

RADFORD UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION

THE BLUE BOOK: A STUDENT MANUAL 2020-2021



TABLE OF CONTENTS

Welcome.....	3
General Information.....	4
Our Mission Statement.....	5
Our Philosophy.....	6
Diversity in Counselor Education.....	6
Social Justice Advocacy.....	8
Programs of Study in Counselor Education.....	11
Areas of Concentration and Professional Specialization.....	11
Admission Requirements	12
Program Enrollment.....	13
New Student Orientation.....	14
Candidacy and Continuous Assessment of Competence.....	14
Graduate Writing Requirement.....	14
Formative Competency and Continual Assessment for Student Development.....	15
Application for Candidacy.....	16
Comprehensive Examination Policies and Procedures and Thesis Option.....	17
Plan for Improvement and Continual Evaluation.....	19
Administrative Due Process.....	19
Suspension and Termination from the Program.....	19
Grading System and Grade Appeals.....	21
Master of Science in Counselor Education.....	22
Program Requirements.....	22
Graduation with Multiple Specialization Areas.....	23
Practica and Internship Policies and Procedures	24
Application for Internship.....	26
Professional Liability Insurance.....	27
Graduation Information.....	28
Professional Endorsements, Licensure, and Certification.....	29
Professional Organizations.....	35
Faculty and Staff.....	38
Course Descriptions and Prerequisites.....	43
Course Sequencing.....	51
Program of Study.....	53
Appendices.....	55
Appendix A: Timeline of Graduate Studies.....	56
Appendix B: Radford University Academic Calendar.....	59
Appendix C: Plan for Improvement.....	60
Appendix D: Criteria for Professional Performance.....	63
Appendix E: Organizations.....	69
Appendix F: Library Services.....	71
Appendix G: Desire to Learn (D2L).....	72
Appendix H: Class Information, Expectations, Protocol and Civility.....	73
Appendix I: Plagiarism Policy.....	79
Appendix J: Counselor Self-Care.....	80
Appendix K: Counseling Services for Students.....	85
Appendix L: Sample Letter of Candidacy.....	87
Appendix M: Application to Take Written Comprehensive Examination.....	88
References.....	90

Welcome!

August 2020

Greetings Counselor Education Students:

A warm welcome to you as you begin a new year as a member of the Department of Counselor Education.

You are entering a profession that is stimulating, dynamic, fluid, changing, growing, and immensely challenging. The path of becoming a counselor is one filled with frequent challenges and abundant joys. It will challenge you as a student, but of equal importance it will challenge you to become more than who you thought you could ever be.

It is our sincere hope that you are entering the program, and the counseling profession, with a desire to make a commitment and create a vision of who you can become. Ours is a profession filled with infinite possibilities. The prominent theorist and therapist Carl Jung said, *"Your vision will become clear only when you look into your heart. Who looks outside, dreams. Who looks inside, awakens."* It is hoped that you are confronted with challenges that will stimulate you to see others and yourself with increased clarity.



This is only the beginning. The journey of self-discovery, skill development, and increased awareness will serve as the foundation of all that will follow. The department faculty and staff are prepared to serve as guides on this magical, often mysterious, journey you are embarking on. You will have much to receive and will have much to contribute: to yourself, each other, and the profession.

Cultivate and nurture all the opportunities and possibilities that lie ahead for you. Now, here, be in this moment. We invite you to read the pages of this manual thoroughly and carefully. According to Ralph Waldo Emerson: *"To finish the moment, to find the journey's end in every step of the road, to live the greatest number*

of good hours, is wisdom.” Discover your inner wisdom and you will have an internal compass to guide you in the direction of all you have ever imagined for yourself.

Thank you for becoming a part of Radford University’s Counselor Education program. We are pleased to have you become a member of our vibrant and exciting community.

In kindness...

The Department of Counselor Education Faculty and Staff

GENERAL INFORMATION

The Master of Science in Counseling and Human Development

The Radford University Program in Counseling and Human Development offers graduate education at the master’s degree level for students interested in becoming professional counselors in schools, colleges, and community agencies. Our two concentration areas were initially accredited in 1996 by the Council for Accrediting Counseling and Related Educational Programs (CACREP), a national professional accrediting agency. CACREP reaccredited the program in 2012 in Clinical Mental Health Counseling and School Counseling. The two programs were accredited on two separate campus sites, including the Radford University campus and the program’s extended education campus site at the Southwest Virginia Higher Education Center in Abingdon, Virginia.

The program was also accredited by the Southern Association of Colleges and Schools (SACS) in 2003, National Council for the Accreditation of Teacher Education (NCATE) in 1993, 2004, and 2013 and the Virginia Department of Education (VDE) in 1993 and 2004.

National, regional, and state accreditations and certifications achieved by the department designates that the program offers the highest quality professional education available in the counseling profession.

OUR MISSION STATEMENT

Radford University's Department of Counselor Education prepares emerging counselors through an experiential, contextual, and systemic curriculum, infused with foundational and current counseling-related research, and clinical and outreach activities. The program is designed to help students develop a strong counselor professional identity through ethical and competent practice as well as expand self-awareness. Students serve as Professional School Counselors in K-12 public schools' settings and Professional Mental Health Counselors who practice in community agencies and other clinical mental health settings.

Objectives

Toward meeting the mission, the Department of Counselor Education has the following objectives:

1. Recruit qualified applicants with focus on the inclusion of qualified candidates from diverse and underrepresented populations, (e.g., racial, ethnic, sexual orientation, disabled, economic minorities, etc.);
2. Provide experiences that inform and facilitate professional identity through personal and professional growth;
3. Teach the effective application of legal and ethical standards of clinical practice;
4. Assist students in developing multicultural counseling competencies (e.g., awareness, knowledge, and skills) to meet the needs of a pluralistic society;
5. Teach the core counseling skills, techniques, and strategies that are foundational to the helping process;
6. Contribute to the counseling profession through professional membership, participation in conferences, and participating in advocacy and social justice initiatives;
7. Maintain CACREP and NCATE accreditation;
8. Evaluate the program through recommendations from program faculty, current and former students, advisory board, and additional stakeholders and analysis of critical data derived from student learning outcomes.

OUR PHILOSOPHY

The Counseling program at Radford University offers a distinctive blend of courses designed to provide the skills and knowledge necessary for becoming a knowledgeable, thoughtful, skillful, and caring counselor. The program is intensely clinical and involves significant student engagement in situated learning or clinical practice.

Emphasis on students' personal and professional growth and development permeates the entire educational process. Didactic and experiential learning components are provided to ensure that students develop a thorough knowledge of the helping process and their personal role as a facilitator of human development and change. An individual style of counseling is developed through a blend of courses, directed experiences, supervised clinical practice and personal growth. This unique combination has proven to be an effective training process for our graduates who seek employment as professional counselors in varied settings or who desire advanced graduate study beyond the master's degree.

The departmental faculty and supervisors mentor students so they may develop into skilled professional counselors who can practice in a variety of school and clinical settings such as: community/clinical agencies, mental health systems, school, educational and academic settings, addiction and substance abuse clinics, and children and family services organizations.

In sum, the department endeavors to instill a strong sense of professional identity, support students in understanding the diversity of perspectives and cultures within the counseling profession, enhance the quality of life in organizational systems, and promote the development of professional counselors who advance the counseling profession and represent and uphold respect for equity, human dignity and social justice.

DIVERSITY IN COUNSELOR EDUCATION

Professional counselors respect the dignity of all persons and are sensitive to the needs of diverse groups in our pluralistic society. The Department of Counselor Education is committed to maintaining a learning community that recognizes and values the fundamental worth and dignity of every person and promotes sensitivity, understanding, and mutual respect among its members. The department encourages and supports individuals in their professional/personal growth and development to reach her/his potential.

The department seeks to cultivate and nurture diversity, believing that it fosters individual sensitivity and awareness, inspires creativity, promotes the exchange of ideas, and enriches the communities in which we live, learn, and work. There is a commitment to the training of students who represent diversity in race, ethnicity, culture, sexual orientation, gender, gender identity, age, religious affiliation, socioeconomic status, and disability.

It is important for counselors, counselor educators, and counselors-in-training to be proactive in their appreciation and understanding of cultural diversity and human rights. Toward this end, the Department of

Counselor Education faculty is committed to facilitating honest and respectful discussions regarding different perspectives pertaining to values and cultural issues.

The therapeutic relationship is foundational to competent clinical practice, and through the therapeutic relationship clients are affirmed and validated. Consistent with the American Counseling Association's Code of Ethics and Standards of Practice, the Department of Counselor Education requires that its students not only commit themselves to, but also develop skills and competencies that respect the dignity and promote the welfare of individuals evidencing diversity in age, color, culture, ethnicity, disability, gender, language, race, religion, sexual orientation, marital status, and socioeconomic status.

The department further recognizes the culturally competent counselor, or counselor-in-training, is one who is actively:

- in the process of becoming aware of his or her own assumptions about human behavior, biases, preconceived notions, and personal limitations,
- attempting to understand the worldview of his or her culturally different clients, and
- in the process of developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different clients.

The Department of Counselor Education supports the Association of Multicultural Counseling and Development's (AMCD) Multicultural Counseling Competencies and expects that its students will commit themselves to an ongoing learning process devoted to increasing knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

In support of our student's commitment to this position, faculty members in the department agree to create and nurture an inclusive learning community and commit to:

- nurturing the holistic development of all students, including their academic, personal, and professional growth;
- developing scholarship and promoting student study, exploration, and research on multiculturalism (e.g., confronting and coping with racism, sexism, ageism, etc.);
- infusing a multicultural focus and examination of socio-cultural and diversity issues into the full curriculum;
- authentically sharing with all students our own experiences of examining cultural boundaries, while supporting the journey of diversity of our students;
- creating classroom environments in which it is safe for all beliefs, attitudes, values, and ideas to be expressed;
- confronting insensitive comments and behaviors; and
- being available outside of the classroom to offer support and encouragement to explore student preconceptions, biases, and personal strengths and/or limitations through a widening lens that promotes deeper enrichment and understanding of her/his worldview.

The faculty members believe that this commitment by students and faculty alike will help to create and support an inclusive culture of learning within the department, the college, and university.

The American Counseling Association (ACA) has explicit policies, standards, and ethical guidelines regarding diversity issues. Counselor Education students will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with respect and tolerance that are the foundation of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to:

- (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting the impact on others;
- (b) contribute to an increased sensitivity on the part of other individuals, groups, or institutions to the barriers to opportunity imposed by discrimination;
- (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

In 2005 ACA revised its mission statement which reflects current awareness of diversity. It states: "The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling *to promote respect for human dignity and diversity*" (italics added), (ACA, 2005).

SOCIAL JUSTICE AND ADVOCACY

Martin Luther King, Jr. once said: "Our lives begin to end the day we become silent about things that matter". His visions and goals were simple, yet awe-inspiring in their scope: the complete freedom of humankind and the removal of injustices. Socio-cultural norms, unjust and unequal laws, and conventional ways of living and being which generally inhibited or prevented these objectives simply had to change. It was through social action and civil disobedience that Dr. King led a movement that changed the world. As counselors, we have a responsibility to follow in his footsteps and make a difference with individuals, groups, families, communities, organizations, political groups, and beyond. We must be socially aware, engaged, and involved.

Social justice holds to the vision that everyone deserves equal economic, political, social, and human rights and opportunities. Counselors aspire to open the gates of access and opportunity for everyone, particularly those in greatest need. Social justice emphasizes issues of oppression, privilege, and social inequities.

The Department of Counselor Education adheres to the belief that counselors have both a professional and personal commitment to actively participate in the effort to improve social inequities. It is an ethical and moral imperative as social change agents to vigorously participate in social justice activities and initiatives. The ultimate goal is to help in the co-creation process of contributing to the development of a more equitable society that provides support for all individuals.

Counselors engage in social justice and advocacy when they serve as leaders in their local schools, work for systemic change, challenge prevailing assumptions that are not inclusive, work collaboratively, encourage and empower grass roots groups, promote conflict resolution and peaceful solutions, advocate and provide a voice for those who are unable to speak for themselves, and become politically active, whether that takes the form of writing letters supporting a cause, working with policy makers, or engaging in peaceful demonstrations.

Socio-cultural environments affect the experiences and issues clients have and ultimately impact their ability to cope effectively and respond to what is confronting them. Counselors for Social Justice (CSJ) developed a position statement on the infusion of advocacy competencies into counselor education programs and counseling in general, “oftentimes social injustices, marginalization and oppression in the forms of racism, sexism, ableism, classism, heterosexism, size-ism, ageism and in equitable distribution of power, inequitable access to resources and inequitable access to participation function as significant causal factors in the development of clients’ presenting problems.” It is therefore the counselor’s responsibility, as an agent of social change, to help the client both from a therapeutic perspective and social justice position.

According to the *Counselors for Social Justice* website (<https://counseling-csj.org/>) social justice counseling “represents a multifaceted approach to counseling in which practitioners strive to simultaneously promote human development and the common good through addressing challenges related to both individual and distributive justice.” It takes a personal commitment to live a life that supports and promotes the four critical principles that guide our work; equity, access, participation, and harmony.

It is incumbent upon each student to cultivate a set of personal principles, ideals, beliefs, and actions to foster a commitment to social justice. Lee (2007) has recommended that counselors read and become familiar with the following four documents which “embody the essence of social justice ideals and principles”:

- the Universal Declaration of Human Rights adopted by the United Nations (United Nations, 1948);
- the American Counseling Association (ACA) Code of Ethics (2014);
- the advocacy competencies developed by the Counselors for Social Justice division of ACA (Lewis, Arnold, House & Toporek, 2003);

- the multicultural counseling competencies developed by the Association for Multicultural Counseling and Development of ACA (Sue, Arredondo & McDavis, 1992).

Social justice is an essential part of counseling. Learn about it, understand it, and discover how you can make a difference in the lives of those you touch.



PROGRAMS OF STUDY IN COUNSELOR EDUCATION

Areas of Concentration and Professional Specialization

The curriculum has a basic core of academic courses that introduces the student to human growth and development, counseling theory, and professional issues in counseling. A second part of the curriculum offers a blend of specific courses directed toward understanding the counseling knowledge base and thoughtful application of this knowledge in self-development and clinical practice with clients. Finally, the curriculum focuses on the integration of knowledge, skills, and abilities. The following describes areas of program specialization in two concentrations: Clinical Mental Health Counseling and School Counseling.



