

**M.S. Program in Counseling  
Student Handbook**

**With options in:  
Mental Health Counseling  
&  
School Counseling**

**SCHOOL OF APPLIED HEALTH AND  
EDUCATIONAL PSYCHOLOGY (SAHEP)**

**COLLEGE OF EDUCATION**

**OKLAHOMA STATE UNIVERSITY**

## TABLE OF CONTENTS

	<u>Page Number</u>
Forward	3
Mission Statement	4
Program Overview & Core Program Objectives	4-6
Admission to the Program	6-7
Counseling Faculty	8
Degree Requirements	9-10
Portfolio Requirement	11
Thesis Information	12
Practicum & Internship	12-13
Plan of Study	14
Graduation Information	15
Endorsement Policy	15
Student Conduct Policies	15-18
Student Appeals/Grievance Procedures	19
Useful Websites	21
<b><u>APPENDICES</u></b>	
Practicum Site Requirements	22-23
Internship Site Requirements	24-25
Candidate Performance Alert Form	26
Plan of Study Examples	27-28
How to Do LiveText Portfolio System	29
Assignments to be Uploaded in the LiveText Portfolio	30

# OKLAHOMA STATE UNIVERSITY

## M.S. Program in Counseling

### **FORWARD**

Welcome to the Master's Program in Counseling at Oklahoma State University! We are pleased to have you join our community of scholars and practitioners.

This Handbook should be the first place you look when seeking guidance for program questions. It is also important to keep in contact with your assigned advisor, as he/she will be able to accurately answer any questions you may have. We have done our best to present this information accurately and concisely. This document will be edited and revised every year.

You are expected to abide by and uphold the policies within the edition of the Handbook you receive following your first semester of enrollment as a fully admitted student to the Program.

## MISSION STATEMENT

The Oklahoma State University M.S. Program in Counseling is designed to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice. The program incorporates teaching in counseling, pedagogical, and psychological theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and clinical mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual/affectional orientation, culture, rural, suburban or urban backgrounds, socioeconomic status, religious/spiritual affiliation, and ability status. Both the mental health counseling and school counseling options are accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP). The College of Education at OSU is accredited by the National Council for the Accreditation of Teacher Education Programs (NCATE).

## PROGRAM OVERVIEW

### **Mental Health Counseling Option (M.S.)**

The **Mental Health Counseling Option** leading to the M.S. in Counseling, Option: Mental Health Counseling prepares individuals for professional counseling roles in a variety of mental health, community, and human service settings. The emphasis in the program is on developing professionals with proficiency in counseling and related roles and functions. Graduates from this program have found employment in child/adolescent guidance centers, community mental health clinics, domestic violence centers, rehabilitation centers, youth and family services, hospitals, and private practice. The curriculum in the Mental Health Counseling Option is designed to meet the academic requirements set forth in the regulations of the Oklahoma Licensed Professional Counselor (LPC) Act. After obtaining 3000 hours of supervised, post-degree experience, and a passing score on the LPC test, graduates are eligible for licensure as professional counselors in Oklahoma.

### **School Counseling Option (M.S.)**

The **School Counseling Option** leading to the M.S. in Counseling, Option: School Counseling is designed for students who are interested in careers as counselors in public schools serving students, teachers, and parents. The coursework for the School Counseling Option is designed to meet the school counselor certification requirements for the State of Oklahoma. Candidates for certification as a school counselor in the state of Oklahoma must also receive a passing score on state certification exams. Upon successful completion of the degree, the certification professional portfolio submissions, and certification testing requirements, candidates can apply for school counselor certification through OSU's Office of Professional Education. You may contact the Office of Professional Education at 325 Willard Hall, 744-6252; or visit their website at <http://education.okstate.edu/professional-education>.

## CORE PROGRAM OBJECTIVES

### **Students in this Program will gain knowledge and understanding of:**

1. Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession.
2. Social and cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselor roles in social justice and advocacy.
3. Human growth and development, including theories of learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan.
4. Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world-of-work.
5. Helping relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theories, processes, and skills for working with families, children, and adults.
6. Group work, including group development, group dynamics, and group counseling theories, methods, and skills. CACREP standards require that students experience a minimum of 10 clock hours in an experiential group activity. This requirement is typically met during CPSY 5583 Group Process.

7. Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation.
8. Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation.

### COMPETENCIES FOR SCHOOL COUNSELORS

In addition to the aforementioned objectives, the school counseling option has adopted the following competencies based on the Oklahoma Competencies for Certification of School Counselors (<http://sde.state.ok.us/>).

#### **Candidates for certification will gain knowledge and understanding of:**

1. Human development in order to provide a comprehensive, developmental guidance and counseling program.
2. The impact of environmental influences on students' developmental achievement, to help students develop strategies to reason and cope with situations that may hinder learning.
3. Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
4. Guidance and counseling services that address the needs and concerns of students and help students develop skills to use in future situations.
5. How to facilitate the education and career development of individual students to help all achieve success.
6. Formal and informal assessment to provide information about and to students, to monitor student progress and recommend changes to the student's educational environment.
7. Consultation processes with parents and school personnel, including how to provide professional expertise and establish collaborative relationships that foster a support system for students, parents, and the community.
8. Human diversity as it applies to providing equitable guidance counseling services for all students and promoting a climate of mutual respect that helps students value themselves and others.
9. The need for strong and positive ties with the home and the community, to promote student growth in school and beyond the school setting.
10. Professional ethical codes, the importance of professional development and the need to work with colleagues to advance the profession.

### GENERAL PROGRAM INFORMATION

#### **Two Campuses, One Program**

Courses for both options are offered on both the Stillwater and Tulsa campuses. Students admitted to the Program may take classes on either campus.

A shuttle bus (BOB) is available to students commuting to either campus for classes. Students are charged a nominal fee to ride the bus. *NOTE: Students enrolled primarily on the Tulsa campus should carefully read each section of this Handbook as policy for the Tulsa campus may be different.*

#### **Coursework and Practicum/Internship Requirements**

The Program includes a broad general preparation in counseling, human development, diagnosis of human problems, professional issues and ethics, social and cultural foundations, group process, appraisal, research, and career development, and specialty courses in both school and mental health counseling.

To fulfill the degree requirements, students in the **Mental Health Counseling Option** must complete a minimum of 60 graduate credit hours of coursework (including practicum and internship), and completing a portfolio that demonstrates competency which counts as the creative component for the degree. This includes 100 clock hours of practicum and 600 hours of internship. Students in the **Mental Health Counseling Option** may take 1 elective course (3 credit hours) as part of the 60 credit hours required for graduation. However, if a student in the **Mental Health Counseling Option** chooses to complete a thesis instead of a creative component, 6 hours of thesis credit will be taken 3 hours of which will be instead of their elective and an additional 3 hours.. Students in the **Mental Health Counseling** option are required to complete a portfolio which is discussed in more detail later in the handbook

Students in the **School Counseling Option** need to complete the Application for Professional Education form. Those who are already certified teachers need to check box B; all others check box C, and submit to the Professional Education

Council. Students in the **School Counseling Option** must complete a minimum of 57 graduate credit hours of coursework as well as a creative component. This includes 100 clock hours of practicum and 600 clock hours of internship. If a student wishes to complete a thesis instead of a creative component, the student must complete 63 graduate credit hours. In addition, students in the **School Counseling Option** must complete a Portfolio, which can be used as the creative component.

If students in the **School Counseling Option** wish to also pursue licensure as a professional counselor (LPC), they must complete a total of 60 hours of coursework that meet the content requirements of the licensing board. If students in the School Counseling Option which is also pursue licensure it is highly recommended that their additional three hours of course be in Individual Appraisal. They must also work closely with their advisor and committee in the selection of appropriate practicum and internship sites.

It takes a *minimum* of two years of full-time graduate work (including two summer semesters) to complete the Counseling Program, either option.

## Admission to the Program

Only applicants with a bachelor's degree from an accredited institution may be considered for full admission into the master's program. Applicants may be considered for full admission after the Graduate College and the School of Applied Health & Educational Psychology have received the necessary application materials. The deadline for receipt of materials is **January 25<sup>th</sup>** of each year. All applications are submitted online through the online application process which can be accessed through the [www.okstate.edu](http://www.okstate.edu) website. If students have additional questions they can contact Robert Raab (325 Willard) at (405) 744-9483 or via e-mail at [Robert.raab@okstate.edu](mailto:Robert.raab@okstate.edu) for further information and admission materials. Tulsa students may contact Stacey Coleman, (918) 594-8527 or the OU/OSU Research and Graduate Education Center for information and admission materials. For both campuses, you can also download application information from <https://www.applyweb.com/apply/oksugrad/>.

