



**Department of Leadership in Education, Nonprofits, and  
Counseling**

**College of Education and Health Sciences**

**MASTER OF ARTS IN COUNSELING  
PROGRAM**

**STUDENT HANDBOOK  
2017 - 2018**

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## **OBJECTIVES**

### **General Objectives**

The Counseling Program is designed to prepare students from a multi-cultural and diverse society for positions as professional counselors in a variety of settings. The Counseling faculty members believe that the work of the professional counselor is to promote the positive growth and development of the clients with whom the counselor interacts.

The Counseling model for training counselors recognizes the profound interactive effect of people and human systems. We believe there is a need for social science translators - people who are in touch with the best in theory and research - who can translate this knowledge into effective Programs, and who can eventually evaluate these Programs. Because we believe that counselors should experience personal growth and development as persons and as professionals, all courses are designed to provide both cognitive and experiential learning.

Graduate education in Counseling is also designed to help students realize their potential, engage in satisfying human relationships, manage their affairs, and develop a set of meaningful values. Ethnic and cultural trends are considered so that learning experiences will be satisfying and useful for students who take advantage of the opportunities provided.

The Counseling faculty members, recognizing the uniqueness of human beings, seek to identify and extend knowledge, skills, and attitudes required by practitioners in counseling. This emphasis on uniqueness is meaningful to facilitate transfer to our students and enable them to meet the needs of all types of clientele. The faculty believe that in order to perform effectively, practitioners must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, an understanding of educational and counseling processes, knowledge in their specific field of endeavor, competence in application of professional expertise in counseling and inquiry, knowledge of the role and function of others working in related specialties, and maturity in self-development.

In order to develop such practitioners, it is essential that the faculty exhibit the above attitudes, behaviors, and competencies so that they might serve as models of appropriate behavior for their students. Finally, the faculty should select, encourage, and retain students in the counselor education specialty who exhibit the potential to become such competent practitioners. In order to prepare competent practitioners, the faculty, through a Program of planned educational experiences, attempt to develop in each graduate:

1. Respect for the dignity and worth of the individual;
2. Commitment to the fulfillment of human potential;
3. Maturity in self-development;
4. Understanding of educational and counseling processes;
5. Knowledge in his/her particular field of endeavor;
6. Competence in the application of professional expertise;
7. Knowledge of the role and function of professionals; and
8. Commitment to inquiry.

### ***General Objectives for the Professional School Counseling Concentration***

1. To prepare counselors to effectively work with teachers, administrators, and other members of the guidance and student assistance team.
2. To qualify persons to be licensed to counsel in schools.
3. To train counselors to act as consultants in schools.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs at the elementary and secondary school level.
5. To provide counselors with a high degree of self-understanding.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To foster an awareness of the responsibilities of professional school practitioners to the development and maintenance of quality instruction.
10. To demand and teach ethical and moral practices of counselors following the American Counseling Association (ACA) Ethical Guidelines.
11. To facilitate counselors developing a high degree of sensitivity and acceptance of human diversity and to develop counseling skills using appropriate diversity knowledge, awareness, and skills.

### ***General Objectives for Clinical Mental Health Counseling Concentration***

1. To prepare counselors to effectively work with clinical mental health and other agency personnel.
2. To qualify persons to be certified and/or licensed.
3. To train counselors to act as consultants.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs in the environment in which they choose to work.
5. To enhance a high degree of self-understanding by counselors.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To encourage awareness of responsibilities particular to a variety of clinical mental health settings.
10. To demand and teach ethical and moral practices of counselors following the ACA Ethical Guidelines.

### **COUNSELING MISSION STATEMENT**

The Counseling Program faculty educates compassionate and competent professional leaders who promote social justice and global community relationships.

### **COUNSELING VISION STATEMENT**

The Department of Leadership in Education, Nonprofits, and Counseling creates a socially just learning community of counselors and leaders who advance multicultural competence.

### **ADMISSION PROCESS**

In conjunction with the Graduate School, University, and the LENC Department, efforts are made to recruit students from diverse populations. All inquiries for an application to the Program should be sent to the Graduate School, Bradley University. Applicants must meet Graduate School requirements.

