORGANIZATIONS**

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

1. receiving professional publications.
2. being entitled to reduced membership rates and reduced registration rates for professional meetings.
3. becoming eligible for member services such as professional liability insurance, legal defense fund, library resource use, and so forth.

4. having a method of involvement with activities and issues directly or indirectly pertinent to their profession.
5. becoming affiliated with other professionals having interests and areas of expertise similar to the Counselors' in-Training.
6. maintaining currency in the knowledge, practice, and research findings in the field

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

## **ANNUAL STUDENT REVIEW AND ON-GOING ASSESSMENT**

Counselors-in-Training academic and professional performances are assessed throughout their time in the program. Faculty regularly communicate with one another regarding individual Counselors-in-Training performance, as part of best practices in instruction, professional development and gatekeeping. As counselors-in-training, Counselors-in-Training are expected to conduct themselves in a manner that is congruent with the role of a professional counselor. This includes presentation of self on and off campus, all forms of communication, including in person and electronic, on-line presence, and overall comportment.

Faculty also conduct a formal annual review of all Counselors' in-Training, at minimum at the one-year point in students' course of study. Counselors-in-Training are assessed on 5 criteria: cumulative graduate GPA; personal and social maturity; interpersonal relations; written and oral communication skills, and professional and ethical conduct. Counselors-in-Training must obtain a minimum average rating of satisfactory (3) in each of the assessment areas. *Satisfactory* Counselors-in-Training performance at the one-year review must be supported by two-thirds of the graduate faculty for program continuation. Following the annual review, Counselors-in-Training receive a letter informing them of the results of their assessment. Counselors-in-Training receiving less than satisfactory scores in any area will be given the opportunity to develop a remediation plan with their advisor except in situations requiring more immediate action, such as removal from client contact and/or the program.

If at any point in a Counselor-in-Training's program, a serious form of unprofessional behavior has occurred, remediation may not be an option. Counselors-in-Training can be removed from the program for unethical or unprofessional behavior, regardless of academic standing. If a Counselors-in-Training is believed to be in violation of ethical or professional behavior that threatens client welfare, the student will be prohibited from seeing clients. All persons involved with the Counselors-in-Training practicum or internship will be immediately informed of the decision.

## **COUNSELOR-IN-TRAINING REMEDIATION**

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

1. The faculty advisor meets with the Counselor-in-Training and offers suggestions for changes in the Counselor-in-Training's behavior.
  - a. The faculty advisor monitors and keeps records of academic performance or inappropriate/unbecoming professional behaviors and actions discussed with the student.
  - b. The Counselors-in-Training writes a summary of the concern that was addressed.
  - c. Faculty monitor and keep records of the Counselors-in-Training progress in classes and professional settings as part of their review function.
2. The advisor summarizes the collective faculty evaluation in a letter to the Counselor-in-Training. To the extent possible this evaluation provides objective data based on didactic and clinical class performance and related behavioral observations. Should personal inadequacies be noted, a prescription for remediation may be provided which includes changes in behavior expected and time limits for remediation. A meeting between the advisor and Counselor-in-Training is scheduled to discuss accomplishing and monitoring the plan. Failure to comply with remediation steps may result in termination from the program.
3. At the meeting between the advisor and Counselor-in-Training, the Counselor-in-Training countersigns remediation plans and both parties initial the agreed upon modification. When remediation entails performance in particular clinical skills (perhaps test interpretation) or general skill courses (like practicum) the Counselor-in-Training is given an opportunity to select who will supervise him or her with that faculty member's concurrence. If the Counselor-in-Training does not agree with the remediation plan he or she has two (2) weeks to prepare a written reply to the advisor who takes this reply to the next Counselor Education faculty meeting.
4. The faculty has responsibility to review the Counselor-in-Training's reply to the remediation plan and to either revise the plan and return to Step #2 or move forward to the next step.
5. If there is insufficient improvement within the advisor-Counselor-in-Training's agreed-upon time period, the faculty advisor initiates a more formal review by requesting in writing that the Counseling and Rehabilitation Education Coordinator appoints a hearing committee. The Counselor-in-Training sent a copy of this letter.
6. The Counselor Education Coordinator appoints a hearing committee composed of the advisor and two additional faculty members, one of whom shall be in the Counselor Education specialty area. In the event an incident has occurred that places the advisor or a faculty member in conflict with the Counselors' in-Training, that faculty member will not be assigned to the committee. With formal appointment of this committee, the Counselors-in-Training is informed in writing of the committee membership, and when and where the hearing will be held. The Counselors-in-Training has two weeks to prepare his or her side of the case and submit pertinent written information to the chair of the hearing committee. After interviewing the Counselor-in-Training and reviewing pertinent documents, the hearing committee is to determine: (a) if the presenting problem has been resolved, (b) if there are additional actions needed, or (c) if the Counselors-in-Training shall be dropped from the program.
7. The hearing committee writes a report including recommendations or decisions and forwards the report to the Counseling and Rehabilitation Education Coordinator.