Students in the **School Counseling Option** who are seeking OSU's recommendation for certification as an Oklahoma school counselor must apply for admission to Professional Education through OSU's Office of Professional Education at the beginning of their master's degree program in Counseling. Individuals who do not hold an Oklahoma teaching certificate gained through an institutional program that included student teaching may contact the Oklahoma State Department of Education <http://sde.state.ok.us/> for information on the Alternative Placement (Certification) Program.

### **Advising**

The role of your advisor is to assist you with course planning, completing your plan of study, and supervising your thesis (optional).

New students are assigned a faculty advisor at the time they are sent their official notice of admission to the program. If you wish to change advisors, you may request this by sending a letter to the School Head (Dr. Aric Warren). When possible, you will be switched to the advisor of your choice; however, due to faculty workload, this may not always be possible.

### **Plan of Study**

Your advisory committee consists of your advisor and two additional faculty members who work with you to develop an individualized plan of study. The plan of study constitutes a written contract between the University and the student regarding that student's requirements for obtaining a degree. **Note:** if it should be necessary for you to change your committee members, (e.g., a faculty member leaves the university), you are required by the Graduate College to submit a Committee Change Request Form which can be done online. (See: [http://gradcollege.okstate.edu/current\\_student/forms.html](http://gradcollege.okstate.edu/current_student/forms.html).)

### **Financial Aid**

**Stillwater & Tulsa** students may be eligible for departmental financial aid in the form of partial tuition fee waivers and a limited number of graduate assistantships. Part time employment opportunities both on and off-campus are generally available.

The **OSU Office of Scholarships and Financial Aid** has a comprehensive website of information for students about financial assistance opportunities, including information about tuition waivers, grants, scholarships, fellowships, loans, and federal aid programs such as work-study ([www.okstate.edu/finaid](http://www.okstate.edu/finaid)).

The **Graduate College** provides financial aid incentives such as tuition waivers and graduate fellowships ([www.gradcollege.okstate.edu](http://www.gradcollege.okstate.edu)).

From November until February 1 of each year, the **College of Education** accepts Undergraduate and Graduate scholarship applications for the following Fall and Spring semesters. To be considered for a scholarship, you must complete the online application form (Part I) and submit via email a Word document (Part II) containing your responses to the standardized essay questions. Students will receive reminders of the scholarship application timeframe via notices on the COE website, emails to COE students via listservs, notices on the COE's Twitter and Facebook accounts, and reminders by COE faculty. For additional information, please see the College of Education's scholarship webpage at <http://education.okstate.edu/scholarships>.

Information about part time employment is available through OSU Career Services, on both the **Stillwater** (<http://www.hireosugrads.com/2/Students/Home.aspx>) and **Tulsa** campuses (<http://www.osu-tulsa.okstate.edu/services/careerservices.asp>).

### **Career Services**

Career services available to students in the program include:

1. **Academic & Career Development Center**—In **Stillwater**, offers walk-in assistance for students on career and job hunting information and study strategies ([www.okstate.edu/ucs/cssc5.htm](http://www.okstate.edu/ucs/cssc5.htm)). Also available on **Tulsa** Campus (<http://www.osu-tulsa.okstate.edu/services/careerservices.asp>).
2. **Career Services**—offers both students and alumni with job search activities related to non-clinical internships, part-time employment while in college, and full-time professional employment following graduation (<http://www.hireosugrads.com>).

## **College of Education Statement on Diversity**

The College of Education is committed to the promotion and affirmation of diversity in the broadest sense. This commitment is consistent with the ethical principles of the various professions represented in the College. These principles place a high value on the dignity and worth of individuals regardless of their gender, race, ethnicity, sexual/affectional orientation, age, physical abilities, religious beliefs, and socioeconomic class. Appreciation of the value of diversity also extends to diversity of thought and perspective. Faculty make every effort to promote an atmosphere of respect and trust in which individuals feel free to explore, discuss, and express their beliefs with one another.

## COUNSELING FACULTY

**Thomas R. Berry, Ph.D.**

Clinical Associate Professor  
 Director, Counseling & Counseling Psychology Clinic  
 117 PIO Building  
 Stillwater, OK 74078  
 405.744.3156  
 thomas.berry@okstate.edu

**Al Carlozzi, Ed.D.**

Professor  
 Director, OSU-Tulsa Counseling Center  
 2415 Main Classroom Building  
 Tulsa, OK 74106  
 918.594.8063  
 al.carlozzi@okstate.edu

**Hugh C. Crethar, Ph.D.**

Associate Professor  
 CPSY Area Coordinator  
 421 Willard Hall  
 Stillwater, Ok 74078  
 405.744.9442  
 crethar@okstate.edu

**Tonya R. Hammer, Ph.D.**

Assistant Professor  
 Counseling Program Coordinator  
 CACREP Liaison  
 2437 Main Hall  
 OSU-Tulsa  
 Tulsa, OK 74106  
 918.594.8309  
 tonya.hammer@okstate.edu

**Sue Jacobs, Ph.D.**

Professor  
 431 Willard Hall  
 Stillwater, Ok 74078  
 405.744.9895  
 sue.jacobs@okstate.edu

**Julie Koch, Ph.D.**

Associate Professor  
 Counseling Psychology Training Director  
 408 Willard Hall  
 Stillwater, Ok 74078  
 405.744.3155  
 Julie.koch@okstate.edu

**Hang Shim Lee, Ph.D.**

Assistant Professor  
 406 Willard Hall  
 Stillwater, Ok 74078  
 405-744-9457  
 hangshim.lee@okstate.edu

**Valerie McGaha, Ph.D.**

Associate Professor  
 2437 Main Classroom Building  
 Tulsa, OK 74106  
 918.594.8516  
 valerie.mcgaha@okstate.edu

**Diane Stutey, Ph.D.**

Assistant Professor  
 408 Willard Hall  
 Stillwater, OK 74078  
 405-744-3155

**Carrie Winterowd, Ph.D.**

Professor  
 409 Willard Hall  
 Stillwater, Ok 74078  
 405.744.9446  
 carrie.winterowd@okstate.edu



## DEGREE REQUIREMENTS

- Complete a minimum of 60 graduate credit hours of coursework for the **Mental Health Counseling Option** and 57 hours of coursework for the **School Counseling Option**.
- Nine (9) credit hours may be transferred from other recognized graduate programs. Tulsa students may transfer up to fifteen (15) credit hours from the University of Oklahoma-Tulsa campus.
- The last eight (8) hours must be taken at Oklahoma State University and taken for resident credit.
- As least 24 credit hours must be in 5000 level courses or above. (Students who choose to write a master's thesis for 6 credit hours must take at least 22 credit hours of 5000 level courses.) **4000 level courses taken for graduate credit will not be approved by the Oklahoma licensing board for professional counselors.**
- A minimum overall grade point average of 3.00 is required in all academic coursework.
- A grade of B or better must be earned in CPSY 5473, 5553, 5593, and 5683/5693. Students who earn a grade below a B in any of these courses will be required to repeat the course or may be suspended from the program. Students will only be allowed to repeat a course one time to earn a higher grade.