SCHOOL COUNSELING

The school counseling program consists of 48 credit hours of courses in the Counselor Education Department, including three hours of electives to be approved by the faculty adviser. The school counseling program educates and trains students to become knowledgeable, thoughtful, and skillful counselors in school settings (K - 12). The curriculum includes core courses that introduce the student to human growth and development, counseling theory, professional issues in counseling, and consulting skills. A blend of other courses is more specifically directed toward continued development of school counseling knowledge and thoughtful application of this knowledge in self-development and clinical practice. Finally, the curriculum focuses on the integration of knowledge, skills, and abilities. Licensure as a Virginia school counselor requires that the candidate have a master's degree from a state approved program in counseling. The school counseling concentration requires 48 semester hours of course work and is CACREP accredited. It prepares students for state licensure as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels.

CLINICAL MENTAL HEALTH COUNSELING

The clinical mental health counseling program is a 60-credit hour CACREP accredited program designed to provide knowledge, skills, and abilities necessary for counselors to work in a variety of community settings, including mental health centers, hospitals, residential treatment facilities, substance abuse programs, couple and family clinics, career counseling agencies, social service agencies, and employee assistance programs in business and industry. Students enrolled in the clinical mental health counseling option are required to take 60

credit hours within the Department of Counselor Education. Through course work, practica, and clinical internship placements, students may prepare to practice as a:

- Licensed Professional Counselor
- Private Practitioner
- Community Mental Health Counselor
- Clinic or Hospital Counselor
- Career Counselor
- Employee Assistance Counselor
- Gerontology Counselor
- Couple and Family Counselor
- Substance Abuse Counselor

ADMISSION REQUIREMENTS

Admission to the program is competitive and the department values diversity in its student population. Prospective students are selected for the program based on their ability to complete academic requirements of the program, personal qualifications necessary for success in the counseling profession, and appropriateness of professional goals.

The Admissions Committee of the department evaluates academic qualifications and potential for success in the program based on an admissions application portfolio. The admissions portfolio shall include:

- Minimum undergraduate GPA of 2.75 or higher;
- Official transcripts of all prior undergraduate and graduate achievement;
- An admission writing sample essay, limited to 2-3 pages, including a description of the following:
 - reasons for entering the program;
 - insight into applying specifically to the Counselor Education program at RU;
 - personal and professional experiences that influenced the decision to pursue the counseling profession;
 - personal characteristics you believe will contribute to being a successful counselor;
 - discuss what you plan to do with your degree; and
- Three personal reference letters submitted to the Graduate College.

Admissions decisions are made based on an overall evaluation of all stated criteria. Students who minimally meet the criteria for admission may be invited for an interview with program faculty. The purpose of the interview is to obtain additional information in order to make an informed decision. Failure to meet minimum criteria in one area will not necessarily be cause for admissions rejection.

Students admitted to the program on a conditional or special non-degree seeking basis should understand that this status does not necessarily mean that the student will be subsequently admitted as a regular student.

Students admitted to the program should also understand that admission into the program does not mean that they are candidates for the degree. Please read the forthcoming section on Candidacy.

Students are admitted into a program option (clinical mental health counseling or school counseling) based on the department's ability to manage the number of students in each option. Students who wish to change program options must first consult with their advisor and then submit a letter indicating their rationale to the Departmental Admissions Committee for review and acceptance of the request.

SPECIFIC ADMISSIONS PROCEDURES

Each prospective candidate must submit:

1. **Formal Application:** Prior to admission to the graduate program, a completed application must be submitted to the Radford University College of Graduate and Professional Studies that includes official transcripts, 2-3 page statement, and references.
2. **Advisor Consultation:** After formal admission to the Graduate College, students will be assigned an advisor. Initial discussion with student advisors will assist in fall course selection.
3. In the fall semester the student is required to meet with their advisor to complete a formal program of study.

PROGRAM ENROLLMENT

The most desirable approach to obtaining a graduate degree in counseling is full-time resident study. This type of enrollment gives students an opportunity to devote focused time and energy to the important tasks of personal and professional development that is required to become a competent counselor. However, the majority of our students combine their graduate study with current employment and family responsibilities. Although part-time student status means that it takes longer to complete the program, there is the benefit of being able to meet other responsibilities and also receive the advanced degree. Part-time students will need to work in close conjunction with their advisor for scheduling purposes. Either enrollment plan requires that students become personally involved in and responsive to the rigors of graduate education. While the department works hard to provide courses that are scheduled around students' work responsibilities, not all classes and course requirements are available during evenings.

NEW STUDENT ORIENTATION

New Student Orientation

Attendance at orientation is required for all newly admitted graduate students. This orientation is scheduled during the first several weeks of classes beginning each semester. The orientation delineates the program requirements and student obligations for progression in this program, and provides the opportunity to get acquainted with fellow students, faculty, and staff. At the beginning of the spring semester, there is a student re-orientation, which includes group advising, review of approaching deadlines, and an opportunity for faculty to respond to students' questions.

CANDIDACY AND CONTINUOUS ASSESSMENT OF COMPETENCE

Admission to the program does not mean that admitted students are candidates for the degree in Counseling and Human Development. Candidacy is an intervening step between admissions and graduation. All students seeking the Master of Science degree in Counseling and Human Development must apply for candidacy. In addition to candidacy review, students are continuously evaluated in terms of their professional and personal development while in the program.

GRADUATE WRITING REQUIREMENT

A requirement for an introductory course is a 12-page APA research paper. This assignment also fulfills the graduate writing requirement for candidacy in the counseling program (See Application for Candidacy section below). This paper must be evaluated at 80% or better to demonstrate the necessary writing skills for progression to candidacy in the program. Should a student be unsuccessful in this process, a remediation of this research paper must be completed by the end of the following semester. This remediated submission is to be turned in to the student's advisor and must be evaluated with an 80% or better.

CORE COURSES EXPECTATIONS

Students wishing to appeal grades received in courses should refer to the Radford University Procedures for Formal Grade Appeals. These procedures are listed in the Student Handbook and in the most recent Graduate Catalog.

The following courses must be completed with a B or better: COED 610, Human Growth and Development; COED 611, Introduction to Theories and Techniques; COED 612, Professional, Ethical, and Legal Issues in Counseling; COED 614, Group Counseling Theories and Techniques; COED 641, Practicum: Individual Counseling Techniques; and COED 642, Practicum: Group Counseling Techniques. Furthermore, any student receiving more than two C's or lower in graduate courses attempted at Radford University will be dismissed from the Counselor Education program.

FORMATIVE COMPETENCY & CONTINUAL ASSESSMENT FOR STUDENT DEVELOPMENT

The progress of all students is monitored. The progress of students who are identified as experiencing difficulty is discussed continuously at departmental meetings. Students are screened or evaluated at the following stages as they progress through the program:

- At application and admission;
- During or at the completion of each individual class;
- Submission of a Writing Sample;
- Upon submitting a Program of Study;
- Upon requesting Admission to Candidacy;
- While enrolled in skills or techniques classes (COED 611, 641 and 642);
- When applying for an intern placement;
- During and after the internship; and
- The Comprehensive Examination or Thesis.

All graduates of the Counselor Education program must demonstrate knowledge, skills, abilities, and dispositions that meet the highest professional standards. To accomplish that goal, the department has achieved state and national accreditation of its programs in school and clinical mental health counseling.

As students matriculate through programs in the Department of Counseling and Human Development, they are continually evaluated in varying contexts of professional development. These formative evaluations occur at distinct periods in the academic development of a student as noted above.

APPLICATION FOR CANDIDACY

When students have completed nine hours of counseling courses with a grade point average of at least 3.0, and prior to taking additional course work in counseling major, they must apply for candidacy to the counseling program. Candidacy applications must include a writing sample completed in an introductory course. The faculty-evaluated writing sample must demonstrate a minimum 80% grade to qualify for inclusion in the candidacy application.

After consultation with an advisor, students must also submit a completed program of study and a letter of application for candidacy to the Chair (**Sample Candidacy Letter in Appendix L**). The letter should state the student's current GPA and include a program of study designating a specialty or concentration. The program of study should reflect that the student has successfully completed the required nine credit hours of course work.

The following categories will be assessed regarding candidacy:

- I. Graduate grade point average
- II. Quality of writing sample (see Appendix for writing sample)
- III. Applicant's level of comfort and competence in academic endeavors
- IV. Applicant's level of personal awareness and potential for interpersonal effectiveness
 - a. Affective and cognitive development
 - b. Willingness to embrace risks and present themselves in an open manner
 - c. Effective use of self as agents of change in the process of counseling
 - d. Candidate's awareness of the needs of others and their appreciation of the worth, dignity, potential, and uniqueness of each individual
- V. Ability to complete the academic requirements of the program
- VI. Personal qualifications necessary for success in the counseling profession
- VII. Appropriate professional goals
- VIII. Compliance with remedial plans proposed by the faculty
- IX. Writing skills
- X. Personal integrity and commitment to ideals (ethical standards and personal qualities of the counseling profession).



CANDIDACY DECISION OPTIONS

Evaluations of Applications for Candidacy will result in one of four recommendations including the following coded categories of candidacy status:

- Recommended to candidacy
- Recommended to candidacy with risk (provisional admission)
- Recommended to not continue in the program
- Deferred for additional information

COMPREHESIVE EXAMINATION POLICIES AND PROCEDURES

A comprehensive exam or thesis is required of all Counselor Education students.

The Counselor Preparation Comprehensive Examination (CPCE) is an evaluation tool that assesses students' competence of foundational, counseling-related knowledge. The CPCE is designed to assess students who have completed graduate-level courses; courses that are grounded primarily in a counseling curriculum. Because of the depth and breadth of the tool to evaluate an individual's academic training, the CPCE parallels the nationally recognized standards published by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The CPCE is widely used to assess counseling curriculum strengths and opportunities for improvement. CPCE scores are reported based on the core areas of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) to help students' study and prepare for the National Counselor Examination for Licensure and Certification (NCE).

The CPCE covers the eight Council for the Accreditation of Counseling & Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation: Assessment and Testing, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Human Growth and Development, Professional Counseling Orientation and Ethical Practice, Research and Program Evaluation, and Social and Cultural Diversity. The eight core areas serve as the primary theoretical basis for the examination and linked to industry professional standards.

There is cost for the comprehensive examination. It is the responsibility of the student to pay for the CPCE.

While the Center for Credentialing & Education (CCE) does not offer an official study guide for the Counselor Preparation Comprehensive Examination (CPCE), we do provide a list of textbook resources frequently used in CACREP-accredited counselor preparation programs.

The list of resources can be found at [CPCE Textbook Guide](#).

The second part of the comprehensive exam is a case study that is program specific. The Comprehensive Exam Committee of the department determines the format and reserves the right to modify and/or change the specific format of the exam. Students will be notified of any changes prior to administration of the exam.

Any student intending to take the comprehensive examination must complete a Comprehensive Exam Application Form. This form consists of two parts: the first part contains program core information, and the second part is a Comprehensive Exam Informed Consent form that the comprehensive exam applicant must read and is required to sign. It summarizes the Comprehensive Exam Retake Policy.

Students must submit the Comprehensive Exam Application Form to the Counselor Education department office (administrative assistant) no later than **three weeks** prior to the exam (**Comprehensive Exam Application in Appendix M**). Any student who shows up to take the Comprehensive Exam without having properly registered for it will be ineligible to take the exam.

As indicated in the most current Radford University Graduate Catalog, “Students are eligible to take the examination as of the semester in which they complete all required coursework.” Additionally, all students who register to take the comprehensive exam must have an approved letter of candidacy and have a signed copy of their program of study on file.

Any student who takes the exam for the first time and does not pass is not eligible to retake the exam until the next semester the comprehensive exam is offered. Note that the comprehensive exam is administered in the fall and spring semesters only, not in any summer sessions. Students are recommended to meet with their advisors to discuss the results of the failed comprehensive exam and receive feedback and suggestions as to how to prepare for their retake.

If the student does not pass the second administration of the comprehensive exam, they are dismissed from the program.

The student is required to complete a Comprehensive Exam Application Form for the retake exam and submit it to the Counselor Education Department office (Administrative Assistant) no later than three weeks prior to the exam for the second administration of the exam.

Time of Administration of the Comprehensive Exam: Comprehensive exams are typically administered on the second Friday of October in the fall semester and the first Friday of March in the spring semester.

RATIONALE FOR THE COMPREHENSIVE EXAM RETAKE POLICY

By having the student wait until the following semester to retake the comprehensive exam, it allows for adequate preparation time to meet with his/her advisor and fully prepare. The intent is to support the student for success rather than set her/him up for failure.

THESIS OPTION

A thesis may be written in lieu of the comprehensive examination. A student considering a thesis should first meet with a department faculty member to discuss the thesis process and selection of a specific thesis topic. Once a topic has been selected the student should submit a proposal to the Dean of the Graduate College at least two weeks prior to the registration of the semester the thesis work is to begin.

This proposal is submitted on a form available on-line or in the Graduate College Office and must be signed by the student's advisor, by the graduate faculty member who will direct the work, by the other members of the student's committee, and by the Dean of the Graduate College. For full information regarding the thesis option, see the Graduate Catalogue.

PLAN FOR IMPROVEMENT AND CONTINUAL EVALUATION

After admission to candidacy, all students are continually assessed concerning their personal and professional growth as it relates to the counseling process. The assessment process provides each student with continuous information about his/her progress in the program. Students should discuss their progress and development with their advisor and instructional faculty.

Students must see their advisor if they are considered "at risk" or "deferred" to determine conditions that must be satisfied to complete candidacy requirements. If the Counselor Education faculty determines that a student is "at-risk," then a formal Plan for Improvement will be developed (see Appendix C and D). The plan will specify statement of concerns, expectations, and conditions to be met by the student, outcome options, and if necessary, resources and referrals for remedial services.

If a student is recommended not to continue in the program, the student must schedule a meeting with their advisor to discuss possible appeal procedures and suitable alternatives.