8. This report is reviewed by the faculty group initially responsible for the yearly Counselor-in-Training review.
9. When the faculty has acted upon the hearing committee's report, the advisor or Coordinator writes to the Counselor-in-Training to convey recommendations and/or decisions.
10. If the Counselors-in-Training wishes to appeal the faculty decision, he or she may submit in writing to the Department Chair a request for a grievance hearing following departmental grievance procedures as detailed under Grievance Policy and Procedures within the SIU Graduate Catalog.

If the faculty believe formal actions are immediately needed, the review procedure may move directly to step six for a formal hearing with the student. Lack of participation in this hearing by the student shall result in removal of the student from the program.

## **DEPARTMENTAL GRIEVANCE PROCEDURE**

Graduate students at SIU have the right to appeal for redress of grievance through established channels. Grievance policy and procedures are detailed in the SIU Graduate Catalog which serves as the primary communication of Graduate School regulations. Graduate students considering this option should become knowledgeable of pertinent policies and procedures in the catalog. Information on initiating a grievance follows:

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

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

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

## **PLAGARISM STATEMENT**

Submitting the work of others as their own, submitting previously submitted work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grades in the specific assignment to expulsion from the program depending on

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the severity of the offense. Refer to SIU Student Handbook for further clarification. If you are unclear about what constitutes plagiarism (intentional or unintentional), you are encouraged to go to the Writing Center to obtain more information.

## **DISABILITY STATEMENT**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. Disability services are located throughout the University in integrated settings. DSS provides centralized coordination and referral services. In order to utilize DSS services, students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing Disability Accommodation Agreements. For more information, visit <http://disabilityservices.siu.edu/>.

*Students are responsible for identifying themselves to DSS, for providing documentation, and for requesting accommodations. DSS staff try to be available on a walk-in basis, but students may ensure prompt attention by calling ahead for appointments.*

## **STUDENT RESPONSIBILITY AND RESOURCES**

Counselors-in-Training begin graduate studies with different experiences, strengths, goals, and timelines for the program. For such reasons, the pace for completing classes will vary. Items for consideration and examples of course sequences follow:

1. Consider responsibilities outside of school such as work, assistantship, and family when deciding on course load. The first semester requires adjustment to graduate studies; you may wish to have fewer courses.
2. Leave time in your schedule for professional organization activities and attending conferences like ICA, NCACES, ASGW, ASCA, and ACA. Counseling can be a very isolating and difficult profession. Learn to mix with those professionals who have gone through fire and still love what they do!
3. Become familiar with program objectives and curriculum requirements.
4. Assess your writing skills, knowledge of APA style (6th ed.), and use of word processing computer programs. Graduate studies require quality writing; build these skills as soon as possible. The Writing Center (453-6863) offers assistance with writing skills.
5. Become familiar with Morris Library and computer search methods. The Library provides workshops on a regular basis.
6. Disability Support Services are available at <http://disabilityservices.siu.edu/>.
7. As a Counselor-in-Training, areas that challenge you in life and ultimately have an impact on your counseling may arise. Counseling services are available at the university's Clinical Center 453-2361, the Counseling Center at 453-5371, and the Wellness Center at 536-4441.
8. Select a general research area during your first year of study. Build your knowledge of the literature in this area while meeting requirements in other courses. Although students typically enroll for Thesis credit hours near the end of their program (if completing a thesis), the work should begin much earlier. Many students have found their graduation delayed due to research thesis requirements.

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9. Counselors-in-Training must be admitted to the Counselor Education program prior to practica enrollment.
10. While Internship in Counseling (CARE 591) can be completed over one semester, students are ***required*** to enroll over two semesters to ensure coverage. Enrollment in CARE 591 in the spring and fall semesters requires that the student is present for the entire course/semester regardless of whether all hours have been fulfilled. As you think about program completion, it is important to consider your development as moving toward program objectives and future roles as a counselor, rather than mere completion of courses.
11. Counselors-in-training are required to obtain an SIU e-mail account as soon as they begin the program. Notifications of program changes as well as other departmental correspondence will be conducted via e-mail.
12. A students-only listserv is maintained by current CSI leaders. The listserv is a useful method of communication between current students and graduates. Contact your CSI leadership to join!
13. Membership in the American Counseling Association is required for all students in the program. ACA membership and student liability insurance can be obtained at [www.counseling.org](http://www.counseling.org), and will be verified during all clinical courses.

## **ADDITIONAL INFORMATION**

### **FACULTY AND KEY PERSONNEL**

### **APPEDICES**

**Appendix A: CACREP 2016 Standards**

**Appendix B: Timeline**

**Appendix C: Curriculum**

**Appendix D: Course Sequencing**

**Appendix E: Course Rotation**

**Appendix F: Informed Consent Regarding Client Services**

**Appendix G: Petition for Internship**

**Appendix H: Student Agreement**