## COURSE REQUIREMENTS

### School Counseling Option (57 Credits)

#### Counseling Core (30 credit hours):

#CPSY 5473	Basic Counseling Skills (prerequisite for CPSY 5593)*
#CPSY 5553	Theories of Counseling (prerequisite for CPSY 5593)
%CPSY 5563	Conceptualization & Diagnosis in Counseling
%CPSY 5493	Professional Issues and Ethics in Counseling
%CPSY 5503	Multicultural Counseling
CPSY 5583	Group Process
EPSY 5103	Human Development in Psychology
CPSY 5453	Vocational and Career Information
CPSY 6553	Advanced Marriage and Family Therapy
CPSY 6323	Psychological Consultation

#### Research (6 credit hours):

REMS 5013	Research Design & Methodology
REMS 5953	Elementary Statistical Methods in Education

#### School Counseling Specialization (12 credit hours)

CPSY 5533	Developmental Interventions
+CPSY 5513	Comprehensive School Counseling Programs
CPSY 5413	Critical Issues in School Counseling
EPSY 5783	Psychoeducational Testing of Exceptional Individuals

#### Counseling Practice (9 credit hours)

CPSY 5593	Counseling Practicum (prerequisite for CPSY 5683/5693)
CPSY 5683	Internship in Counseling I
CPSY 5693	Internship in Counseling II

#### Thesis (optional, 6 credit hours)

CPSY 5000	Master's Thesis
-----------	-----------------

*Note: If a student elects to complete a thesis, then the student takes 6 more credit hours in Thesis.*

- # Required of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- % Recommended of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- + Recommended of all students in the School Counseling program before taking Practicum (CPSY 5593)
- \* Must be taken in residence at Oklahoma State University.

**Mental Health Counseling Option (60 credits)****Counseling Core (30 credit hours):**

#CPSY 5473	Basic Counseling Skills (prerequisite for CPSY 5593)*
#CPSY 5553	Theories of Counseling (prerequisite for CPSY 5593)
%CPSY 5563	Conceptualization & Diagnosis in Counseling
%CPSY 5493	Professional Issues and Ethics in Counseling
%CPSY 5503	Multicultural Counseling
CPSY 5583	Group Process
EPSY 5103	Human Development in Psychology
CPSY 5453	Vocational and Career Information
CPSY 6553	Advanced Marriage and Family Therapy
CPSY 6323	Psychological Consultation

**Research (6 credit hours):**

REMS 5013	Research Design & Methodology
REMS 5953	Elementary Statistical Methods in Education

**Counseling Practice (9 credit hours)**

CPSY 5593	Counseling Practicum (prerequisite for CPSY 5683/5693)
CPSY 5683	Internship in Counseling I
CPSY 5693	Internship in Counseling II

**Mental Health Counseling Specialization (15 credit hours)**

ΔCPSY 5483	Mental Health Counseling
CPSY 5523	Individual Appraisal (prerequisite of either REMS 5373 or EPSY 5783)
CPSY 5673	Substance Abuse Counseling
One of the following:	
REMS 5373	Educational Measurements
OR	
EPSY 5783	Psychoeducational Testing of Exceptional Individuals
Electives	(3 credit hours, counseling-related)

\*CPSY 5533 Developmental Interventions

**Thesis (optional, 6 credit hours)**

CPSY 5000 Master's Thesis

*Note: If a student elects to complete a thesis, then the student would take no electives and would be required to take an additional 3 hours of course work for a total of 63 hours.*

# Required of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)

% Recommended of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)

Δ Recommended of all students in the Mental Health Counseling program before taking Practicum (CPSY 5593)

\*Must be taken in residence at Oklahoma State University.

\* It is a student's responsibility to be aware of developmental psychology and the developmental level and counseling needs of clients with whom he or she works.

If a student anticipates working with, children or adolescents (or others) for whom interventions other than talk therapy will be most effective or appropriate, he or she should:

A. Be aware of his or her own training, limitations, and professional competencies, AND:

B. Prepare by taking CPSY 5533: Developmental Interventions class

or CPSY 5720: Introduction to Play and Action Therapy class prior to seeing these clients

A general guideline for this is work with children 13 or younger or in 8th grade or lower, although maturity and development are not synonymous with age.

## Portfolio Requirement

All students in the School Counseling and Mental Health Counseling options are required to complete a portfolio as a requirement of assessing CACREP standards and student learning outcomes. Students will begin compiling their OSU Professional Education Portfolios following admission to the M.S. Program in Counseling , School Counseling option.

A professional growth portfolio documents the candidates' accomplishments, learning and strengths related to the 2009 CACREP standards as well as competencies, standards, and outcomes adopted by the Office of Education Quality & Accountability, Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, and Oklahoma State University's Professional Education Unit as appropriate to the particular degree.

For organization and presentation to external reviewers, candidates will complete their portfolios using LiveText Standard Edition (<http://livetext.com>), an online electronic portfolio development and management system. You can purchase/register your LiveText license by going to [www.livetext.com](http://www.livetext.com) and clicking on the Purchase/Register tab, at the current publication of this handbook the cost of a license to LiveText is one hundred and nineteen dollars. Be sure to associate your account with the institution Oklahoma State University—Main Campus so you can see our templates. Please use your CWID as your username if at all possible. The templates provide detailed instructions for completion of the portfolio and guidance in selection of artifacts from your courses to assist in assessing how you have met then standards in the course.

Once you login to Livetext, you'll see the dashboard. Click on New Documents, and choose the Portfolios tab from the Oklahoma State University menu of choices. Choose the template designated for your program, either School Counseling or Mental Health.

Scroll down and click on the Create Document button. Put your cursor at the front of the name of the portfolio and type in your name, first name and then last, and then click ok. The specific documents that will be required in each course to be uploaded are indicated in your syllabus for each course. Additionally, a table is available in the appendix specifying the specific assignments. Your first submission will be due upon completion of your first 30 hours and your second submission will be due in your last semester of matriculation. It is recommended that you upload your documents upon completion of the course in which they are required.

Portfolio submissions will assist faculty in assessing student learning outcomes particular not only to the 2009 CACREP Standards, but also school counseling certification requirements, as well as academic requirements for licensure as a mental health counselor in the state of Oklahoma.

There are two submissions required to the portfolio system. The first submission will include submission of your professional resume or curriculum vitae, which should include your current GPA as well as any professional activities and/or involvement in counseling organizations such as the American Counseling Association or any related divisions. The second submission will require the student to submit a revised of the curriculum vitae, as well as the artifacts specified for each of the courses

- ✓ Please see the **How to do the LiveText Portfolio** and **Assignments to be Uploaded in the LiveText Portfolio** in the **Appendix** to see specifics on creating your portfolio.

## Thesis Option

Students in the **Mental Health Counseling Option** will take 6 thesis credit hours, which will substitute for their one elective and include an additional three hours of coursework. Students in the **School Counseling Option**, because they have no electives, will be required to complete 63 credit hours to graduate if they choose the thesis option.

Complete information for writing and submitting a thesis report is available online at:

<http://gradcollege.okstate.edu/student/thesis/default.html>.

This website contains the OSU thesis manual and guide to IRB requirements. It is essential that students become familiar with these documents if they select the thesis option.

## PRACTICUM & INTERNSHIP

### Practicum:

As a portion of your coursework, you will be required to participate in the practicum and internship experiences. These normally occur during your second year of the program, after prerequisite courses have been completed and can only be enrolled in if you are admitted as a degree seeking student in good standing in the counseling program at Oklahoma State University. In both the **Mental Health and School Counseling Options** you will be required to work at an approved site for 100 hours across the semester, 40 hours in direct client contact and 60 indirect hours. In addition to the site work and meeting for two hours per week in class, students may be assigned a doctoral student supervisor. In this case, supervision sessions (one hour per week) may be videotaped.

Please see the **Practicum Site Agreement** in the **Appendix** to see specific practicum requirements.

### ***\*\*IT IS THE STUDENT'S RESPONSIBILITY TO SECURE A PRACTICUM SITE.\*\****

A list of practicum sites that have been utilized in the past in both the **Stillwater & Tulsa** areas is available from the Counseling Program Coordinator or the Practicum/Internship Coordinator. If you choose to utilize a site not on the list, please have that site approved through your practicum course instructor. As a side note, ask former students about their experiences at different locations. This may help you in deciding where to spend your 10 weeks of practicum. A practicum orientation meeting is held every spring semester. Representatives from the various sites in Stillwater and Tulsa are invited to talk with students about their site. Students who have completed practicum are also on-hand to answer questions.

The practicum is intended to provide you with an introductory experience. As such, this may involve observing an experienced counselor, engaging in co-counseling, or other sorts of entry-level learning activities.

For **School Counseling** students, the practicum does not have to be in a school setting, but it should involve working with children or adolescents. An OSBI check for internship and practicum in school counseling is needed for anyone seeking their first certification/licensure (all alternative certification students and anyone with an undergraduate education degree who didn't get licensure/certification). OSBI paperwork can be completed in the Professional Education Unit of the College of Education in Willard Hall, Stillwater campus.