SUSPENSION, REMOVAL AND TERMINATION FROM THE PROGRAM

There is an expectation that counselors-in-training meet high expectations regarding professional behavior, standards of professional practice, and collegiality. Although practica and internship students are not accomplished professionals, they must be able to contribute to the practice setting through their growing knowledge and professional skills. The department recognizes its responsibility to support practica and internship students' development through school and clinically focused settings.

Students may be removed from a practica, internships or the program for difficulties in academic performance. Academic performance includes demonstrated knowledge, technical and interpersonal skill, attitudes, and professional character. Students may be removed from practica, internships and the program based on evidence of incapacity, incompetence, or unethical behavior. These are defined as:

- Persistent limitations in interpersonal or social relationships characterized by frequent disruptions in collegial and/or client-therapist relationships, due to factors such as withdrawal, conflicts, inappropriateness, aggressiveness, or hostility; and

- Persistent inability to carry out the professional functions of a counselor, characterized by frequent inability to be able to complete complex skills and techniques of the profession without assistance or direction.
- A violation of any federal, state, county, city, or professional law or ethical code.

The following are possible outcomes that may be taken if a student meets one of the persistent limitations and/or inabilities described above:

- Probation – This occurs when the university and/or on-site clinical supervisor determine that a practica student or intern does not meet the performance criteria and/or in the course syllabus and the student could be in jeopardy of failing or being removed from the program. Students on probation will be placed on a Behavioral Improvement Plan.
- Removal from Placements-If a student is deemed unfit for practice, due to any of the above, or not meeting academic, skill, or dispositional requirements for practice, he or she may not be placed or removed from a clinical or school placement.
- Interim Removal – Faculty members, clinical supervisors, or administrators may recommend that a student be removed from a practica or internship site because of a pattern of unsatisfactory performance; or for a single incident such as a serious violation of ethics, policies, or conduct codes; or unsafe or unprofessional behavior; or because the placement is judged to be interfering with the productive functioning of the school or clinical setting.
- Administrative Removal – If a clinical supervisor or faculty member recommends that a student be permanently terminated from the program and if the student wishes to object to this recommendation, she/he must provide a written, reasoned objection to the College Associate Dean within five days of receiving written notification.

GRADING SYSTEM

A	is earned for excellent work
B	is earned for work that meets Graduate College expectations
C	indicates work below Graduate College expectations
F	indicates failure and means the class must be taken again with a passing grade before credit is allowed
AU	indicates the student audited the course
I	indicates work is incomplete
IP	indicates the course is in progress
NG	indicates non-graded
NR	indicates no grade was recorded by instructor
P	indicates passed with satisfactory work of "B" or better
W	indicates that a student withdrew, without penalty, from the course after schedule adjustment but before the end of the 12th week and that no credit was obtained

Note that it is up to each instructor's discretion to incorporate a "+" plus and minus "-" in awarding grades.

To graduate in a graduate degree program, the student must have a minimum 3.0 grade point average overall and in the program of study. Grades in transfer courses are not used in calculating grade point averages. Only courses graded B or higher can be transferred. **Courses graded C or lower will not be accepted for transfer credit. In addition, COED 610, 611, 612, 614, 641, and 642 must be completed with at least a grade of B. Only two grades of C are permitted in the program of study. Students receiving a third grade of C will be dismissed from the program.**

GRADE APPEALS

The grade appeal process for coursework is located at

<http://www.radford.edu/content/dam/colleges/cgps/PDF/gradeappeal.pdf>

MASTER OF SCIENCE IN COUNSELOR EDUCATION

Outlines of Curricula

The following core courses are required of students in all concentrations, with additional requirements following for each of the concentrations.

PROGRAM REQUIREMENTS FOR THE MASTERS OF SCIENCE DEGREE IN COUNSELING AND HUMAN DEVELOPMENT

The following core courses are required of students in all concentrations. Additional course requirements for each of the concentrations are listed below:

• Program Requirements	48 hrs. (School Counseling)
	60 hrs. (Clinical Mental Health Counseling)
Common Core of Required Courses (for both concentrations)	30 hrs.
COED 606. Research in Counseling and Program Evaluation	3
COED 610. Human Growth and Development	3
COED 611. Introduction to Counseling Theories and Techniques	3
COED 612. Professional, Ethical, and Legal Issues in Counseling	3
COED 613. Career Counseling and Development	3
COED 614. Group Counseling Theories and Techniques	3
COED 615. Assessment and Appraisal Techniques in Counseling	3
COED 616. Cultural and Diversity Counseling	3
COED 641. Practicum: Individual Counseling Techniques	3
COED 642. Practicum: Group Counseling Techniques	3
Total Credit Hours Required for Common Core of Courses	30 hrs.
• School Counseling (K-12) Concentration - Required Courses	18 hrs.
COED 617. Introduction to Professional School Counseling	3
COED 620. Psychopathology, Diagnosis, and Treatment Planning	3
COED 670. Counseling Children and Adolescents	3
COED 691. Internship in Elementary School Counseling	3*
COED 692. Internship in Middle School Counseling, or	3*
COED 693. Internship in High School Counseling	3*
Electives approved by Faculty Advisor	3

*Internships: Students must enroll in an internship in elementary school for three credit-hours and enroll in either a three credit-hour internship in middle school or high school.

• Clinical Mental Health Counseling Concentration - Required Courses	30 hrs.
COED 620. Psychopathology, Diagnosis, and Treatment Planning	3
COED 650. Introduction to Clinical Mental Health Counseling	3
COED 651. Advanced Clinical Mental Health Counseling	3
COED 680. Couples and Family Counseling: Theory and Methods	3
COED 686. Overview of Substance Abuse and Addictive Disorders	3
COED 688. Crisis Intervention and Trauma Counseling	3
COED 690. Internship in Clinical Mental Health Counseling	3, 3
COED XXX. Electives*	3, 3

*Two electives are selected by the student in consultation with their advisor.

GRADUATING WITH MULTIPLE AREAS OF SPECIALIZATION

Students who would like to develop more than one counseling specialty will need to complete additional courses for additional specializations. For example, a school counseling major may need to take COED 650: Introduction to Clinical Mental Health Counseling, COED 680: Couples and Family Counseling: Theory and Methods, COED 686: Overview of Substance Abuse and Addictive Disorders and at least one semester of internship in clinical mental health counseling to develop specialties in both school and clinical mental health counseling.

Clinical mental health counseling majors would need to complete both of the school counseling specialty courses: COED 617: Introduction to Professional School Counseling and COED 670: Counseling Children and Adolescents and six credit hours of school internships. Students must complete degree requirements in one major before initiating study in another area of specialization.



PRACTICA AND INTERNSHIP POLICIES AND PROCEDURES

Please also refer to The Field Experience Handbook distributed by the Field Placement office.

In order to accomplish program goals, the Counselor Education faculty, individually and collectively, screen and evaluate students as they move through the program. When difficulties are detected, they are initially addressed in informal discussions between the student and the student's professor or advisor. If at any time during the course of study a student is considered at-risk, the student will be asked to meet with the faculty to discuss and develop a remedial course of action. In addition to criteria communicated to students in course descriptions, students are expected to meet the following professional criteria:

1. Completion of all advanced prerequisites, be in good academic standing and have no "Incomplete" grades;
2. Behavior that is consistent with the Ethical Standards of the American Counseling Association;
3. Psychological well-being in professional interactions with faculty, students, and clients;
4. Appropriate self-understanding and knowledge about how one's self influences work with clients;
5. Embrace and trust the ambiguity of learning and expanding new skills so as to individualize counseling approaches to diverse clients and client problems;
6. Ability to handle the stress inherent in a professional helping position;
7. Willingness to be referred for counseling when academic progress or clinical practice is impaired by unresolved issues; and
8. Professional behavior that is consistent with the anticipated professional position or intern placement, including oral presentation and writing ability and the ability to manage administrative aspects of counseling.

This program teaches students how to be effective and competent counselors through the learning and practice of clinical skills. The clinical courses must be taken in progression and specifically teach the mastery of these skills:

1. COED 611 – Introduction to Counseling Theories and Techniques
2. COED 641 – Practicum: Individual Counseling Techniques
*Prerequisites are COED 610, 611, and 612

3. COED 642 – Practicum: Group Counseling Techniques
* Prerequisites are COED 641 and 614, and
4. COED 690's – Internships in the Areas of Concentration (2 semesters).

SIMULTANEOUS INTERNSHIP ENROLLMENT

The Department endorsed the following policies on “simultaneous internships,” where students desire to complete two internships in one semester:

Internship is a sequence of culminating clinical challenges, instructional and supervisory communication, and mentoring to promote experience, applied knowledge, understanding, self-awareness, professional responsibility and know-how. Internships are also sequential and developmental in promoting optimal competence of interns. Professional development and clinical competence are acquired over time with prescribed and supervised clinical experiences involving not less than 600 hours of supervised clinical practice.

The department affirms that the optimal course of professional development is over a two-semester period involving two 300 clinical hours per three-credit hour internship, preferably at varying sites. Concurrent enrollment in internships of more than three-credits is an exception to departmental policy. Exceptions to this academic policy will require:

- Achievement of an “A” in all clinical courses (COED 611, COED 641, COED 642);
- Recommendations from prior clinical instructors, the faculty advisor, and the chair justifying exceptional clinical proficiency and professional development; and
- Internship Committee approval of the site and supervisor specifically for simultaneous internship.

APPLICATION FOR INTERNSHIP

Internship Site Supervisors must qualify as an appropriate supervisor. Site supervisors must have a minimum of a Master’s Degree in the Behavioral Sciences and a minimum of two years of clinical experience. This applies to all internships sites.

The department must have accurate and complete information about your site and on-site supervisor. Therefore, a complete and timely Application for Internship must be completed. The Internship Committee requires an Application for Internship and a Clinical Faculty-Supervisor Resume Brief be submitted a semester prior to internship. Resume Briefs are required of site supervisors who have not previously submitted their credentials and a Resume Brief. Faculty will provide specific instruction for submission of this required information. Since they are continually being updated, please check the Internship page of the department website (<https://www.radford.edu/content/grad/home/academics/graduate-programs/counselor-education/clinical/internship.html>) for the most current version of the Application for Internship and Clinical Faculty-Supervisor Resume Brief.

Deadlines for Internship Applications are: the first Friday in September for spring and summer internship sites and the first Friday in February for fall internship sites. These deadlines will be strictly adhered to with no exceptions made for students who turn in the application form late.

PROFESSIONAL LIABILITY INSURANCE APPLICATION

Students must have obtained professional liability insurance prior to beginning any practica and internship activity. The American Counseling Association (ACA) student membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution. Coverage is solely for performing counseling services (e.g. practicum and internship) related to such curriculum. Professional Liability Insurance is available to ACA members at:

<http://www.hpso.com/individuals/professional-liability/malpractice-insurance-for-counselors>.

You may also purchase professional liability insurance through the Health Providers Service Organization (HPSO) at the following website: www.hpso.com. Rates are relatively low for students.

There are several additional economical options for obtaining professional liability insurance at student rates:

Lockton Affinity LLC-affiliated with the National Board for Certified Counselors (NBCC) for \$18 a year:

<http://locktonmedicalliabilityinsurance.com/nbcc/>

<http://www.nbcc.org/insurance>

HPSO-affiliated with the American Counseling Association (ACA) for \$38 a year; **without** having to join ACA:

<https://forms.hpso.com/mustela/site?productName=HCI#QuickQuote>

GRADUATION INFORMATION

First Semester of Enrollment:

1. Meet with your advisor to finalize program requirements. Ensure that the Graduate College has an official copy of those requirements.
2. If you applied to the Graduate College before your undergraduate degree was conferred, it is your responsibility to ask your undergraduate institution to send a final transcript verifying degree conferred to the Graduate College before the end of the first term of enrollment.
3. Make up as many undergraduate deficiencies as possible.

End of First Semester of Enrollment:

1. If Conditionally Admitted, then a student will need to request change to regular status (if applicable) if 9 hours of graduate work have been taken at Radford University with at least a B average, all deficiency/supporting courses have been taken, and application is complete including final transcript with undergraduate degree.

Last Semester of Enrollment:

1. Make application for the degree **no later than the second week of the semester in which the student expects to graduate**. Deadlines are provided and on the Graduate College website (<http://www.radford.edu/content/grad/home.html>). Information about commencement and graduate hooding ceremonies will be sent after the completed application has been received by the Graduate College.
2. Check that all necessary program changes have been made.
3. If you completed a thesis, submit two copies to the Graduate College office no later than the last day of classes. See "Thesis Manual" on the website for complete instructions.
4. Request an approval form for your final comprehensive examination and/or thesis defense at least five days in advance of the examination date and return the signed form to the Graduate College office no later than the last day of classes.

PROFESSIONAL ENDORSEMENTS AND LICENSURE

Information for Students Seeking Special Professional Development Goals

The Counselor Education program continually responds to changes in professional licensure and certification requirements. We welcome professionals who seek to upgrade professional credentials and expanded competencies. Faculty in the department will endorse its students and graduates for positions for which they are trained, qualified for, or otherwise suited or capable of performing. Graduates should refrain from requesting recommendations and endorsements for positions not consistent with their education and training.

The following information addresses concerns of students who desire licensure as an enhancement to their professional development and employability.

WHAT ABOUT LICENSURE?

Licensure is the highest form of professional credential issued by a state. There is no licensure for professional counselors on a national level. Benefits of licensure include: providing protection of a professional title such as “Licensed Professional Counselor” (LPC), defining the scope of practice, and restricting unlicensed persons from practicing counseling without a license. Requirements for licensure are typically higher than those for certification.

Radford University’s Department of Counselor Education provides academic course work in areas required by the Virginia Board of Counseling for licensure as a Licensed Professional Counselor or as a Substance Abuse Counselor and by the Department of Education for licensure as a School Counselor. A master’s degree from the counseling program is acceptable to meet academic education and degree requirements established by the Board of Counseling and other state boards of counseling in the nation.

If you desire licensure in a state other than Virginia, you are advised to go to that state’s Board of Counseling website for individual state requirements. For additional information, go to: <http://www.nbcc.org/Licensure>.

PREPARING FOR LICENSURE AS A LICENSED PROFESSIONAL COUNSELOR (LPC)

Requirements for licensure in Virginia and most other states in the nation are fairly uniform; however, there are important variations in requirements. Typically, a person who meets requirements for licensure as a Licensed Professional Counselor in Virginia will meet general requirements for licensure in all other states in the nation that have a counseling licensure statute.