Admission to the Master of Arts in Counseling is based on a thorough review of each applicant's documents. Requirements include:

1. Grade Point Average (Official Academic Transcripts)
  - a. Undergraduate last-60-hour cumulative major grade point average of 3.0 or higher based on a 4.0 scale for unconditional admission.
  - b. Undergraduate last-60-hour cumulative major grade point average of 2.75 or higher based on a 4.0 scale for conditional admission. (Additional examinations may be required including GRE, MAT when the grade point average is less than 3.0)
2. Three professional and/or academic letters of references
  - a. Including at least one must be from a current supervisor
3. Submit a 250-500 word essay to each request:
  - a. Explain achievements and work experience that is relevant to your interests in and capacity for graduate study.
  - b. Describe a description of your career objectives and how the graduate Program will assist you in attaining them.
4. Completion of Online Screening Process:
  - a. Complete an online interview with faculty members. This will be done in groups of up to five students on a prearranged time. (Larger groups may create bandwidth problems.)
5. For Illinois Residents interested in school counseling:
  - a. Basic Skills (096 and 300) or Test of Academic Proficiency (TAP 400) for Illinois residents.\* Please visit the Illinois State Board of Education website to learn more about this requirement: <https://www.isbe.net/Documents/test-of-basic-skills-options.pdf>
  - b. ACT Plus Writing/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (TAP) for Licensure. See link for more information: <https://www.isbe.net/Documents/act-sat-testing-in-lieu-of-tap.pdf>. The Basic Skills or TAP is only for school applicants. It is highly recommended that ACT be taken in lieu of the TAP.

*\*Defined as the TAP, ACT Plus Writing, SAT or OOS test of basic skills used for licensure in another state.*

6. Non-refundable \$40 application fee
  - a. Submit the online application by paying the non-refundable application fee of \$40 by credit card. The fee for international applicants is \$50.

### **Non-Illinois Residents**

Prospective students who reside outside Illinois are strongly encouraged to become familiar with accurate and current requirements for certification and/or licensure and for reciprocity rules and standards applicable to the practice of professional counseling where they either reside or where they plan to practice. The LENC Department will provide students with verification of their academic status obtained from our counseling Program.

### **International Applicants**

International students who are interested in applying to Bradley University should contact the Graduate School (<http://www.bradley.edu/academic/gradschool/>) to learn about application requirements.

### **Reasonable Accommodations**

The Office of Student Access Services (OSAS) is committed to creating a positive student experience at Bradley University and provides equal access to an educational experience through the provision of academic accommodations. After submitting documentation, a student, with the Director, will create an accommodation contract and work on developing self-advocacy skills for requesting the approved accommodations. Although the OSAS cannot grant all personal requests, the office will use a collaborative approach to determine the accommodations based on documentation and functional limitations. The OSAS is located in Heitz Hall, room 100 and is open Monday – Friday, 8:30 a.m. – 5:00 p.m. They can be reached at 309-677-3654. Students seeking assistance should visit the website for Bradley’s Office of Student Access Services at <https://bradley.edu/offices/student/sas/>.

Any student who wishes to request a reasonable accommodation must submit appropriate documentation of the disability to the Director of the OSAS. Documentation is kept confidential and maintained in the OSAS office. Information from the file is only released with the student's written consent in keeping with FERPA and HIPAA privacy protections.

#### ***Further Information***

Applicants with deficiencies in requirements will be evaluated on an individual basis. For further information about the admission process, please visit: <http://www.bradley.edu/academic/gradschool/admission/>

## **TECHNOLOGY SUPPORT AND EXPECTATIONS FOR STUDENTS**

### **Technology Support**

On-campus students who experience technical problems should contact the Technology HelpDesk by calling 309-677-2964, visit the HelpDesk in the Cullom-Davis Library, or request services online: <https://www.bradley.edu/helpdesk/>.

Online Student support is available through the 24/7 Help Desk. Students who experience technical problems should contact Technical Support that is available 24 hours a day, seven days a week, every day of the year by calling 866-570-5128 or visiting the Support Portal: <http://bradley.echelp.org>.