### Internship:

The internship portion of your coursework follows the same general format as that of the practicum experience. However, you are expected to engage in a wider range of more complex counseling experiences during the internship. The internship can be at the same site as the practicum.

In both the **Mental Health Counseling and School Counseling Options**, you will work at an approved site for 600 clock hours across two semesters. Typically, students will complete 300 clock hours each semester, with 120 hours of direct service each semester (for a total of 240 direct hours required across the 600 clock hours). Across two semesters, this works out to about 20 hours on-site per week. The two semesters of internship can be at the same or different sites. However, we do recommend that you remain at one site through both semesters.

For both **Mental Health Counseling and School Counseling Options**, 300 clock hours of internship must be completed in a site that is consistent with your specialization (e.g., a community site for **Mental Health Counseling Option** students, and a school counseling setting for **School Counseling Option** students). Up to 300 clock hours may be conducted in an alternative field setting provided that the experience is consistent with the student's option AND the on-site supervision is provided by an individual qualified to supervise within the student's option. **Please contact the Counseling Program Coordinator and/or the Practicum/Internship Coordinator** if you wish to complete part of your internship in an alternative setting.

Please see the **Internship Site Agreement** in the **Appendix** to see specific internship requirements.

**A list of internship sites that have been utilized in the past in both the Stillwater & Tulsa areas is available from the program coordinator.**

#### **Liability Insurance**

***If the practicum or internship site does not provide you with liability insurance, you will have to provide your own.***

For information on low cost liability insurance for students please go to [www.counseling.org](http://www.counseling.org). Student membership in ACA includes liability insurance. Students **must** provide proof of liability insurance **prior** to seeing clients in practicum and internship.

#### **Site Agreements**

You are required to sign an agreement for your coursework in both the practicum and internship classes. You will also be required to have an agreement with your practicum and internship sites that must be signed by both your on-site supervisor and the site administrator. Copies of these agreements are in the **Appendix**.

#### **Policy on Hours that Apply to Practicum and Internship**

**Sanctioned Hours:** Students may only collect hours towards Practicum and Internship during the time periods from the first day of the semester until the last day of finals in the semester. Any services rendered between or prior to semesters will not be sanctioned hours for practicum and internship.

**Carryover Hours:** A maximum of 50 hours may be brought as carryover hours between Practicum and Internship I or Internship I and Internship II. This must be documented as hours beyond those required for each course and must be signed by the instructor from the course from which the carryover hours are brought. The hours may be comprised of direct and/or indirect contact.

## PLAN OF STUDY

Prior to completion of your first 17 hours of coursework, you must submit your Plan of Study. This document, required by the Graduate College, lists the courses you plan to take to complete your degree, your faculty advisory committee, and your choice of creative component or thesis. You should work closely with your advisor in completing your plan of study and choosing your committee. The Plan of Study must be submitted online and electronically signed by the committee and various other administrators before being submitted to the Graduate College. **Any changes made to the plan of study must be submitted to the Graduate College for approval by April 1 (for spring graduation) or November 1 (for fall graduation). These deadlines can change from one semester to another so each student is responsible for confirming the exact deadline through the academic calendar for the semester in which they are seeking graduation. Be certain to confer in advance with your advisor for details on how this is done. In order to be cleared for graduation, the Registrar compares your transcript with your Plan of Study to be certain you have successfully fulfilled your plan. Therefore, it is imperative that the final version of your Plan of Study be up-to-date, complete and correct. Be sure to visit with your advisor to be certain that your Plan of Study is accurate prior to the semester you plan to graduate.**

**Plan of study and other forms required by the Graduate College can be found online at <https://app.it.okstate.edu/pos/>** Be sure to use the Master's Degree Plan of Study form. Our current course rotation is available in this handbook and from your advisor. Use it to help you plan which semesters to take your courses. Note that this rotation is subject to change, so check the Student Information System for the most up-to-date information regarding course offerings at <http://prodosu.okstate.edu/>.

### **What to put on your Plan**

Your plan of study is completed online. A checklist for your POS and frequently asked questions can be found at the following link: <http://gradcollege.okstate.edu/planofstudy>.

You need **three committee members**: your advisor (Chair), and two other faculty members. You will need to ask each of them in person to be a member of your committee.

See the list of required courses for your option in this Handbook, and list them on the plan of study. Your course hours must total 60 for the Mental Health Option and 57 for the School Option (63 for the School Option if you want to do a thesis) in order to meet the program requirements.

Your Plan of Study must be signed electronically by you, your three committee members (your advisor and two other faculty members), and the School Head. Your plan of study is submitted online through the following link: <https://app.it.okstate.edu/pos/>. **Work directly with your advisor to make sure your Plan of Study is completed and filed appropriately.**

- ❖ Examples of the Plan of Study are located in the appendix.

**NOTE:** NOT ALL COURSES ARE OFFERED EVERY SEMESTER. SOME ARE OFFERED ONCE PER YEAR, SOME ARE OFFERED EVERY OTHER YEAR. WORK WITH YOUR ADVISOR TO PLAN YOUR COURSE SEQUENCE CAREFULLY.

## GRADUATION INFORMATION

### Requirements

Coursework Completion of coursework, practicum, internship, and creative component or thesis as outlined in this *Handbook*.

### Steps to Graduation

Step 1: complete Committee Change Request if needed

[http://gradcollege.okstate.edu/download/pdf/comm\\_chg\\_frm.pdf](http://gradcollege.okstate.edu/download/pdf/comm_chg_frm.pdf).

Step 2: complete Graduation Clearance Form and revised Plan of Study (if needed)

<http://gradcollege.okstate.edu/download/graduation.html>. Submit to the Graduate College online. Additional information regarding graduate deadlines, see <http://www.okstate.edu/registrar/GradDeadlines.html>.

Step 3: complete the Diploma Application

To the Office of the Registrar before April 1 (for Spring graduation) or November 1 (for Fall graduation). This can be completed online on SIS under Student Records.

Here is the link to the Forms page of the Grad College website, in case there are other issues you need to take care of:

[http://gradcollege.okstate.edu/current\\_student/forms.html](http://gradcollege.okstate.edu/current_student/forms.html).

School Counseling students must pass certification exam(s) to become certified in Oklahoma. Register online at

<http://www.ceoe.nesinc.com/>.

In the last six hours of coursework, students who are enrolled in or have completed the required courses for licensure in Oklahoma are eligible to apply through the National Board for Certified Counselors (NBCC) to take the National Counselor Examination (NCE). The NCE is required for licensure in Oklahoma and most states. The examination is offered on campus in April. You will be contacted in the fall semester prior to eligibility. If you believe you are eligible and are not contacted, please contact the Counseling Program Coordinator.

If you have a teaching degree you only need to take the School Counselor exam. (You may take either the school counseling exam for elementary educators or the one for secondary educators, but upon receiving a passing score certification is granted for K-12.)

If you do not have a teaching degree you need to take the OGET, OPTE, and the School Counselor exams. (You may take either the school counseling exam for elementary educators or the one for secondary educators, but upon receiving a passing score certification is granted for K-12.)

Students who need confirmation of their standing with OSU because they have received a job offer before the actual receipt of their diploma should contact the Certification Specialist in the Profession Education Unit, Willard Hall. Assuming you have completed all necessary requirements for graduation, including your portfolio evaluation and a passing score on the certification exam(s), you will be provided a Letter of Completion, stating that you are recommended by OSU for certification.

### Graduation Ceremonies

Commencement: Commencement is held at the end of the semester. At this time, there is no summer commencement. The required attire for participation is a cap and gown and the official OSU graduation medallion. These items are available for purchase through the Student Union Clothing Store. **OSU-Tulsa** students may purchase or rent their regalia through the OSU-Tulsa bookstore. There will be advertisements as to when the items are available for purchase. You may choose to participate in the spring commencement ceremony if finishing your coursework in the summer. However, you must submit a petition for early graduation through the Graduate College. Forms are available there.

**OSU-Tulsa** has in the past held a graduation ceremony for all academic year graduates (fall, spring and summer) in early May of each year. The ceremony includes hooding of master and doctoral candidates. Students are welcome to attend either or both ceremonies (Stillwater or Tulsa).