To be licensed in Virginia, a candidate must have a master's degree in counseling, including 60 semester hours of graduate course work in counseling, 4000 hours of supervised experience (approximately two years' experience), 200 hours of clinical supervision, and pass the licensure examination.

A degree in the Counselor Education program is acceptable to meet academic education and degree requirements established by the Virginia Board of Counseling which determines licensure for professional counselors in Virginia. The state of Virginia requires that the applicant for licensure shall have completed 60 semester hours of graduate study in the following core areas, with a minimum of 3 semester hours in each of the following areas:

- Professional identity, function, and ethics;
- Theories of counseling and psychotherapy;
- Counseling and psychotherapy techniques;
- Human growth and development;
- Group counseling and psychotherapy theories and techniques;
- Career counseling and development theories and techniques;
- Appraisal, evaluation, and diagnostic procedures;
- Abnormal behavior and psychopathology;
- Multicultural counseling theories and techniques;
- Research;
- Diagnosis and treatment of addictive disorders;
- Marriage and family systems theory; and
- Supervised internship of 600 hours to include 240 hours of face-to-face client contact.

Students who are interested in professional licensure in Virginia (LPC) should note that graduating and completing 60 credit hours in a CACREP approved program prepares them for license residency. Become familiar with Virginia Licensure regulations and specific policies and procedures of the internship site in order to ensure that you meet all requirements. Complete information governing the licensing and practicing of counseling in Virginia is available by going to the home page for the Virginia Board of Counseling (<http://www.dhp.state.va.us/counseling/>) and by following links to "LPC Supervision and Examination Licensure Process" (https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf).

COURSES TYPICALLY TAKEN FOR LICENSURE

The Department of Counselor Education has identified courses which may be taken to satisfy the core areas listed above. Core Area courses identified for licensure includes:

- COED 606. Research in Counseling and Program Evaluation
- COED 610. Human Growth and Development
- COED 611. Introduction to Counseling Theories and Techniques
- COED 612. Professional, Ethical, and Legal Issues in Counseling
- COED 613. Career Counseling and Development

- COED 614. Group Counseling Theories and Techniques
- COED 615. Assessment and Appraisal Techniques in Counseling
- COED 616. Cultural and Diversity Counseling
- COED 620. Psychopathology, Diagnosis, and Treatment Planning
- COED 641. Practicum: Individual Counseling Techniques
- COED 642. Practicum: Group Counseling Techniques
- COED 650. Introduction to Clinical Mental Health Counseling
- COED 680. Couples and Family Counseling: Theory and Methods
- COED 686. Overview of Substance Abuse and Addictive Disorders
- COED 688. Crisis Intervention and Trauma Counseling
- COED 690. Internship in Clinical Mental Health Counseling

RECOMMENDED ELECTIVE COURSES FOR LICENSURE

Students desiring licensure for private practice in Virginia as a Licensed Professional Counselor should consult with his or her advisor in planning a program of studies. The following are suggested elective courses leading to licensure in Virginia.

- COED 600. Current Issues in Counselor Education
- COED 633. Gender Issues in Counseling
- COED 635. Human Sexuality Issues in Counseling
- COED 637. Death, Loss, and Grief Counseling
- COED 639. Counseling and Spirituality
- COED 655. Mindfulness and Counseling
- COED 670. Counseling Children and Adolescents
- COED 685. Foundations of Play Therapy

Students with master's degrees who seek endorsements in school counseling, specialized courses, or who desire to enroll in supervised clinical practica or internships in clinical mental health counseling leading to licensure as a Licensed Professional Counselor, must complete the following advanced level course sequence prior to enrolling in any of the department's clinical internships.

The sequence of required courses is:

- COED 641. Practicum: Individual Counseling Techniques
- COED 642. Practicum: Group Counseling Techniques



COED 641 and COED 642 must be completed in the department prior to enrolling in any counseling internships. Other courses offered by the Department can be taken for the purpose of professional endorsement or licensure with approval of the Chair.

All students taking practica or internships should note that Professional Liability Insurance is required prior to beginning practica and internships.

POST-MASTER'S DEGREE CLINICAL EXPERIENCE THROUGH ACADEMIC INTERNSHIPS IN COUNSELOR EDUCATION AT RADFORD UNIVERSITY

1. The residency shall include a minimum of 200 hours of supervision between supervisor and resident occurring at a minimum of one hour and a maximum of four hours per 40 hours of work experience during the period of the residency. No more than half of these hours may be satisfied with group supervision. One hour of group supervision will be deemed equivalent to one hour of individual supervision. Supervision that is not concurrent with a residency will not be accepted, nor will residency hours be accrued in the absence of approved supervision.
2. The residency shall include 2,000 hours of face-to-face client contact.
3. A graduate-level internship completed in a program that meets the requirements set forth in 18VAC115-20-51 may count for no more than 600 hours of the required 4,000 hours of experience. The internship shall include 20 hours of individual on-site supervision, and 20 hours of individual or group off-site supervision. In order to count toward the residency, internship hours shall not begin until completion of 30 semester hours toward the graduate degree.
4. A graduate-level degree internship completed in a CACREP-, CORE- or COAMFTE-approved program may count for no more than 900 of the required 4,000 hours of experience.
5. In order for any graduate-level internship to be counted toward a residency, either the clinical or faculty supervisor shall be licensed as set forth in subsection C of this section.
6. The board may consider special requests in the event that the regulations create an undue burden in regard to geography or disability, which limits the resident's access to qualified supervision.
7. For applicants enrolled in an integrated course of study in an accredited institution leading to a graduate degree beyond the master's level, supervised experience may begin after the completion of 30 graduate semester hours or 45 graduate quarter hours, including an internship, and shall include graduate course work in the core areas as prescribed in 18VAC115-20-50 or 18VAC115-20-51.

(Regulations Governing the Practice of Professional Counseling, Virginia Board of Counseling;
Title of Regulations: 18 VAC 115-20-10- et seq.; Statutory Authority: §§ 54.1-2400 and
Chapter 35 of Title 54.1 of the Code of Virginia; Revised Date: December 28, 2017)

Clinical Mental Health Counseling faculty members in the department are licensed as Professional Counselors and/or Licensed Marriage and Family Counselors and are qualified to provide clinical supervision. Therefore, all clinical placements associated with post-master's degree academic internships can be counted as a part of the residency requirements. All clinical internship placements need prior approval by a Faculty Advisor and the Department Internship Committee.

PREPARING FOR LICENSURE AS A LICENSED SUBSTANCE

ABUSE TREATMENT PRACTITIONER

To be recognized as a Licensed Substance Abuse Practitioner in Virginia, a candidate must have a master's degree in counseling and 15 semester hours of course work in substance abuse counseling, including 600 hours of clinical internship, 4000 hours of supervised experience, and pass a substance abuse licensure examination.

A degree in the Counselor Education program and additional selected course work from the substance abuse curriculum is acceptable to meet the educational requirements established by the Virginia Board of Counseling.

The Virginia Board of Counseling requires that the applicant for licensure as a substance abuse practitioner shall have completed 60 semester hours of graduate general core curriculum containing a minimum of three semester hours in each of the following areas:

- Professional identity function and ethics;
- Theories of counseling and psychotherapy;
- Counseling and psychotherapy techniques;
- Group counseling and psychotherapy theories and techniques;
- Appraisal, evaluation, and diagnostic procedures;
- Abnormal behavior and psychopathology;
- Multicultural counseling theories and techniques;
- Research; and
- Marriage and family systems theory.

PREPARING FOR LICENSURE AS A SCHOOL COUNSELOR

Licensure as a Virginia school counselor requires that the candidate have a master's degree from a state approved program in counseling. The school counseling concentration requires 48 semester hours of course work and is CACREP accredited. It prepares students for state license as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels. Students seeking licensure in School Counseling should consult resources provided by the American Counseling Association (<http://www.counseling.org>), the American School Counseling Association (<http://www.schoolcounselor.org/>), and the National Board of Certified Counselors (<http://www.nbcc.org/>).

WHAT ABOUT CERTIFICATION?

The National Board of Certified Counselors (NBCC) supervises certification of counselors, nationally. It is recognized as the only national organization to offer such a certification. Their web address is: www.nbcc.org.

Counselors in both concentrations, clinical mental health counseling and school counseling, can earn the national certification of the National Certified Counselor (NCC) to indicate their completion of certain education and training requirements. This national certification benefits individuals in both concentration areas.

In Virginia, the NCC does not help you to obtain licensure. A National Certified Counselor still has to apply for licensure in any state, including Virginia. The designation does provide national certification, which indicates a commitment to professionalism, and provides an opportunity to obtain other certifications as listed below. The National Counselor Examination (NCE) is also required for individuals who wish to seek additional national certifications from the National Board of Certified Counselors (NBCC). Specialty certifications include:

- The Certified Clinical Mental Health Counselor (CCMHC) Credential (Particularly useful for clinical mental health counselors)
- The Master Addictions Counselor (MAC) Credential (particularly useful for community counselors)
- The National Certified School Counselor (NCSC) Credential (Particularly useful for school counselors)

Although most states require the NCE for state licensure, Virginia uses the NCMHCE

Standards for certification require three thousand (3000) hours of counseling experience with 100 hours of face-to-face supervision and two academic semesters of internship. Students who graduate from CACREP-accredited programs can take the NCE at the completion of their graduate program and be nationally certified as a counselor prior to completion of the 3000 hours of experience.

MORE INFORMATION ON COUNSELOR CREDENTIALS

Students may find the following websites useful regarding licensure and certification requirements.

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
Phone: 336-547-0607
Fax: 336-547-0017
<http://www.nbcc.org/>

Virginia Board of Professional Counselors Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
Phone: (804) 367-4610
Fax:(804) 527-4435
Email: coun@dhp.virginia.gov
<http://www.dhp.virginia.gov/counseling/>



PROFESSIONAL ORGANIZATIONS

The following is a list of major professional organizations that support professional development in the Counseling field.

American Counseling Association and Virginia Counselors Association

Students are encouraged to join national, state, and local professional counseling organizations while they are students in the Counselor Education Department and to continue this involvement after graduation. Professional organizations provide useful information by publishing newsletters and journals and hosting conferences. National, state, and local conferences provide valuable continuing education for counseling professionals and those training to be counseling professionals. Two professional organizations that students are encouraged to join are the American Counseling Association (ACA - <http://www.counseling.org>) and affiliates and the Virginia Counselors Association (VCA - <http://www.vcacounselors.org/>) and the state branch affiliates. The Virginia Counselors Association is a state branch of ACA. Nearly all states have a branch of ACA. Each national and state organization is composed of several divisions. One can join one or many divisions, depending upon one's counseling interests. A sampling of some of the Divisions and of ACA include:

American School Counseling Association (ASCA)
American College Counseling Association (ACCA)
American Mental Health Counseling Association (AMHA)
Association for Specialists in Group Work (ASGW)
International Association of Marriage and Family Counselors (IAMFC)
Counseling Association for Humanistic Education and Development (CAHEAD)
Association for Gay and Lesbian Bisexual Issues in Counseling (AGLBIC)
Association for Counselor Education and Supervision (ACES)
Association for Creativity in Counseling (ACC)
Association for Adult Development and Aging (AADA)
National Career Development Association (NCDA)
Association for Assessment in Counseling (AAC)
Association for Multicultural Counseling and Development (AMCD)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
International Association of Addiction and Offender Counselors (IAAOC)
Counselors for Social Justice (CSJ)

For a complete listing of all ACA Divisions, Regions, and Branches, visit: <https://www.counseling.org/about-us/divisions-regions-and-branches>.

Students can join ACA and a division or affiliate at a special student rate. Students can also join VCA at a special student rate. Applications are available in the main office of the Counselor Education Department. Applications are also available online at www.counseling.org (American Counseling Association) and www.vcacounselors.org (Virginia Counselors Association).

Rho Chi Epsilon Chapter of Chi Sigma Iota

Chi Sigma Iota (CSI) is the Greek-letter name for the Counseling Academic and Professional Honor Society International. CSI is an honor society of counseling professionals and counselors-in-training dedicated to excellence in scholarship, research, and clinical practice in counseling. The primary purpose of CSI is to promote and recognize exemplary achievement in the study and practice of counseling.

Students are encouraged to join Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, while they are students in the program. This is a professional organization with members in both academic and clinical settings. The Radford University chapter of Chi Sigma Iota is Rho Chi Epsilon. To join, students must have completed nine hours of course work in their graduate program with at least a 3.5 grade point average.

Chi Sigma Iota is an international organization of counselors, with over 9,000 members. The Radford chapter plans professional programs, training, advocacy, social justice, and social events for students and faculty in the Department of Counselor Education. The organization also provides leadership opportunities for students who are officers or committee members in the organization. Applications are available in the Counselor Education office and can also be downloaded from Chi Sigma Iota at: www.csi-net.org/.

Consult the Counselor Education web site: <https://www.radford.edu/content/grad/home/academics/graduate-programs/counselor-education.html> for other membership information and links to professional organizations .



TEACHING FACULTY & STAFF

Your Personal Contacts for Information and Assistance:

Department of Counselor Education

P. O. Box 6994
Radford University
Radford, VA 24142

<https://www.radford.edu/content/grad/home/academics/graduate-programs/counselor-education.html>

(540) 831-5214
(540) 831-6755 FAX

DEPARTMENT CHAIR:

Dr. Nadine Hartig

E-mail: nhartig@radford.edu

PROGRAM COORDINATOR, SCHOOL COUNSELING:

Dr. Carrie Sanders

E-mail: cbrill1@radford.edu

PROGRAM COORDINATOR, CLINICAL MENTAL HEALTH COUNSELING:

Dr. Wally Scott

E-Mail: wscott@radford.edu

ADMINISTRATIVE ASSISTANT:

Ms. Valerie Goad

E-mail: ygoad4@radford.edu



Valerie Goad has been the Administrative Assistant in the Counselor Education Department since January, 2014. Her previous work at Radford University has been with the Small Business Development Center within the College of Business and Economics. Valerie is married to Robbie and lives in Pulaski, Virginia. She has two sons, Lucas who graduated from Radford University in December 2018 and Richie who received his Master's Degree from Johnson University in Knoxville, TN in May 2020 and is a full-time minister in Dublin, VA. Valerie's favorite thing to do in her free time is spend time with her family and her favorite little Yorkie Poo, Duke.