**Hooping:** Students graduating in the Stillwater are not hooded at the commencement ceremony, whereas Tulsa, graduates are hooded in the commencement ceremony. Therefore, in Stillwater, a hooding ceremony is held every spring the evening before commencement. The same attire is required for this ceremony as is for commencement. It is at this ceremony that Master's and Doctoral graduates receive their hoods as a symbol of achievement. Both Stillwater and Tulsa students are welcomed and encouraged to participate in this ceremony.

### **Endorsement Policy**

The Counseling Area Faculty will only endorse a student for those professional certifications, licenses, and placements for which he/she has been adequately trained and has demonstrated both the academic and non-academic attributes required for competence.

Students in the **School Counseling option** who have been fully admitted to Professional Education at the beginning of their Master's degree program, and who have successfully completed the Master's degree, the professional portfolio requirements, and the state certification testing requirements may apply for school counselor certification through OSU's Office of Professional Education.

Students in the **Mental Health Counseling option** are endorsed for LPC licensure when their official transcripts are sent to the Licensing Board, State of Oklahoma.

Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. Faculty reserve the right to refuse such requests when they believe the student should not be endorsed for credentials or employment for particular reasons.

## **STUDENT CONDUCT POLICIES**

### **Academic Standing**

By enrolling in College of Education programs, students accept the responsibility for complying with all applicable policies and procedures designed to maintain satisfactory academic standing, while retaining their rights and responsibilities as outlined in the University's *Student Rights and Responsibilities* policy statement. Information about this policy statement is in the University *Catalog*. The document is available via the OSU homepage at [www.okstate.edu](http://www.okstate.edu). Printed copies are available at various locations on campus, including the Student Union Information Desk and the Edmon Low Library Reserve desk.

### **Minimum Grade Requirements**

An overall GPA of 3.0 (e.g., a "B" average) is required to maintain good standing as a graduate student and meet requirements for the degree. Individual course grades below "B" are considered below the acceptable standard for graduate students. Any student who receives such a grade will be sent a letter of warning from the Graduate College. If a student's overall GPA drops below a 3.0, the student is subject to being placed on *strict academic probation*. A student on *strict academic probation* is required to earn a minimum grade of "B" in each course during the next semester of full-time enrollment or two semesters of part-time enrollment. Failure to do so may result in suspension from the University. For more information, see the University *Catalog*.

Students earning a grade of C or below in a course are required to meet with their faculty advisor to discuss the circumstances resulting in the grade and to discuss their present and future status in the program. Following the meeting between the student and the advisor, the advisor will discuss the issue with the program faculty who will review and make recommendations about the student's status in the program, (e.g. remedial coursework, suspension, probation, dismissal).

In addition, students must earn a B or better in the following courses: CPSY 5473, 5553 5593, 5683, and 5693. Students who earn a grade below a B in any of these courses will be required to repeat the course or may be suspended from the program. Students may only repeat a course one time.

### **Expected Student Dispositions**

Continuation of a student in the MS counseling programs is contingent upon satisfactory progress in academic performance and professional development. With regard to professional development, students in our MS School and Mental Health counseling programs are expected to display the dispositions listed below.\*



**Leadership.** *Personal maturity:* addresses personal issues that may affect professional life; demonstrates desire for wellness and balance; demonstrates the ability to handle ambiguity. *Self-reflection:* able to identify personal strengths and weaknesses; demonstrates a desire to improve and grow as a counselor; demonstrates the ability to think about and change behavior. *Personal responsibility:* takes ownership of successes and failures; demonstrates an internal locus of control, demonstrates a proactive approach to professional development; accepts feedback in a non-defensive manner; *Interpersonal competence:* demonstrates ability to work as an effective team member; interacts with others in a positive; professional manner; demonstrates active involvement in teamwork.

**Ethics.** *Personal integrity:* demonstrates honesty in relation to others; understands own values and beliefs and how these affect interpersonal relationships; demonstrates principled behavior including ethical conduct, knowledge, respect, fairness, inclusiveness, confidence, and appropriateness in the workplace.

**Academics and Professional Roles.** *Commitment to the profession:* demonstrates interest in coursework, desires to learn material beyond class expectations, work reflects quality effort, demonstrates positive work attitude and enthusiasm for task at-hand, internalizes importance of professional work behaviors. A key measure of professional identity is membership and involvement in professional organizations (e.g. OCA, ACA, AMHCA, ASCA).

**Diversity.** *Respect for others:* demonstrates respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse/conflicting views, ethnicities, exceptionalities; seeks feedback about multicultural knowledge and skills; believes that all students can learn.

**Service Orientation/Community Outreach.** Advocates for wellness and balance in others, contributes to efforts to examine and enact productive solutions to wellness.

*\*Descriptive information relative to Dispositions and material in the section on Student Performance Evaluation was adapted from material at ACES 2007 presentation, Counselor Personal Dispositions by Gibbons, Studer, and Woodside from the University of Tennessee. Contributions from the Counseling Program at Youngstown State University were cited in the presentation by Gibbons, Studer, and Woodside.*

### Academic Integrity Policy

“Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner. Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the teacher or student”. (Oklahoma State University Catalog).

OSU has instituted new academic integrity rules and procedures, effective August 2006. Violations include, but are not limited to:

1. unauthorized collaboration
2. plagiarism
3. cheating on examinations
4. altering or destroying the work of others
5. fabricating information

The Academic Integrity Policy recommends three levels of sanctions for these behaviors, depending on the type and severity of the violation:

1. awarding a grade of zero or “F” for the assignment that involved the violation;
2. awarding a grade of “F!” for the course;
3. dismissal from the program and suspension from the university

Violations of academic integrity should be distinguished from non-academic student misconduct (theft, drunkenness, etc.), which is handled through the office of Student Conduct, 326 Student Union, 405-744-5470.

More information about OSU’s academic integrity rules and procedures, including student appeal procedures, can be found at <http://academicintegrity.okstate.edu/>.

## EVALUATION, REMEDIATION, & DISMISSAL

### Student Performance Evaluation

#### Expectations for Retention in the Counseling Programs

With regard to the above stated expectations for students' academic performance and professional development, and the standards of our accredited counseling programs, faculty will conduct annual evaluative reviews of student's progress in the program. Faculty can recommend:

- Continuation in the program with no stipulations
- Continuation in the program with stipulations of deficiency areas to be addressed by the student with the faculty advisor (Professional Development Plan - PDP).
- Discontinuation in the program for specific reasons.

Following this review, or at least once per year, students will receive a letter from the Program Coordinator, which indicates that their progress and performance in the program has been meritorious, acceptable, or unsatisfactory. Students who are evaluated as meritorious are invited to contact their advisors for additional feedback.

Students who are evaluated as unsatisfactory are required to meet with their advisors and develop a Professional Development Plan, or they may be placed on probation, suspended, or dismissed from the program. Professional Development Plans will follow the Informal or Formal Procedures outlined below. If the performance problem is related to grades, University procedures for grade remediation (see section on "Minimum Grade Requirements") will be followed. In instances where other performance is unsatisfactory, see sections on "Performance Alerts," Professional Development Plans," "Academic Integrity," and "Allegations of Professional Violations against Students."

#### Procedures for Concerns and/or Allegations against Students for Professional Violations

Success in the Counseling program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for initiating an allegation of professional violation against a student:

1. Violations of academic integrity (see above)
2. Disclosure of client confidential information with unauthorized individuals
3. Negligence or misconduct (see *Student Code of Conduct*)
4. Abuse or mistreatment of clients, fellow students, research participants, staff members, or faculty (including use of abusive language)
5. Violation of the rules, regulations, and principles in the ACA Ethical Code (or the APA ethical code for post-baccalaureate students)
6. Receipt of a grade of F in practicum or internship
7. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations, or theses
8. Willful conduct that may cause injury to self or others
9. Sexual harassment as defined by Oklahoma State University

#### Performance Alerts

When a concern is raised about a student's performance in any class, sponsored university activity, or during required field or clinical experience a Performance Alert Form (PAF) will be completed by the appropriate faculty member (including adjunct faculty), university staff member, fellow student, or agency personnel. (See the Appendix for a copy of the PAF.) The PAF will be sent to the Area Coordinator who will review the information for processing by either the Informal Procedure or the Formal Procedure identified below.

The purpose of the alert process is to identify conduct or performance that fails to satisfy the above-referenced expectations and which raises substantial questions about the student's ability to perform his or her role as a professional counselor. It is assumed that timely processing of such an alert will provide important feedback to students that will more effectively serve them and/or those with whom they work.

Examples of problematic behavior requiring a PAF are excessive tardiness or absences; poor and/or judgmental interactions with faculty, supervisors, or colleagues; not accepting feedback or integrating faculty/supervisor feedback; inadequate initiative at field placements; not communicating openly with clinical supervisor/faculty about needs or

concerns; and failure to complete required paperwork. Problematic academic behaviors include poor clinical skills, inappropriate self-disclosure with clients, poor academic skills. The preceding list of examples is not meant to be exhaustive.

The procedure for processing the Performance Alert will be as follows:

**Informal Procedures** (for less serious concerns)

1. The Area Coordinator will refer the Performance Alert to the appropriate individual, e.g. student's advisor, faculty member(s), or supervisor who will meet with the student to clearly identify the problematic behavior, document the steps the student will take to address the problem, specify the expected behaviors and their timeline, and potentially propose a Professional Development Plan. Follow-up meetings will be conducted to evaluate the outcome.
2. The faculty member or student's advisor will discuss the plan of action (completed in step 1 above) at the Counseling Area faculty meeting(s). The purpose of this discussion will be to seek additional direction and/or advice from the total Counseling Area faculty. The Performance Alert and, if required, the Professional Development Plan will be filed in an archival program file.

**Formal procedures**

If the informal approach outlined in Steps 1 and 2 above fails to achieve the desired outcome or if the concern is too serious or repetitious for informal procedures, then formal evaluation procedures will be initiated as follows:

1. The completed Performance Alert Form is delivered to the Area Coordinator.
2. The Area Coordinator investigates the allegation, with the investigation including a written response from the student involved.
3. The Area Coordinator presents the written record to the program faculty within 30 days of initial receipt for consideration. The student shall be given an opportunity to meet with the program faculty to respond verbally to the allegation.
4. The program area faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program area faculty may by majority vote elect among the following options:
  - a.) Refer the matter to the Student Conduct Office
  - b.) Refer the matter to the Academic Integrity Policy for procedures therein
  - c.) Formally reprimand the student in writing
  - d.) Develop a Professional Development Plan
  - e.) Suspend client contact or other activities during the remediation process
  - f.) Suspend the student for a specified period of time
  - g.) Dismiss the student from the program

The student may appeal the decision by following the Student Appeals/Grievance Procedures outlined in this handbook.

## STUDENT APPEALS/GRIEVANCE PROCEDURES

It is the intent of the Counseling Program to provide graduate students the right to a fair hearing on academic and non-academic matters. Both informal and formal channels of due process are available to work with student complaints, appeals, and grievances.

### Grade Appeals

Faculty members of Oklahoma State University should communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the final grade. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the final grade, the student shall have the right to appeal the case to the Academic Appeals Board within four months after the date the grade was assigned (received by the Registrar), or six weeks after the student begins a new semester, whichever comes first, if informal discussions fail to resolve the issue.

In hearing a case, the Academic Appeals Board shall base its decision of changing or not changing the assigned grade solely upon whether the grade was assigned fairly within the grading system adopted by the faculty member. If you need more information about filing a grade appeal, consult the *Student Rights and Responsibilities* publication or contact the Office of the Executive Vice President for Academic Affairs, 101 Whitehurst, (806) 744-5627.

### Other Appeals or Grievances

The School of Applied Health and Educational Psychology adheres to the University's due process procedures and mechanisms for handling academic problems, conflict situations, and grievances. These include, although they are not limited to, such academic matters as violations of academic integrity, course procedures, admissions recommendations, and retention decisions. They also include, although they are not limited to, non-academic matters such as inappropriate behavior and/or unethical behavior by university personnel.

Students are encouraged, in the event of a problem, conflict, or grievance against a faculty member or the program as a whole, to first approach (if feasible, given the nature of the problem) the faculty member involved or the Area Coordinator (if the student has a program-related conflict or grievance). If the problem cannot be solved to the satisfaction of all involved, then the student and/or the faculty member, and/or the Area Coordinator may take the matter up with the School Head for possible resolution. If necessary, the School Head may establish a committee to consider the problem or grievance and possible resolutions or remedies, and the committee may forward its recommendations to the School Head. Students may take the matter to the Graduate College (<http://www.gradcollege.okstate.edu>) or to one of the appropriate university committees or boards for further consideration, if, in their estimation, a satisfactory or just resolution of the problem could not be attained at the departmental level.

Oklahoma State University has a number of committees or boards that students may approach to register complaints or grievances. The Academic Appeals Board reviews and renders judgments on complaints students make about grades they feel were unjustly assigned for courses they have taken. The Committee on Sexual Harassment addresses charges against faculty and staff for sexual harassment and similar inappropriate behaviors. The Traffic Appeals Board considers grievances students, staff, or faculty have regarding traffic regulations and violations.

## USEFUL WEBSITES

### **LPC Information**

Upon completion of the Mental Health Counseling option you can begin the licensure process. The Licensure in the state of Oklahoma is Licensed Professional Counselor (LPC). Contact information for the LPC process is provided below:  
Licensed Professional Counselors Advisory Board Oklahoma State Dept. of Health 1000 NE 10th Street Oklahoma City, OK 73117 Tel: 405-271-6030; Fax: 405-271-1918, E-mail: <http://pcl.health.ok.gov>  
Exam requirement: National Counselor Exam (NCE): <http://www.nbcc.org/nce>

### **School Counseling Option**

Oklahoma State Department of Education: <http://sde.state.ok.us/>.

### **Other Websites**

For more information about the M.S. programs and policies consult your advisor or go to the following websites:

- College of Education website: <http://education.okstate.edu/>
- Graduate College, OSU: <http://www.gradcollege.okstate.edu>
- American Counseling Association: <http://www.counseling.org>
- National Board for Certified Counselors: <http://www.nbcc.org>
- American Mental Health Counselors Association: <http://www.amhca.org>
- Chi Sigma Iota (a counseling honorary society): <http://www.csi-net.org>
- American School Counselor Association: <http://schoolcounselor.org>
- American Counseling Association Code of Ethics:  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American School Counseling Association Code of Ethics:  
<http://asca2.timberlakepublishing.com//files/EthicalStandards2010.pdf>

**APPENDIX  
PRACTICUM IN COUNSELING**

**SITE AGREEMENT  
SCHOOL OR MENTAL HEALTH OPTION  
SCHOOL OF APPLIED HEALTH AND EDUCATIONAL PSYCHOLOGY  
OKLAHOMA STATE UNIVERSITY**

*Our expectation is that students will have the opportunity to develop the following skills:*

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (Clinical Mental Health Counseling Standard B.1.)
2. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D.1).
3. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CMHC D.2).
4. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CMHC H.2).
5. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CMHC L.2).

*For students in the mental health counseling option, these additional skills should be developed:*

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CMHC H.1).
2. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CMHC H.3).
3. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CMHC H.4).
4. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CMHC L.1).

*For students in the school counseling option, these additional skills should be developed:*

1. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (School Counseling Standard D.3).
2. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students (SC F.4).
3. Assesses barriers that impede students' academic, career, and personal/social development (H.5).
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (SC P.1).
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers; SC P.2).

**SITE RESPONSIBILITIES TO STUDENTS  
ENROLLED IN CPSY 5593  
PRACTICUM IN COUNSELING, OKLAHOMA STATE UNIVERSITY**

*It is our expectation that sites will offer the following training opportunities to our students:*

1. Provide the student with the opportunity for the development of counseling skills under supervision (CACREP Standard III).
2. Offer the student an opportunity to gain a **minimum of 100 hours** of experience during the semester; **40 of these hours must be spent in direct client contact** (e.g. individual counseling, family counseling, group counseling, intake) with actual clients that contributes to the development of counseling skills (F.1).
3. Provide the student with **one hour of individual supervision per week** by a licensed professional counselor (LPC), LPC-eligible counselor, licensed psychologist, or certified school counselor (if the student is at a school site) or other qualified, master's level personnel as agreed upon by the site and by the instructor. All supervisors must have a minimum of two years of pertinent professional experience and relevant training in supervision. Supervision should include some type of direct observation (e.g., live supervision, review of audio/video tapes, co-therapy) on a regular basis (II.C).
4. Provide the student with a clinical environment that is conducive to modeling, demonstration, and training, and provide settings for individual counseling and small group work with assured privacy and sufficient space for appropriate equipment (e.g., video camera, audio-tape machine; 1.H). Informed consent policies will comply with ACA/APA ethical guidelines and Oklahoma law.
5. Allow the student to discuss clients seen at the site with students in the internship class and to bring audiotapes or videotapes of counseling sessions off-site to be reviewed by the internship class in case conference, by the instructor, or by the off-site doctoral student supervisor (III.F.4). Client confidentiality will be **STRICTLY** maintained.
6. Provide the student with the opportunity to counsel clients who represent the ethnic and demographic diversity of their community (III).
7. Allow the student to formally evaluate their supervisor and learning experience as well as provide a formal evaluation of student's counseling performance at the end of practicum (III.F.5).