The following information summarizes the professional achievements and qualifications of the Counselor Education faculty.

Keith M. Davis, Ph.D. (University of North Carolina at Greensboro) is a Professor in the Counselor Education Department. Dr. Davis teaches courses in both school and clinical mental health counseling and has 20+ years of experience teaching, working as an elementary and high school counselor, family intervention specialist, and an EAP therapist. Dr. Davis' research interests include international education and the internationalization of the counseling profession, men's issues and male development over the lifespan, and the incorporation of brief family interventions employed by school counselors working with school-aged youth and their families. Dr. Davis is also a Nationally Certified Counselor. Contact him at kdavis188@radford.edu.



Tom Dodson, Ph.D. (University of North Carolina at Greensboro) is an Assistant Professor in the Department of Counselor Education. He is a National Certified Counselor (NCC) and National Certified School Counselor (NCSC). Prior to service as a counselor educator, Dr. Dodson was a public school counselor in North Carolina. He also served as a therapeutic wilderness camp counselor, youth home counselor, and as a counselor in a psychiatric hospital's child/adolescent unit and dual diagnosis adult unit. His research interests include school counselor certification and vocational development across the lifespan. Tom is an avid outdoorsman and enjoys volunteer service mission related activities in Latin America.



Lauren Ermann, Ph.D. (Virginia Tech) is an Associate Professor in the Department of Counselor Education at Radford University. While completing her doctoral work, Dr. Ermann lectured, co-taught and taught five master's level courses in Counselor Education, and was awarded four merit scholarships. She received her Master of Social Work (MSW) from the University of Pennsylvania. Dr. Ermann holds a Certificate in Gerontology and social work licenses in Virginia, Illinois, and Pennsylvania. Her research efforts have focused on older adults (specifically older women), addictions (Alcoholics Anonymous), chronic pain (care and coping strategies), and mild cognitive impairment (coping mechanisms for relatives). Dr. Ermann can be contacted at lermann@radford.edu



Alan Forrest, Ed.D. (College of William & Mary) is a professor in the Department of Counselor Education. Over the past 35 years he has held a variety of positions in both inpatient and outpatient mental health and substance abuse settings. Dr. Forrest is a Licensed Professional Counselor and Licensed Marriage & Family Therapist who has extensive clinical experience in individual, couples, family, and group counseling. Dr. Forrest has been a consultant and trainer for various mental health centers, school districts, hospices, businesses, and organizations. He has facilitated mindfulness/meditation training seminars, workshops, and retreats. In addition to his personal mindfulness meditation practice, Dr. Forrest has led, and co-led, mindfulness retreats for undergraduate and graduate college students, medical students, medical faculty, school faculty and staff, human service and mental health professionals, hospital personnel, educators, young adults and others. He is actively involved in infusing mindfulness into both his counseling practice and into the college classroom. He is interested in mindfulness pedagogy and facilitates weekly mindfulness practice groups at Radford University for faculty, staff, and students. Dr. Forrest is affiliated with a private counseling practice. Contact him at afortrest@radford.edu.



Nadine Hartig, Ph.D. (University of North Colorado) is Chair and Professor in the Department of Counselor Education. Dr. Hartig has experience working in the areas of student affairs and clinical counseling. While completing her doctoral work, Dr. Hartig taught graduate courses in Group Dynamics and the Practicum in Individual Counseling. Also, she served as the Community Counseling and Marriage and Family Internship Seminar Coordinator. She has worked as an Assistant Director of Residential Life and as a Mental Health Therapist. Dr. Hartig is a Licensed Professional Counselor and Licensed Clinical Worker in Colorado. Areas of research and professional interest include examining the supervisory relationship in counseling, assisting college students with mental health needs, and crisis intervention. Dr. Hartig has been an active advocate and mentor for children and families in the community. She has a broad range of interest that include play therapy, diversity issues in counseling, crisis and trauma concerns, and strength-based treatment and wellness. Dr. Hartig can be contacted at nhartig@radford.edu.



Bethany A. Lanier is a Licensed Professional Counselor and National Certified Counselor. Her Master's Degree is from Radford University and her doctoral studies was completed at Auburn University. She has a range of clinical experiences that include counseling inmates, child and family counseling, substance abuse counseling, and career counseling in higher education settings over the last 7 years. Dr. Lanier has presented research related to areas of counselor development and preparation, vicarious trauma and subthreshold PTSD among counselors, recidivism rates among incarcerated individuals, best practices in counseling, and ethical considerations in substance abuse counseling.



Carrie Sanders, Ph. D. (Virginia Tech) is an Assistant Professor in the department of Counselor Education. Dr. Sanders has over 15 years in the field of education. Throughout her career, Dr. Sanders has held a variety of positions which include working as a teacher, school counselor, director of children & youth programs, community college advisor, special research faculty and a counselor educator. Areas of research interest include career counseling efforts in K-12, school counselor development, and experiential teaching and learning. Dr. Sanders can be contacted at cbrill1@radford.edu.



William (Wally) Scott, Ph.D. (Virginia Polytechnic Institute and State University) has been an Assistant Professor in the Department of Counselor Education since 2003. He has worked in the counseling field for over 35 years in various professional settings, e.g., Social Services, residential care, community mental health, Court Services and Family Services. He is both a Licensed Professional Counselor and Marriage and Family Therapist in Virginia. He is a Clinical Fellow and Approved Supervisor for the American Association for Marriage and Family Therapy (AAMFT). Dr. Scott has regularly presented at international (Poland, Finland, Netherlands, Canada, Portugal, Panama), national, state and local conferences and workshops and has routinely consulted with organizations in Roanoke and the New River Valley areas. Dr. Scott has been involved in the supervision, education, and training of students and professionals for over 30 years. Prior to joining the Counselor Education department, he served for two years as the Director of the Center for Counseling and Student Development at Radford University. He served two terms on the Board of Counseling and is currently the VAMFT President. Dr. Scott's teaching and research interests include: narrative, collaborative and systemic counseling approaches; use of technology in counseling and supervision; neuroscience and trauma-informed treatment; disaster and community mental health; and clinical supervision. He is a grandfather and the father of three adult children. He can be reached at wscott@radford.edu.



COURSE DESCRIPTIONS AND PREREQUISITES

- **COED 600. Current Issues in Counselor Education (Topic).** (1-4)
One to four hours per week. Prerequisite: Faculty Approval

Examines a major problem in the counseling field, its implications, and possible alternative solutions.

- **COED 606. Research in Counseling and Program Evaluation.** (3)
Three hours lecture. Prerequisites: None

The purpose of this class is to provide students the opportunity to learn, understand, and apply statistical procedures to research theories related to the counseling profession. Students will learn the foundational principles of research and put research theory into practice. In addition to learning discipline-relevant educational research practices, an essential feature of the course is increased competence in the use of statistical procedures and research methodologies.

- **COED 610. Human Growth and Development.** (3)
Three hours lecture. Prerequisites: None

Covers the nature and range of human characteristics and individual differences. Centers on three areas: human behavior, interpersonal life styles and human interaction systems and social support systems. The course adopts a case study approach to learning.

- **COED 611. Introduction to Counseling Theories and Techniques.** (3)
Three hours lecture. Prerequisites: None

This course is designed to introduce students to the variety of theoretical models that underlie the practice of counseling and techniques associated with them. Theories and techniques that provide a framework for the process of counseling will be explored. The course will provide a systematic, comprehensive, and balanced overview of the leading theories and techniques of counseling and psychotherapy. Students will be provided the opportunity to put theory into practice through small supervised experiences using counseling techniques to help focus on three domains: thinking, feeling, and behaving.

- **COED 612. Professional, Ethical, and, Legal Issues in Counseling.** (3)
Three hours lecture. Prerequisite: None

This course is designed for mental health practitioners involved in the helping professions. An introduction and overview of the counseling profession is presented including an examination of legal and ethical issues. Material discussed in class is applicable to counselors in training in all settings.

- **COED 613. Career Counseling and Development. (3)**
Three hours lecture. Prerequisite: COED 610 and 611 or faculty approval

Emphasizes the understanding of theoretical approaches to career development, and development and coordination of services to help individuals achieve career maturity. Includes activities to promote self-understanding, educational and vocational information services, decision making and placement skills.

- **COED 614. Group Counseling Theories and Techniques. (3)**
Two hours lecture; Prerequisite: COED 610 and 611 or faculty approval
Two hours laboratory.

Introduction to small group counseling. Didactic and experiential learning in group theory and practice. Involves group participation to develop self-awareness, acceptance, and effective interpersonal skills.

- **COED 615. Assessment and Appraisal Techniques in Counseling. (3)**
Three hours lecture. Prerequisite: COED 611 or faculty approval

This course is designed to provide counselors and other behavioral science helping professionals knowledge, skills, and abilities in educational, occupational, and mental health assessment. The course objective is to aid students in becoming knowledgeable, skillful, and thoughtful in the exercise of professional judgment-based assessment derived from clinical observations, consultation, and objective assessments. The course also instructs counselors in assessment procedure to evaluate current functioning of a client in varying settings including schools, colleges or universities, and mental health treatment facilities. The course addresses professional issues related to the ethical use of assessment tools and strategies in a culture of diversity.

- **COED 616. Cultural and Diversity Counseling. (3)**
Three hours lecture. Prerequisites: None

Designed to provide an overview of human behavior including human diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined. Students also experience multicultural relationship differences.

- **COED 617. Introduction to Professional School Counseling. (3)**
Three hours lecture. Prerequisites: None

This course introduces the profession of PK-12 school counseling to students employed or considering employment in the school setting and to those in administrative positions who require a working knowledge of the role and function of the professional school counselor. Content areas include foundations and contextual dimensions of PK-12 school counseling, consultation, and collaboration with other school-based professionals and community agencies.

- **COED 620. Psychopathology, Diagnosis, and Treatment Planning. (3)**
Three hours lecture. Prerequisites: COED 611 or faculty approval

The course integrates theory and practice of assessment, evaluation, diagnosis, treatment planning, and case management to achieve developmental and remedial counseling and psychotherapy goals and objectives. The course examines current classifications of psychopathology signs, symptoms, and syndromes and integrates developmental and remedial assessment of patients, clients, or students with case conceptualization, treatment planning, and case management.

- **COED 633. Gender Issues in Counseling. (3)**
Three hours lecture. Prerequisites: None

This course provides an exploration of gender within the context of counseling and psychotherapy. Specifically, this course examines how gender, as both a social construct and a core identity, shapes psychosocial development. A primary emphasis consists of students becoming more knowledgeable about the impact of gender on their personal lives and the impact of gender in their role as a counselor and their work with clients.

- **COED 635. Human Sexuality Issues in Counseling. (3)**
Three hours lecture. Prerequisites: COED 610, equivalent course, (or concurrently) with faculty approval

This course is designed to explore the importance of human sexuality issues in the counseling of children, adolescents, and adults. Areas explored include basic human sexual functioning and sexual expression, gender identity development, gender issues in counseling men and women, and the effects of sexual abuse on personality development and functioning. Other issues considered will include current topics such as sexual harassment and date rape.

- **COED 637. Death, Loss, and Grief Counseling. (3)**
Three hours lecture. Prerequisites: COED 610 and 611 or faculty approval

This course provides students with a personal and professional understanding of death, grief and loss responses. Theories and models of death and loss will be presented. Both didactic and experiential methods of instruction will be utilized.

- **COED 639. Counseling and Spirituality.** (3)
Three hours lecture. Prerequisites: COED 610 and 611 or faculty approval

This course will examine the interface of counseling and spirituality. Spirituality will be examined from multiple perspectives and orientations. Students will become aware and develop an understanding of counseling and spirituality. Topics to be explored will include: religion and spirituality in the client assessment process; mental health and guilt; suffering; spiritual dynamics that interact in health; pathology and development; intervention methods; counselor belief systems; mindfulness; and counseling and spirituality.

- **COED 640. Counseling Techniques.** (3)
Three hours lecture. Prerequisites: COED 610 and 611

Development and mastery of basic counseling skills through a combination of didactic and experiential approaches. Video and audio tapes, role playing, simulation, and practice in procedures utilized.

- **COED 641. Practicum: Individual Counseling Techniques.** (3)
One-hour lecture; four hours laboratory. Prerequisite: *COED 611 with a grade of "B" or higher and approval.*

This course integrates varying theoretical approaches to counseling through clinical practice. It also requires progressive clinical proficiency in the assessment, diagnosis, planning and execution of counseling, while demonstrating effectiveness in the use of the behavioral sciences and theory, tools and techniques of counseling and psychotherapy.

- **COED 642. Practicum: Group Counseling Techniques.** (3)
One-hour lecture; four hours laboratory. Prerequisite: *COED 610, 611, 612, 614, and 641 with grades of "B" or higher*

Four integral components of the course include first, the development of group counseling skills; second, organizing, implementing, and evaluating counseling groups; third, the acquisition and demonstration of advanced group counseling skills through clinical practice; and fourth, the enhanced use of self as a helping agent as a result of personal and professional growth and development associated with group participation.

- **COED 650. Introduction to Clinical Mental Health Counseling.** (3)
Three hours lecture. Prerequisite: None

A course that examines the basic assumptions which underlie the community counseling model, conceptions of social intervention, implications for the counseling process, the role of the community counselor, prevention in the community, and current controversies and issues.

- **COED 651. Advanced Clinical Mental Health Counseling**

Three hours lecture.

Prerequisite: COED 650

A course designed to address advanced clinical and organizational issues that apply to students training to be clinical mental health counsellors, supervisors and administrators. The course will provide instruction in topics related to program development and management, models of supervision, professional issues, emergency management, consultation, and program assessment.

- **COED 655. Mindfulness and Counseling.**

(3)

Three hours lecture.

Prerequisite: None

This course is designed to serve as an introduction to mindfulness practices for counselors, mental health professionals, and other helping professionals. Students will learn strategies for integrating mindfulness activities into the process of counseling, increasing awareness, and the teaching of concentration skills. The content of the course will focus on specific techniques for reducing stress and eliciting the relaxation response in both clients and within the helping professional.

- **COED 660. Introduction to Student Affairs in Higher Education.**

(3)

Three hours lecture.