Addenda (optional) to be agreed upon by the student and the site:

My signature below indicates that we provide a training site for Oklahoma State University Student that meets the guidelines established by the Counseling Program, as outlined in this document.

I agree to abide by the terms of this agreement.

Name of site: \_\_\_\_\_

Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX  
SITE AGREEMENT**

**INTERNSHIP IN COUNSELING  
SCHOOL OR COMMUNITY OPTION  
SCHOOL OF APPLIED HEALTH AND EDUCATIONAL PSYCHOLOGY  
OKLAHOMA STATE UNIVERSITY**

**COURSE OBJECTIVES:**

The student will develop an understanding of all of the following aspects of professional functioning:

**Clinical Mental Health Counseling**

- B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
- D.1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain and terminate counseling
- D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders
- D.4. Applies effective strategies to promote client understanding of and access to a variety of community resources
- D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling
- D.7. Applies current record-keeping standards related to clinical mental health counseling
- D.8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders
- D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate
- F.1. Maintains information regarding community resources to make appropriate referrals
- F.2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
- F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
- H.3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
- H.4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
- L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals

**School Counseling**

- B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
- B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
- D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms
- D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
- D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development



- D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate
- F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
- F.2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
- F.3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
- F.4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
- H.1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
- H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
- H.4. Makes appropriate referrals to school and/or community resources.
- H.5. Assesses barriers that impede students' academic, career, and personal/social development.
- J.1. Applies relevant research findings to inform the practice of school counseling.
- J.2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
- J.3. Analyzes and uses data to enhance school counseling programs.
- L.1. Conducts programs designed to enhance student academic development.
- L.2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- L.3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
- N.1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
- N.2. Locates resources in the community that can be used in the school to improve student achievement and success.
- N.3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
- N.4. Uses peer helping strategies in the school counseling program
- N.5. Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families.
- P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
- P.2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

#### **SITE RESPONSIBILITIES:**

- 1) Offer the student the opportunity to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform.
- 2) Offer the student an opportunity to gain a minimum of **300 hours of experience during the semester; 120 of these hours must be spent in direct client contact** (e.g. individual counseling, family counseling, group counseling, intake);
- 3) Provide the student with **one hour of individual supervision per week** by a licensed professional counselor (LPC), LPC-eligible counselor, licensed psychologist, or certified school counselor (if the student is at a school)

site) or other qualified, master's level personnel as agreed upon by the site and by the instructor. All supervisors must have a minimum of two years of pertinent professional experience. Supervision should include some type of direct observation (e.g., live supervision, review of audio/video tapes, co-therapy) on a regular basis. The supervisor will be responsible for reporting the student's progress to the instructor at mid-semester, at the end of the semester, and at any other time deemed necessary by the supervisor or instructor.

- 4) Provide the student with a clinical environment that is conducive to modeling, demonstration, and training.
- 5) Provide settings for individual counseling and small group work with assured privacy and sufficient space for appropriate equipment (e.g., video camera, audio-tape machine);
- 6) Provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, information and referral, in-service, staff meetings);
- 7) Provide the opportunity for the student to gain supervised experience in the use of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research
- 8) Allow the student to discuss clients seen at the site with students in the internship class and to bring audiotapes or videotapes of counseling sessions off-site to be reviewed by the internship class in case conference, by the instructor, or by the off-site doctoral student supervisor. Client confidentiality will be STRICTLY maintained.
- 9) Provide the student with the opportunity to counsel clients who represent the ethnic and demographic diversity of their community.
- 10) Allow the student to formally evaluate their supervisor and learning experience at the end of their practicum experience.

**Addenda (optional) to be agreed upon by the student and the site:**

**Our signatures below indicate that we agree to abide by the terms of this contract.**

**Signature of Site Supervisor:** \_\_\_\_\_ **Date** \_\_\_\_\_

**(Printed name):** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Instructor signature:** \_\_\_\_\_

**OKLAHOMA STATE UNIVERSITY  
COE, MS COUNSELING PROGRAM  
Candidate Performance Alert**

Candidate: \_\_\_\_\_ CWID: \_\_\_\_\_

Date: \_\_\_\_\_ Area Coordinator: \_\_\_\_\_

Program: Mental Health Counseling \_\_\_\_\_ School Counseling \_\_\_\_\_

**Areas of Concern (Disposition)**

Leadership. Personal maturity: addresses personal issues that may affect professional life, demonstrates desire for wellness and balance, demonstrates the ability to handle ambiguity. Self-reflection: able to identify personal strengths and weaknesses, demonstrates a desire to improve and grow as a counselor, demonstrates the ability to think about and change behavior. Personal responsibility: takes ownership of successes and failures, demonstrates an internal locus of control, demonstrates a proactive approach to professional development, accepts feedback in a non-defensive manner.

Interpersonal competence: demonstrates ability to work as an effective team member, interacts with others in a positive, professional manner, demonstrates active involvement in teamwork.

Ethics. *Personal integrity*: demonstrates honesty in relation to others, understands own values and beliefs and how these affect interpersonal relationships, demonstrates principled behavior including ethical conduct, knowledge, respect, fairness, inclusiveness, confidence, and appropriateness in the workplace.

Academics and Professional Roles. *Commitment to the profession*: demonstrates interest in coursework, desires to learn material beyond class expectations, work reflects quality effort, demonstrates positive work attitude and enthusiasm for task at-hand, internalizes importance of professional work behaviors.

Diversity. *Respect for others*: demonstrates respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse/conflicting views, ethnicities, exceptionalities; seeks feedback about multicultural knowledge and skills; believes that all students can learn.

Service Orientation/Community Outreach. Advocates for wellness and balance in others, contributes to efforts to examine and enact productive solutions to wellness \_\_\_\_\_.

**Concern:**

**Check one:** \_\_\_ Mild to Moderate Concern \_\_\_ Serious or Chronic Concern

**Date of Conference:** \_\_\_\_\_ **Individuals Present at Conference:** \_\_\_\_\_

**Recommendations:** \_\_\_\_\_

No further action at this time       Refer for review by Counseling Area

\_\_\_\_\_  
Faculty/Professional's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

## Plan of Study Examples

<b>Mental Health Counseling (Creative Component Option) Plan of Study Course List EXAMPLE</b>			
Course Prefix	Course Title	Semester/Year	Credit Hours
CPSY 5553	Theories of Counseling	SU/12	3
EPSY 5103	Human Development	SU/12	3
CPSY 5473	Basic Counseling Skills	FA/12	3
CPSY 5673	Substance Abuse	FA/12	3
CPSY 5493	Professional Issues & Ethics	FA/12	3
REMS 5953	Statistical Methods in Education	FA/12	3
CPSY 5503	Multicultural Counseling	SP/13	3
REMS 5013	Research Design and Methodology	SP/13	3
CPSY 6553	Advanced Practice in Marital & Family	SP/13	3
CPSY 5583	Group Process	SP/13	3
CPSY 5593	Counseling Practicum	SU/13	3
CPSY 5453	Vocational & Career Information	SU/13	3
CPSY 5483	Mental Health Counseling	SU/13	3
CPSY 5683	Internship in Counseling I	FA/13	3
CPSY 5523	Individual Appraisal	FA/13	3
CPSY 5563	Conceptualization and Diagnosis	FA/13	3
CPSY 5693	Internship in Counseling II	SP/14	3
EPSY 6323	Psychological Consultation	SP/14	3
CPSY 6223**	Beck's Cognitive Therapy (elective)	SP/14	3
EPSY 5783	Psychoeducational Testing of Exceptional Individuals	SP/14	3
Total			60