Prerequisite: None

Introduces role and philosophy of student affairs in higher education. Students examine professional journals and organizations associated with higher education, philosophical issues in the field and research in a problem area in higher education.

- **COED 661. The College Student and Developmental Theories.**

(3)

Three hours lecture.

Prerequisite: COED 660 or concurrently

This course is comprised of two components. One examines the developmental needs of today's college students. This in-depth examination covers characteristics, demographics, culture, challenges, and needs of the college students in today's institutions of higher education. The second component is studying the process of human growth and development during the college years. Students' intellectual, moral, ethical, ego, psychosocial, identity, and career development is examined. Linking theory to the concerns facing college students is the foundation of the course.

- **COED 662. Student Affairs Administration and Practicum. (3)**
Three hours lecture. Prerequisite: COED 660 or concurrently

This course provides the student with an overview of the areas of importance in the administration of a college student affairs division. Areas included are budgeting, finance, management, legal and ethical concerns, assessment, and supervision. Linking current research to practice in higher education is addressed through a 100 hour practicum.

- **COED 663. Leadership and Organizational Behavior. (3)**
Three hours lecture. Prerequisite: COED 660 or faculty approval

This course is intended to provide in depth knowledge regarding organizational behavior and the psychological and managerial aspects of leadership behaviors. This course will look at institutions of higher education as the primary context for examining these two critical areas.

- **COED 670. Counseling Children and Adolescents. (3)**
Three hours lecture. Prerequisite: COED 610 and 611 or faculty approval

This course examines developmental patterns and counseling needs of children and adolescents. Covers planning, implementation and evaluation of school-related helping services. Includes recognition of the rights of special student populations and counseling needs.

- **COED 671. Secondary School Counseling. (3)**
Three hours lecture. Prerequisite: COED 610 or faculty approval

The course focuses on the functions, roles, and current issues of secondary school counselors. Content areas include foundations of secondary school counseling, knowledge and practice of school counseling, assessment, and consultation. Major concerns of adolescents and counseling approaches to assist these concerns are also included.

- **COED 680. Couples and Family Counseling: Theory and Methods. (3)**
Three hours lecture. Prerequisite: COED 610 and 611

This is a survey course that examines the historical antecedents, philosophical assumptions, and theoretical rationale of the major approaches to marital and family therapy.

- **COED 681. Couples and Family Counseling: Strategies and Techniques. (3)**
Two hours lecture; Prerequisites: COED 680
Two hours laboratory.

This course is designed to provide an overview of the techniques and skills associated with the practice of couples, marriage, and family therapy.

- **COED 685. Foundations of Play Therapy. (3)**
Three hours lecture. Prerequisite: COED 610 and 611 or faculty approval

This course includes an overview of essential elements and principles of play therapy, including: history, theories, techniques, modalities, and applications. The course features an experiential element during which students conduct play therapy sessions under supervision of the instructor.

- **COED 686. Overview of Substance Abuse and Addictive Disorders. (3)**
Three hours lecture. Prerequisites: COED 610 and 611

This course is intended to provide an overview of the strategies, goals, methodologies, programs and types of knowledge and skills necessary for effective identification and treatment of substance abuse.

- **COED 688. Crisis Intervention and Trauma Counseling. (3)**
Three hours lecture. Prerequisite: COED 610, 611, and 612 or faculty approval

This course will provide students the opportunity to learn, understand, implement, and experience the theories and helping skills that guide the practices of crisis intervention and trauma counseling. Students will begin to learn how to put theory into practice in this critical area of counseling.

- **COED 690. Internship in Clinical Mental Health Counseling. (3-12)**
Prerequisites: Thirty semester hours completed in good academic standing including COED 620, 650 (or concurrent), 641, 642, and approval of chairperson one semester prior to registration.

This course requires that each semester hour of credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. This course provides clinical experience providing counseling services in a human service agency.

- **COED 691. Internship in Elementary School Counseling. (3)**
Prerequisites: Completion of thirty-three semester hours in good academic standing including COED 610, 611, 612, 614, 617, 641, and 642, and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation, and classroom guidance.

- **COED 692. Internship in Middle School Counseling. (3)**
Prerequisites: Completion of thirty-three semester hours in good academic standing including COED 610, 611, 612, 614, 617, 641, and 642 and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation, and classroom guidance. Students may register for either this internship or COED 693.

- **COED 693. Internship in High School Counseling. (3)**
Prerequisites: Completion of thirty-three semester hours in good academic standing including COED, 610, 611, 612, 614, 617, 641, and 642 and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation, and classroom guidance. Students may register for either this internship or COED 692.

- **COED 694. Internship in Student Affairs Services. (3-6)**
Prerequisites: Completion of thirty semester hours in good academic standing including COED 660, 661, 641, 642, and approval of chairperson one semester prior to registration.

This course requires that each semester hour credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. The course provides practical experience in student personnel service areas.

- **COED 698. Directed Study. (1-4)**
Hours and credit to be arranged. Prerequisite: Approval of Advisor and Department Chair

- **COED 699. Research and Thesis. (1 - 6)**
Hours and credit to be arranged. Prerequisite: Approval of Advisor and Department Chair

School Counseling Course Sequence Chart

SCHOOL COUNSELING	FIRST YEAR SCHOOL COUNSELING		
	FALL 1	SPRING 1	SUM 1
	COED 611: Theories and Techniques COED 612: Professional Issues COED 616: Multicultural COED 617: Introduction to Professional School Counseling	COED 610: Human Growth and Development COED 641: Individual Practicum (611, 612) COED 614: Group Counseling COED 670: Child and Adolescent	COED 615: Assessment Techniques COED 642: Group Practicum (610, 614, 641) Optional Elective
	SECOND YEAR SCHOOL COUNSELING		
	FALL 2	SPRING 2	SUM 2
	COED 606: Research in Counseling & Prog. Eval. COED 613: Career Counseling COED 691/692/693: School Internship Optional Elective	COED 620: Psychopath/Diagnosis COED 691/692/693: School Internship Optional Elective	

Clinical Mental Health Counseling Course Sequence Chart

CLINICAL MENTAL HEALTH COUNSELING	FIRST YEAR CLINICAL MENTAL HEALTH COUNSELING		
	FALL 1	SPRING 1	SUM 1
	COED 611: Theories and Techniques COED 612: Professional Issues COED 616: Multicultural COED 650: Introduction to CMHC	COED 610: Human Growth and Development COED 641: Individual Practicum (611, 612) COED 614: Group Counseling COED 620: Psychopath/Diagnosis	COED 615: Assessment Techniques COED 686: Overview of SA & Addictive Disorders Optional Elective
	SECOND YEAR CLINICAL MENTAL HEALTH COUNSELING		
	FALL 2	SPRING 2	SUM 2
	COED 606: Research in Counseling & Prog. Eval. COED 613: Career Counseling COED 642: Group Practicum (610, 614, 641) Optional Elective	COED 690: Internship COED 651: Advanced CMHC: Sup. and Admin. COED 680: Couples & Family Counseling Optional Elective	COED 690: Internship COED 688: Crisis & Trauma Optional Elective*

***Note: The above sequence of courses may be subject to change due to enrolment.**

*** Cannot walk in graduation ceremony with more than 6 credits in Summer II.**

GR 9 (Rev. 02/11) Student ID

PROGRAM OF STUDY COUNSELOR EDUCATION MASTER OF SCIENCE IN SCHOOL COUNSELING (K - 12)

INSTRUCTIONS: Please complete this form and submit it to your academic adviser upon completion of 9 to 15 semester hours of graduate course work.					
1. NAME (Last) (First) (Middle)				2. SOCIAL SECURITY NO.:	
3. PRESENT ADDRESS (Street) (City) (State) (Zip)				4. PHONE:	
5. DATE OF START OF GRADUATE COURSE WORK: Month: Year:			6. CATALOG YEAR:		7. EMAIL:
DEPT.	NO.	COURSE TITLE	CREDITS	SEM/YR	GRADE
CORE COURSES: 30 S.H.					
COED	606	RESEARCH IN COUNSELING AND PROGRAM EVALUATION	3		
COED	610	HUMAN GROWTH AND DEVELOPMENT	3		
COED	611	INTRODUCTION TO COUNSELING THEORIES AND TECHNIQUES	3		
COED	612	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING	3		
COED	613	CAREER COUNSELING AND DEVELOPMENT	3		
COED	614	GROUP COUNSELING THEORIES AND TECHNIQUES	3		
COED	615	ASSESSMENT AND APPRAISAL TECHNIQUES IN COUNSELING	3		
COED	616	CULTURAL AND DIVERSITY COUNSELING	3		
COED	641	PRACTICUM: INDIVIDUAL COUNSELING TECHNIQUES	3		
COED	642	PRACTICUM: GROUP COUNSELING TECHNIQUES	3		
CONCENTRATION COURSES (ELEMENTARY): 18 S.H.					
COED	617	INTRODUCTION TO SCHOOL COUNSELING	3		
COED	620	PSYCHOPATHOLOGY, DIAGNOSIS, AND TREATMENT PLANNING	3		
COED	670	COUNSELING CHILDREN AND ADOLESCENTS	3		
COED	691	INTERNSHIP IN ELEMENTARY SCHOOL COUNSELING	3		
COED	692	INTERNSHIP IN MIDDLE SCHOOL COUNSELING	3		
COED	693	INTERNSHIP IN HIGH SCHOOL COUNSELING	3		
ELECTIVE:					
		ELECTIVES	3		
TOTAL CREDITS: 48 S.H.					
COMPREHENSIVE EXAM IS REQUIRED. EXPECTED DATE OF COMPLETION:			ADVISER'S SIGNATURE: DATE:		
OTHER DEPARTMENTAL REQUIREMENTS:			DEPT. CHAIR/PROG. COORD. SIGNATURE: DATE:		
STUDENT'S SIGNATURE: DATE:			DEAN, GRADUATE COLLEGE, SIGNATURE: DATE:		

GR 9 (Rev. 02/11) Student ID

**PROGRAM OF STUDY COUNSELOR EDUCATION MASTER OF SCIENCE IN
CLINICAL MENTAL HEALTH COUNSELING**

INSTRUCTIONS: Please complete this form and submit it to your academic adviser upon completion of 9 to 15 semester hours of graduate course work.					
1. NAME (Last) (First) (Middle)				2. RU ID #.:	
3. PRESENT ADDRESS (Street) (City) (State) (Zip)				4. PHONE:	
5. DATE OF START OF GRADUATE COURSE WORK: Month: Year:		6. CATALOG YEAR:		7. EMAIL ADDRESS:	
DEPT.	NO.	COURSE TITLE	CREDITS	SEMESTER	GRADE
CORE COURSES: 30 S.H.					
COED	606	RESEARCH IN COUNSELING AND PROGRAM EVALUATION	3		
COED	610	HUMAN GROWTH AND DEVELOPMENT	3		
COED	611	INTRODUCTION TO COUNSELING THEORIES AND TECHNIQUES	3		
COED	612	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING	3		
COED	613	CAREER COUNSELING AND DEVELOPMENT	3		
COED	614	GROUP COUNSELING THEORIES AND TECHNIQUES	3		
COED	615	ASSESSMENT AND APPRAISAL TECHNIQUES IN COUNSELING	3		
COED	616	CULTURAL AND DIVERSITY COUNSELING	3		
COED	641	PRACTICUM: INDIVIDUAL COUNSELING TECHNIQUES	3		
COED	642	PRACTICUM: GROUP COUNSELING TECHNIQUES	3		
CONCENTRATION COURSES: 30 S.H.					
COED	620	PSYCHOPATHOLOGY, DIAGNOSIS, AND TREATMENT PLANNING	3		
COED	650	INTRODUCTION TO CLINICAL MENTAL HEALTH COUNSELING	3		
COED	651	ADVANCED CLINICAL MENTAL HEALTH COUNSELING	3		
COED	680	COUPLES AND FAMILY COUNSELING: THEORY AND METHODS	3		
COED	686	OVERVIEW OF SUBSTANCE ABUSE AND ADDICTIVE DISORDERS	3		
COED	688	CRISIS AND TRAUMA COUNSELING	3		
COED	690	INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING	3		
COED	690	INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING	3		
COED		ELECTIVE 1	3		
COED		ELECTIVE 2	3		
TOTAL CREDITS: 60 S.H.					
COMPREHENSIVE EXAM REQUIRED; EXPECTED DATE OF COMPLETION:			ADVISER'S SIGNATURE: DATE:		
OTHER DEPARTMENTAL REQUIREMENTS:			DEPT. CHAIR/PROG. COORD. SIGNATURE: DATE:		
STUDENT'S SIGNATURE: DATE:			DEAN, GRADUATE COLLEGE, SIGNATURE: DATE:		

APPENDICES

APPENDIX A

TIMELINE OF GRADUATE STUDIES

APPENDIX B

RADFORD UNIVERSITY FOUR-YEAR ACADEMIC CALENDAR

APPENDIX C

PLAN FOR IMPROVEMENT

APPENDIX D

CRITERIA FOR PROFESSIONAL PERFORMANCE

APPENDIX E

ORGANIZATIONS

APPENDIX F

LIBRARY SERVICES

APPENDIX G

DESIRE TO LEARN (D2L)

APPENDIX H

CLASS INFORMATION

APPENDIX I

PLAGARISM POLICY

APPENDIX J

COUNSELOR SELF-CARE

APPENDIX K

COUNSELING SERVICES FOR STUDENTS

APPENDIX A

TIMELINE OF GRADUATE STUDIES

STARTING GRADUATE SCHOOL

BEFORE AUGUST

- Acceptance into the Counseling and Human Development Program.
- Obtain student picture ID from Heth Hall.
- Obtain parking permit from Parking Services.
- E-Mail registration web site:
<https://www.radford.edu/content/dam/departments/administrative/human-resources/forms/ActivatingYourRUAccount.pdf> It is very important to activate your RU e-mail account. The RU account will be the e-mail address that the department uses to send out student messages and information.
- “Student Information” should be regularly checked at the department website:
<https://www.radford.edu/content/grad/home/academics/graduate-programs/counselor-education.html>, keeping you updated on COED news and deadlines.
- Register for 611, 612, 616, and 617 (SC) or 650 (CMHC).
- Registration and class schedule can be accessed online:
http://www.radford.edu/~registra/Web_Registration.htm. If a student has trouble registering online, contact the department, (540) 831-5214 or the Registrar’s Office, (540) 831-5271.
- Download a departmental “Bluebook” handbook for student orientation.

FIRST YEAR, FIRST SEMESTER

AUGUST

- Purchase textbooks: Radford University Bookstore has a list of all books needed for your classes.
- Attend New Student Orientation during the first week of classes.
- Set up an appointment with your advisor during the first semester to discuss your course of study.
- Student department mailboxes are located in the Counselor Education Office, Peters Hall. Mailboxes are grouped alphabetically. Use your last name initial.

SEPTEMBER – NOVEMBER

- In September/October register for spring semester classes. Watch for date and time.
- Know the course sequence: COED 641: Practicum: Individual Counseling Techniques requires completion of COED 611, and COED 612.
- COED 642: Practicum: Group Counseling Techniques requires COED 614 and COED 641.

- The COED 617 or 650 research paper is required for candidacy in the program. A grade of 80% or higher on your research paper is necessary for candidacy.
- Consider membership in student organizations. CSI (Chi Sigma Iota) is for all Counseling majors (membership information located in Peters Hall).
- LIABILITY INSURANCE is required for clinical classes, COED 641, 642, and Internships. See pg. 23 of Bluebook for additional details. Insurance must be purchased before counseling sessions begin. **Plan ahead.**

DECEMBER

- Finals and completion of all course requirements.

FIRST YEAR, SECOND SEMESTER

JANUARY – APRIL

- COED 641 – Practicum: Individual Counseling Techniques is taken during spring semester.
COED 642 – Practicum: Group Counseling Techniques will require you to find your own groups for counseling. **Plan ahead the semester before!**
- CANDIDACY: submit a letter of request to your advisor.
- Begin discussing Internship preferences and sites with your advisor.
- The First Friday of February is the deadline for Fall Internship Application (see info below)
- In February/March register for summer and fall semester classes. Watch for date and time.

MAY

- Finals and completion of all course requirements.

SUMMMER

- Summer classes are necessary to complete the program in 2 years.

SECOND YEAR

(Semesters for classes and internships can vary by concentration and student.)

- Internships are 2 semesters (6 total credit hours).
- Application for Internship: http://www.radford.edu/~gradcoll/programs_degrees/, click on Counseling & Human Development, go to Student Information, go to Internship Information. Your Program of Study must be submitted with your Internship application. **Applications for Internships are submitted the first Friday of October - for spring and summer semester internships and the first Friday of February - for fall semester internships. Early application** is necessary since both your application for internship and your site placement need to be approved by the Internship Committee. School Counseling track students need to advise the Internship Chair of your preference of schools. Clinical

Mental Health Counseling students must secure their own placement for internship. Site sources are available from the Internship Chair. Discuss with your advisor what kind of clinical experiences you want.

- Register your internship site and supervisor with the department – using online forms (see website listed above for forms).
- Comprehensive Exams are taken in the last year (typically fall) and a Comp. application must be submitted to the department (forms available in COED office). Watch COED website for exam dates. Comps are during the second week of October and the second week in March.
- Application for Graduation is made by the second week of the semester before graduation. **DEADLINES MUST BE HONORED.** Applications available on Graduate College web page – see above website.
- See the RU Bookstore to order cap, gown, and hood for graduation.
- Students wishing to participate in the hooding ceremony should first ask a faculty member to hood them and then notify the Graduate College which faculty member will perform the hooding.



APPENDIX B

RADFORD UNIVERSITY TWO-YEAR ACADEMIC CALENDAR

For a complete listing of the 2018-19 and 2019-20 academic calendars, please visit:

<https://www.radford.edu/content/registrar/home/registration-information/academic-calendar.html>.

You will find all of the important dates of the academic year for the fall, spring, and summer semesters. It is your responsibility to be aware of important dates such as registration for classes each semester, add/drop deadlines, last day to withdraw from a class, commencement dates, etc.



APPENDIX C

PART 1: PLAN FOR IMPROVEMENT WORKSHEET

Counselor Education Program



PLAN FOR IMPROVEMENT WORKSHEET

Student _____ Course _____

Semester (check one) Fall Spring Summer Academic Year _____

Student's Name

RUID# _____ Program Option _____

Course Instructor _____ Advisor _____

I. Overview of Concerns (address specifically concerns related to the standards for admission and retention).

II. Expectations and Conditions to be Met (Identify performance expectations related to all the concerns above. Describe expectations in ways that allow judgments to be made as to whether or not expectations have been met. Include dates by which desired behavior change should be demonstrated.)

III. Outcome Options (state potential outcomes if the student does not meet expectations).

IV. Resource and Referrals (the student must provide written evidence of following up on referrals).

V. Student Response (student may respond and/or comment on this plan).

VI. Signatures

Student: _____ Date: _____

Instructor: _____ Date: _____

Advisor: _____ Date: _____

Chairperson: _____ Date: _____

Copies are to be distributed to all involved participants and student's academic file.

APPENDIX D
PART 2: PLAN FOR IMPROVEMENT/DESCRIPTIVE CRITERIA FOR PROFESSIONAL
PERFORMANCE REVIEW POLICY STANDARDS
(REVISED 5/07)

1. Openness to new ideas

1	2	3	4	5
Closed				Open
Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.	Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.		

2. Flexibility

1	2	3	4	5
Inflexible				Flexible
Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or now effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite	Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Efforts to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly.		

<p>knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>
--	--	--

APPENDIX D (Continued)

3. Cooperativeness with others

1	2	3	4	5
Uncooperative			Cooperative	
<p>Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities. Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities. Was willing to initiate compromise in order to reach group consensus. Showed concern for group as well as individual goals in collaborative activities.</p>		

4. Willingness to accept and use feedback

1	2	3	4	5
Unwilling			Willing	
<p>Discouraged feedback from others through defensiveness and anger. Showed little or no evidence of incorporation of supervisory feedback received.</p>	<p>Was generally receptive to supervisory feedback. Showed some evidence of incorporating supervisory feedback into own views and behaviors. Showed some defensiveness to critique through "over-explanation of own</p>	<p>Invited feedback by direct request and positive acknowledgement when received. Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p>		

Took feedback contrary to own position as a personal affront.
 Demonstrated greater willingness to give feedback than receive it.

actions” – but without anger.
 Demonstrated greater willingness to receive feedback than to give it.

Demonstrated a balanced willingness to give and receive supervisory feedback.

5. Awareness of own impact on others

1	2	3	4	5
Unaware				Aware
Words and actions reflected little or no concern for how others were impacted by them. Ignored supervisory feedback about how words and actions were negatively impacting others.		Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.		Effort toward recognition of how own words and actions impacted others. Initiates feedback from others regarding impact of own words and behaviors. Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. Ability to deal with conflict

1	2	3	4	5
Unable				Able
Was unable or unwilling to consider others’ points of view. Showed no willingness to examine own role in a conflict. Ignored supervisory advisement if not in agreement with own position. Showed no effort at problem solving.		Attempted but sometimes had difficulty grasping conflicting points of view. Would examine own role in a conflict when directed to do so. Was responsive to supervision in a conflict if it was offered. Participated in problem solving when directed.		Always willing and able to consider others’ points of view. Almost always willing to examine own role in a conflict. Was consistently open to supervisory critique about own role in a conflict. Initiated problem-solving efforts in conflicts. Actively participated in problem-solving efforts.

Displayed hostility when conflicts were addressed.

7. Ability to accept personal responsibility

1	2	3	4	5
Unable				Able
Refused to admit mistakes or examine own contribution to problems.	Was willing to examine own role in problems when informed of the need to do so.		Monitored own level or responsibility in professional performance.	
Lied, minimized, or embellished the truth to extricate self from problems.	Was accurate and honest in describing own and others' roles in problems.		Invited constructive critique from others and applied it toward professional growth.	
Consistently blamed others for problems without self-examination.	Might blame initially, but was open to self-examination about own role in problems.		Accepted own mistakes and responded to them as opportunity for self-improvement.	
			Avoided blame in favor of self-examination.	

8. Ability to express feelings effectively and appropriately

1	2	3	4	5
Unable				Able
Showed no evidence of willingness and ability to articulate own feelings.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range.		Was consistently willing and able to articulate the full range of own feelings.	
Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.	Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate.		Showed evidence of willingness and accurate ability to acknowledge others' feelings.	
Acted out negative feelings (through negative behaviors) rather than articulating them.	Expressions of feeling usually appropriate to the setting – responsive to supervision when not.		Expression of own feelings was consistently appropriate to the setting.	
			Initiated discussion of own feelings in supervision.	

Expressions of feeling were inappropriate to the setting.

Was resistant to discussion of feelings in supervision.

Willing to discuss own feelings in supervision when directed.

9. Attention to ethical and legal considerations

1	2	3	4	5
Inattentive				Attentive
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well-being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well-being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>	<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>		

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/07)

10. Initiative and motivation

1	2	3	4	5
Poor				Good
<p>Often missed deadlines and classes.</p> <p>Rarely participated in class activities.</p> <p>Often failed to meet minimal expectations on assignments.</p> <p>Displayed little or no initiative and creativity in assignments.</p>	<p>Missed the maximum allowable classes and deadlines.</p> <p>Usually participated in class activities.</p> <p>Met only the minimal expectations in assigned work.</p> <p>Showed some initiative and creativity in assignments.</p>	<p>Met all attendance requirements and deadlines.</p> <p>Regularly participated in class activities.</p> <p>Met or exceeded expectations in assigned work.</p> <p>Consistently displayed initiative and creativity in assigned work.</p>		

Note. Column 1 = unacceptable professional performance; Column 2 = acceptable professional performance; Column 3 = excellent professional performance

APPENDIX E

ORGANIZATIONS

American Counseling Association

<http://www.counseling.org/>

2014 ACA Code of Ethics

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Chi Sigma Iota

<http://www.csi-net.org/displaycommon.cfm?an=5>

Virginia Board of Counseling

<http://www.dhp.state.va.us/counseling/>

Virginia Counselors Association

<http://www.vcacounselors.org/>



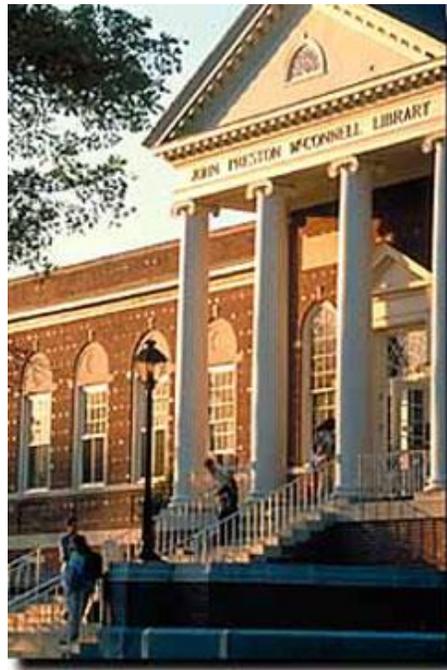
AMERICAN COUNSELING
ASSOCIATION



APPENDIX F

MCCONNELL LIBRARY

1. WEBSITE: <HTTPS://WWW.RADFORD.EDU/CONTENT/LIBRARY.HTML>
2. SERVICES: <HTTPS://WWW.RADFORD.EDU/CONTENT/LIBRARY/SERVICES.HTML>
3. RESEARCH: <HTTPS://WWW.RADFORD.EDU/CONTENT/LIBRARY/RESEARCH.HTML>
4. HOURS: <HTTPS://WWW.RADFORD.EDU/CONTENT/LIBRARY/ABOUT/HOURS-CALENDAR.HTML>



APPENDIX G

DESIRE TO LEARN (D2L)

Lore Knowledge Base - D2L Tutorials

Desire to Learn (D2L) is Radford University's Learning Management System.

If you need assistance in utilizing the tools in D2L, [click here](#). This will connect you to the Lore Knowledge Base and will give you access to a series of D2L tutorials. The link for D2L is in the menu list on the left side of the screen. As you will see, this site contains tutorials and information for a number of other applications. Thus, you may find this resource to be helpful to you beyond D2L.



APPENDIX H

CLASS INFORMATION, EXPECTATIONS, PROTOCOL, & CIVILITY

Academic Integrity

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Radford University. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work (see Appendix I).

When a student is found to be in violation of the academic dishonesty policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from the University.

Attendance and Assignments

By enrolling in a course, a student tacitly accepts the responsibility of participating in the classroom educational experience. Actual physical presence (with any resulting verbal interaction between instructor and student) can be as necessary to understanding the course's subject matter as completing homework assignments. Students are expected to attend all course meetings and to turn in all course work as assigned.

Students who are unable to attend a class or submit an assignment in a timely manner should inform their instructor in advance. Academic penalties, including failure of a course, may be imposed for missing class meetings or late assignments.

Students who miss class to observe religious holidays or to attend political caucuses will not be penalized if arrangements are made with the instructor in advance.

If class assignments include group work, each student in the group must contribute his or her fair and proportionate share to the project.

Students may not submit substantially similar work or material for more than one course unless they obtain permission from the instructors of all applicable courses. This applies to courses taken simultaneously or in different terms.

Excessive Tardiness/Arriving Late to Class/Leaving Class Early

Tardiness is unacceptable behavior. Students who are excessively tardy, late to classes, and/or leave class early will experience academic penalties as determined by individual course instructors. If the tardiness, late arrival, and/or early departure persists or becomes a pattern in several courses, then a formal plan for improvement will be initiated.

Textbooks

Textbooks for each course are ordered by the course instructor. If you are interested in specific books for a particular course or would like to purchase books prior to the beginning of a semester, contact the Radford University Bookstore at 540-831-5144 or visit the Radford University Bookstore website: <https://radfordu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=87897&catalogId=10001&langId=-1>.

Course Syllabi

All course syllabi will be distributed by course instructors at the beginning of each semester. Do not contact professors prior to the beginning of the course to request a syllabus. All syllabi will be distributed electronically, e.g. e-mail or D2L.

Technology in the Classroom

In many circumstances, the use of computers and similar devices in the classroom may enhance teaching and learning. However, there are other circumstances, such as small interactive seminars, in which individual use of, for example, laptop computers may interfere with the pedagogical model of the course.