\*\* indicates creative component course

<b>Mental Health Counseling (Thesis Option) Plan of Study Course List EXAMPLE</b>			
Course Prefix	Course Title	Semester/Year	Credit Hours
CPSY 5553	Theories of Counseling	SU/12	3
EPSY 5103	Human Development	SU/12	3
CPSY 5473	Basic Counseling Skills	FA/12	3
CPSY 5673	Substance Abuse	FA/12	3
CPSY 5493	Professional Issues & Ethics	FA/12	3
REMS 5953	Statistical Methods in Education	FA/12	3
CPSY 5503	Multicultural Counseling	SP/13	3
REMS 5013	Research Design and Methodology	SP/13	3
CPSY 6553	Advanced Practice in Marital & Family	SP/13	3
CPSY 5583	Group Process	SP/13	3
CPSY 5593	Counseling Practicum	SU/13	3
CPSY 5453	Vocational & Career Information	SU/13	3
CPSY 5483	Mental Health Counseling	SU/13	3
CPSY 5683	Internship in Counseling I	FA/13	3
CPSY 5523	Individual Appraisal	FA/13	3
CPSY 5563	Conceptualization and Diagnosis	FA/13	3
CPSY 5693	Internship in Counseling II	SP/14	3
EPSY 6323	Psychological Consultation	SP/14	3
CPSY 5000*	Thesis	SP/14	6
EPSY 5783	Psychoeducational Testing of Exceptional Individuals	SP/14	3
Total			63

\* Thesis

<b>School Counseling (Creative Component Option) Plan of Study Course List EXAMPLE</b>			
Course Prefix	Course Title	Semester/Year	Credit Hours
CPSY 5553	Theories of Counseling	SU/12	3
EPSY 5103	Human Development	SU/12	3
CPSY 5473	Basic Counseling Skills	FA/12	3
CPSY 5533	Developmental Interventions	FA/12	3
CPSY 5493	Professional Issues & Ethics	FA/12	3
CPSY 5413	Critical Issues in School Counseling	FA/12	3
CPSY 5503	Multicultural Counseling	SP/13	3
REMS 5013	Research Design and Methodology	SP/13	3
CPSY 6553	Advanced Practice in Marital & Family	SP/13	3
CPSY 5513**	Comprehensive School Counseling Programs	SP/13	3
CPSY 5593	Counseling Practicum	SU/13	3
CPSY 5453	Vocational & Career Information	SU/13	3
CPSY 5683	Internship in Counseling I	FA/13	3
REMS 5953	Statistical Methods in Education	FA/13	3
CPSY 5563	Conceptualization and Diagnosis	FA/13	3
CPSY 5693	Internship in Counseling II	FA/13	3
EPSY 6323	Psychological Consultation	SP/14	3
EPSY 5783	Psychoeducational Testing of Exceptional Individuals	SP/14	3
CPSY 5583	Group Process	SP/14	3
<b>Total</b>			<b>57</b>

\*\* indicates creative component course

<b>School Counseling (Thesis Option) Plan of Study Course List EXAMPLE</b>			
Course Prefix	Course Title	Semester/Year	Credit Hours
CPSY 5553	Theories of Counseling	SU/12	3
EPSY 5103	Human Development	SU/12	3
CPSY 5473	Basic Counseling Skills	FA/12	3
CPSY 5533	Developmental Interventions	FA/12	3
CPSY 5493	Professional Issues & Ethics	FA/12	3
CPSY 5413	Critical Issues in School Counseling	FA/12	3
CPSY 5503	Multicultural Counseling	SP/13	3
REMS 5013	Research Design and Methodology	SP/13	3
CPSY 6553	Advanced Practice in Marital & Family	SP/13	3
CPSY 5513**	Comprehensive School Counseling Programs	SP/13	3
CPSY 5593	Counseling Practicum	SU/13	3
CPSY 5453	Vocational & Career Information	SU/13	3
CPSY 5683	Internship in Counseling I	FA/13	3
REMS 5953	Statistical Methods in Education	FA/13	3
CPSY 5563	Conceptualization and Diagnosis	FA/13	3
CPSY 5693	Internship in Counseling II	FA/13	3
EPSY 6323	Psychological Consultation	SP/14	3
EPSY 5783	Psychoeducational Testing of Exceptional Individuals	SP/14	3
CPSY 5583	Group Process	SP/14	3
CPSY 5000**	Thesis	SP/14	6
<b>Total</b>			<b>63</b>

\*\* Thesis

## How to Do LiveText Portfolio System

You can purchase/register your LiveText license by going to [www.livetext.com](http://www.livetext.com) and clicking on the Purchase/Register tab. The current cost of a license to LiveText is one hundred nineteen dollars. If you have previously purchased a license for LiveText it is possible to extend that license for two years at a reduced rate.

When purchasing your license, sure to associate your account with the institution Oklahoma State University—Main Campus so you can see our templates. Please use your CWID as your username if at all possible. The templates provide detailed instructions for completion of the portfolio and guidance in selection of artifacts from your courses to assist in assessing how you have met then standards in the course. However, you will also find in your syllabi for courses, as well as in the appendix of the handbook you will find the specific assignments designated as well. If you have any questions concerning specific artifacts for a particular course, the contact in the department for portfolios is Dr. Tonya R. Hammer, who can be contact at [tonya.hammer@okstate.edu](mailto:tonya.hammer@okstate.edu).

After you have purchased your license to LiveText and associated your account with our institution, you will be able to begin uploading your documents.

Instructions for logging in to LiveText are as follows:

1. Log in using your CWID.
2. Look for dashboard.
3. Click on New Documents
4. Choose the portfolios tabs from the Oklahoma State University menu of choices.
5. Choose template for your program (School Counseling or Mental Health)
6. Scroll down and click on Create Document button.
7. Put your cursor at the front of the name of the portfolio and type in your name, first name and then last, and then click ok.
8. You will either upload the pdf of the document or copy and paste.

As indicated above, the specific documents that will be required in each course to be uploaded are indicated in your syllabus for each course. Additionally, a table is available in the appendix specifying the specific assignments. Your first submission will be due upon completion of your first 30 hours and your second submission will be due in your last semester of matriculation. It is recommended that you upload your documents upon completion of the course in which they are required.

### Assignments to be uploaded in the LiveText Portfolio

Below is the list of required assignments for your portfolio which assess student learning outcomes of standards for each course. You will be responsible for uploading the assignments into LiveText for your portfolio. You will demonstrate having met the standards by a grade of B or better on each assignment.

#### CPSY 5493 Professional and Ethical Issues

- Midterm Exam
- Professional Identity Paper

#### CPSY 5483 Mental Health Counseling

- Exam I
- Presentation

#### CPSY 5503 Multicultural Counseling

- Cultural Immersion Paper
- Final Paper

#### CPSY 5553 Theories of Counseling

- Article Critiques
- Final Presentation

#### CPSY 5473 Basic Counseling Skills

- 3<sup>rd</sup> Self-Assessment Paper
- 2<sup>nd</sup> Transcript

#### CPSY 6553 Advanced Marriage/Family

- 2 Case Responses

#### CPSY 5583 Group Process

- Midterm Exam
- Group Presentation
- Group Process Journal

#### CPSY 5523 Individual Appraisal

- Midterm Project

#### CPSY 5563 Conceptualization and Diagnosis

- Midterm Exam
- Treatment Plan and Presentation

#### EPSY 5783 Psychoeducational Testing

- Group/Individual Presentation
- Test Critique

#### CPSY 5593 Practicum

- Supervisor Evaluations

#### CPSY 5683 Internship I

- Supervisor Evaluations

#### CPSY 5693 Internship II

- Supervisor Evaluations

#### CPSY 5413 Critical Issues in School

- Responses to Discussion Board Posts

#### CPSY 6323 Psychological Consultation

- Group Project

#### CPSY 5513 Comprehensive School Programs

- Professional Development Activity
- Article Reviews
- Site Visit Interviews
- Comprehensive School Counseling Project

#### CPSY 5453 Vocational and Career Info

- Client Report

#### CPSY 5533 Developmental Interventions

- Therapy Demonstration Rubric
- Treatment Approach Paper and Presentation

#### EPSY 5103 Human Development in

- Final Paper

#### REMS 5013 Research Design

- Research Proposal