Students may choose to use their computers to check e-mail and perform other routine communications activities. Doing so prior to class beginning is acceptable. Use of computers and other electronic devices for purposes other than taking notes, following PowerPoint presentations on D2L, or searching a topic with the permission of the instructor is not acceptable and will not be tolerated. Any student using a computer at an inappropriate time or for inappropriate purposes, will be asked to leave the class.

Audio and/or video recording of course lectures, demonstrations, activities, and exercises without instructor permission is prohibited.

Classroom Ambience

The classroom is a place for the transmission of knowledge. Ideally, there is interaction between the instructor and the students that helps to communicate knowledge from the instructor to the students. Distractions can easily hinder the difficult process of conveying this knowledge. Thus, for example, students should avoid “side-bar” talking to each other during all classroom lectures and activities.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave the class. Disruptive behavior includes, but is not necessarily limited to: leaving cell phones on, excessive tardiness, leaving the class early, making offensive remarks, missing deadlines, prolonged chattering, reading newspapers during class, sleeping, talking out of turn, shuffling backpacks or notebooks, demanding special attention.

Cell Phones

It is inappropriate to have cell phones turned on during class. There is an expectation that cell phones will be either turned off or placed on silence mode. It is recognized that some students who are working at mental health or other facilities may be “on-call” and will need to have their cell phones turned on to respond to emergencies; if this is necessary, then the student must notify the instructor prior to class beginning to inform her/him that their electronic device needs to be on.

Social Media Sites

Social media are defined as media designed to be disseminated through social interaction and created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, and YouTube.

Best Practices:

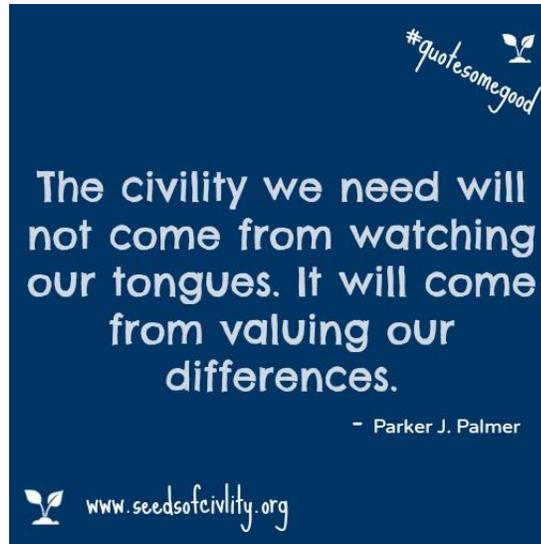
- **Think twice before posting:** Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on you and as a student in the department. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it in a class or directly to another person, consider whether you should post it online.
- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on you as a person and a future counseling professional.
- **Remember your audience:** Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes prospective and current employers, prospective and current clients, colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.
- **On personal sites:** identify your views as your own. If you identify yourself as a counseling student or a student in the department at RU online, it should be clear that the views expressed are not necessarily those of the department or institution.

Many students have their own Facebook profile that can reveal everything from the admirable to the ordinary. Putting too much personal information out there such as cell phone numbers, posting risqué or teasing photographs, provocative comments about drinking, recreational drug use and sexual exploits or inappropriate pictures are entirely unprofessional.

More and more employers are not only doing criminal background checks on applicants, they are also doing online "character checks." The best practice here is common sense; using the site's privacy controls so profiles are not open to everyone and keeping the mundane to a minimum.

Holy Day Observance

A student who is absent from class for the observance of a religious holy day shall be allowed to take any examination or complete an assignment scheduled for that day within a reasonable time after the absence with no penalty.



APPENDIX I

PLAGIARISM POLICY

The department defines academic plagiarism occurring when a student presents another person's words or ideas as her/his own in an academic paper without attributing the source. In an academic environment, plagiarism is seen as no different from copying someone's test answers--both are seen as academic dishonesty and can potentially result in a grade of "F" and dismissal from the program.

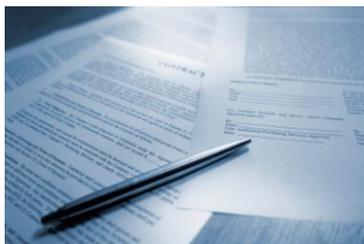
The following are examples of plagiarism:

1. Including all or a portion of the written work and not attributing appropriately cited credit to the original source person(s).
2. Developing an idea presented by another into a written document or presentation without giving appropriate credit to the source person(s).
3. Presenting (essentially) the same written work to fulfill two different academic requirements.
4. "Purchasing" a written document and presenting it as an original response to a current requirement.

The department believes that plagiarism by a student is a serious violation of professional ethics and standards of practice. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has become aware of the student engaging in plagiarism will request that the Admissions, Recruitment, and Retention committee evaluate the student's suitability for continuation in a program in the department.
2. If the plagiarism by the student occurred in the context of work submitted as a course requirement, the student will be assigned a grade of Failure ("F") for the course.

If a student has any questions or concerns regarding a paper a project or submission they should consult with their course instructor or advisor.



APPENDIX J

The Importance of Counselor Impairment and Self-Care

One of the most central skills counselors can learn in guarding against impairment is the regular practice of self-monitoring and self-care activities. In the Radford University Counselor Education program we identify, emphasize, and support wellness and self-care activities as a way of promoting and maintaining emotional (and physical, social, psychological, and spiritual) health and balance. Self-care activities are important for counselors and counselor trainees wherever they may find themselves on the spectrum from impairment to wellness.

It is an ethical and professional imperative to practice self-care. The following essential information is provided to you for the purpose of better understanding what you need to do to take care of yourself.

Clinical Definition of Impairment

- Therapeutic impairment occurs when there is a significant negative impact on a counselor's professional functioning which compromises client care or poses the potential for harm to the client.

- Impairment may be due to:
 - Substance abuse or chemical dependency
 - Emotional problems or mental illness
 - Personal crisis (traumatic events or vicarious trauma, burnout, life crisis)
 - Physical illness or debilitation
 - Compassion fatigue/secondary trauma

American Counseling Association (ACA) Website Resource

http://www.counseling.org/wellness_taskforce/index.htm

Stress in the Counseling Profession

- Counseling can be a hazardous profession
- Some sources of stress for counselors
 - Feeling they are not helping their clients
 - The tendency to accept full responsibility for clients' progress
 - Feeling a pressure to quickly solve the problems of clients
 - Having extremely high personal goals and perfectionist strivings

Counselor Impairment

- Impaired counselors struggle to resolve stressful events and are not able to function professionally
- Shared characteristics of impaired counselors:
 - Fragile self-esteem
 - Difficulty establishing intimacy in one's personal life
 - Professional isolation
 - A need to rescue clients
 - A need for reassurance about one's attractiveness
 - Substance abuse

Signs of Unhealthy Professional Boundaries

- Inadequate boundaries
- Not noticing boundary invasion
- Over-responsible for client
- Over-involvement with client
- Over-identification with client
- Role confusion/reversal
- Inappropriate touch
- Being manipulated by client demands
- Responding to inappropriate personal questions
- Acting on sexual attraction

Maintaining Vitality as a Counselor

- Counselors are often not prepared to maintain their vitality
- Sustaining the personal self is an ethical obligation
- Personal vitality is a prerequisite to functioning in a professional role
- The main challenge is to create a balanced life in spirituality, self-direction, work and leisure, love, and friendship

Going Within/Expanding Out

Going Within	Expanding Out
Quieting	Getting silly
Peaceful	Being playful
Gathering wisdom	Spontaneity
Inner strength	Laughter
Centering	Enjoying life
Rejuvenating	Social activities

Mindfulness

An operational definition of mindfulness is:

The *awareness* that emerges through paying attention on purpose,
in the present moment, and nonjudgmentally
to the unfolding of experience moment by moment.

Jon Kabat-Zinn (2003)

Mindfulness: Why is it important?

It helps you:

- focus on one thing at a time in the present moment, thereby helping to manage and soothe overwhelming emotions
- learn to identify and separate judgmental thoughts from your experiences
- develop the *wise mind* and connect with your inner wisdom
- with balance and connection

Self-Care Strategies

- Assess your wellness holistically
- Make room for mindfulness
- Take time to laugh, have fun, and socialize
- Seek spiritual renewal
- Emphasize self-care and nurturing activities
- Consider personal counseling
- Take sabbaticals from trauma work
- Take purposeful mental health breaks
- Develop hobbies, sports, creative interests
- Develop restful meditative activities (yoga, music, reading, gardening)
- Nurture supportive relationships and roles for yourself outside of work
- Guard against addictive behaviors
- Be restful, fit, eat well
- Nurture a sense of joy, grace, beauty, and connection in your life
- Connect with community and friends
- Seek out experiences which seek comfort and hope
- Set clear boundaries between home and work

Mindful Awareness

Every morning, when we wake up, we have twenty-four brand new hours to live.

What a precious gift! We have the capacity to live in a way that these
twenty-four hours will bring peace, joy and happiness to ourselves.

~Thich Nhat Hanh~

APPENDIX K

Counseling Services for Students

The Office of Student Counseling Services

Tyler Hall, Lower Level | Box 7023 | Phone (540) 831-5226 | Fax (540) 831-6031 |
<https://www.radford.edu/content/student-counseling/home.html>

Student Counseling Services Purpose

Why have Student Counseling Services (SCS) at the University? Because you, as a student, are typically going through adult developmental stages during which assistance is sometimes very helpful. While pursuing your academic career, developing your own interpersonal skills will be just as important to your future as the grades you make. Some of your developmental tasks will include dealing with emotions, becoming more independent and interdependent, continuing to discover who you are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence. Whatever assistance you need in these, or other areas, we are here to help you.

Eligibility for Services

- All currently enrolled Radford University undergraduates and graduate students are eligible for counseling services at the Student Counseling Services for **free of charge**.
- Full-time students are eligible to receive brief term counseling services.
- Partial Services are available to part-time students.

Appointments

- To schedule an appoint at Student Counseling Services, call (540) 831-5226

- Our Office is Open Monday - Friday - 8:00 AM – 5:00 PM

For after-hours crises and emergency services call:

- CONNECT at (540) 731-7385 or (800) 284-8898
- RAFT (24 Hour Hotline) or ACCESS at (540) 961-8400

Services

Personal Counseling - You are not odd or abnormal if you find the college experience stressful. Whatever your level of tolerance for stress, the college experience is apt to test it. You may come to college with some unresolved issues that you would like to get worked out to maximize your growth and development. While a student, new personal issues may arise which you would like to discuss. Any concern you have is appropriate to discuss privately with a professional counselor.

Consultation - As needed, the Student Counseling Services staff can provide consultation to residential staff, administrators, faculty, parents, and others who might be in a position to help you. Be assured that we will in no way divulge any information about you, including whether or not you have visited Student Counseling Services without your permission.

Referrals - If you should need specialized services that are not offered by Student Counseling Services, or if your needs extend beyond the scope of our short-term counseling model, we will assist you in connecting with an appropriate professional/agency outside the University.

Health Education Services - All Health Education programs that we offer share a common goal of improving the quality of campus life. We are here to help students in gaining skills required to overcome health-related barriers. We organize and conduct on-campus prevention and education programs covering topics such as smoking, STD's, eating disorders, women's healthcare, stress management, anxiety, depression, colds and flu, hand washing, and infection control.



APPENDIX L

Sample Letter of Candidacy

Susan Doe
1010 Any Street
Any City, VA 12345

sdoe@radford.edu
540.831.0000

February 1, 2020

Dear Dr. (name of department chair),

I am applying for candidacy for the Masters of Science degree in Counseling and Human Development with a specialization in Clinical Mental Health Counseling or School Counseling. As of the spring semester 2020, I have completed _____ hours in the program with a _____ GPA and have passed my writing sample with a _____%.

Sincerely,

Susan Doe

APPENDIX M

DEPARTMENT OF COUNSELOR EDUCATION

Application to Take Written Comprehensive Examination

RU ID Number: _____

Name: _____

Address (Note: The results of your exam will be sent to this address):

Advisor: _____

Date of Graduation: _____

Major: _____ Clinical Mental Health Counseling

 _____ School Counseling

Date of Comprehensive Exam: _____

Courses Needed to Complete Program: _____

Signatures:

Student: _____

Advisor: _____

Date Confirmed: _____

(Please submit this form for faculty approval)

REFERENCES

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VERIFICATION OF UNDERSTANDING DEPARTMENTAL STATEMENT

When students are admitted into the Department of Counselor Education, they are requested to affirm the following “Verification of Understanding” statement:

The concentration areas in the department are established to prepare graduates of the program to enter the counseling profession. The term profession in this context means (a) a career where there is a defined body of knowledge (both theoretical and research), (b) an identified set of appropriate skills and strategies, and (c) a set of behavioral standards adhered to by members of the profession. As a student admitted to the Counselor Education program, you are engaged in a professional preparation and training curriculum. The department accepts you with the expectation that as a counselor-in-training you act in accordance with the highest professional standards.

You will be required to read and understand several different sets of ethical standards as a part of your coursework in your program of study. The department faculty expects you to be knowledgeable of these standards and to adhere to them; however, professionalism encompasses much more than just observance to ethical and/or other written standards. It includes appropriate and effective ways of interaction with people; matters of personal conduct and self- presentation; confidentiality; and respect for people, property and processes.

In order to ensure proper training and client care, a counselor-in-training must be able to:

- demonstrate professional character;
- communicate well;
- express warmth, authenticity, empathy;
- respect in interactions with others, including clients, classmates, staff, and faculty;
- demonstrate the ability to accept and integrate feedback;
- be aware of their influence on others;
- accept responsibility for their actions;
- express emotions appropriately;
- resolve conflicts; and
- and demonstrate professional judgment in decision-making.

Student progress in the program may be interrupted for failure to comply with ethical standards or when interpersonal or professional behavior interferes with education and training requirements for self and/or others. Therefore, it is critical to become familiar with the policies and procedures of the program as published in the *Graduate Catalogue* and the departmental *Student Handbook* in order to create an environment that supports and fosters student learning and growth.

By signing this document, I agree to adhere by the standards and practices of the counseling profession, the Department of Counselor Education, the Graduate College, and the University.

Signature: _____ **Date:** _____

Printed Name: _____