### **Technology Expectations for Students**

Students are expected to be proficient with a variety of software applications. Those most commonly used in the Counseling Programs include Microsoft Word Microsoft PowerPoint. Students who need assistance training in these applications should contact their Academic Advisors.

To ensure students' ability to engage in online learning and to complete assignments in a timely fashion, they will need to invest in a computer that satisfies at minimum these system specifications.

Windows	iOs
Windows XP SP2 and up	OS X 10.6 and up
2.33GHz or faster x86-compatible processor, or Intel® Atom™ 1.6GHz or faster processor for netbooks	Intel Core™ Duo 1.83GHz or faster processor
At Least 128MB of graphics memory	At Least 128MB of graphics memory
At Least 512MB of RAM	At Least 512MB of RAM
High-speed Internet Connection	High-speed Internet Connection
Web Browsers: Firefox 31+: <a href="#">Download</a> Chrome 35+: <a href="#">Download</a>	Web Browsers: Firefox 29+: <a href="#">Download</a> Chrome 35+: <a href="#">Download</a>

### **MASTER DEGREE REQUIREMENTS**

Students must maintain a GPA of 3.0 for a master's degree. The Program requires 60-61 semester hours of graduate work for completion of the Counseling Program. The Program consists of a graduate core of six semester hours and a Program core of 45 semester hours of study. In addition, 9 semester hours of course work should be selected for an academic concentration.

Students must follow the Graduate Catalog guidelines of the year they were admitted, or as amended via an updated Program of Study developed in consultation with their academic advisors. The Program of Study must be completed with academic advisor approval, and submitted to the LENC Department Office within the first 12 hours of study, or the student will be encumbered. Students must complete ENC 604 within the first 12 hours of study.

### **NON-DEGREE SEEKING STUDENTS (NDG)**

Non-degree seeking students are not eligible to take classes in the LENC Department after completing nine (9) hours of Department courses. At this time, the non-degree seeking student in good academic standing must apply to an LENC degree or post-master Program and be accepted. All prerequisites must be met to register for an ENC course, and registration in any course is at the discretion of the Department. Students not accepted in an LENC degree Program or who are not pursuing licensure in School Counseling or Educational Administration may not take ENC courses beyond nine hours. Contact the Department Chair at (309) 677-3193 for an appointment and further information.

### **STUDENT FILE POLICY**

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and the mission of the Department of Leadership in Education, Nonprofits, and Counseling (LENC), all students' files are the property of the LENC Department. FERPA affords students the right to inspect and review education records. Students must submit a request to review records in writing to the Chair of the LENC Department.

### **WRITING STYLE FORMAT FOR COUNSELING PROGRAMS**

Students must use the current edition and printing of the *Publication Manual of the American Psychological Association* style in all written work. When using online sources, only refereed/reputable online sources will be accepted. Guidelines for the refereed/reputable online sources may be found in the current APA Publication Manual. Questions about a particular resource should be referred to the professor. An example of an unacceptable source is the online Wikipedia encyclopedia.

### **COMPREHENSIVE EXAMINATION**

In accordance with the Graduate Catalog, each student is required to complete a comprehensive exam in their final semester. The Counselor Preparation Comprehensive Examination (CPCE) is a standardized multiple-choice test designed to assess core areas outlined in the curriculum section of this Handbook. Students must pass each core area to advance toward graduation. Those students who pass within the top five percent will be designated as having "Passed with Distinction." In the event a student fails to pass one or more core areas, an oral defense will be arranged within four weeks after administration of the CPCE. The defense will be limited to only those core areas not passed on the

initial CPCE. For a student who fails to pass **half** or more of the core areas or fails the oral defense, the CPCE must be retaken by the conclusion of the following semester.

Students are responsible for all fees associated with the CPCE. The LENC Department will notify the students of the fee process during the semester of their practicum course. Learn more about the CPCE by visiting: <http://www.cce-global.org/Org/CPCE>.

## **CERTIFICATION AND LICENSURE**

### **NATIONAL COUNSELOR EXAMINATION and SCHOOL COUNSELING LICENSURE IN ILLINOIS**

#### **National Counselor Examination**

In the final year of study, the National Counselor Examination (NCE) is administered. Those who pass the NCE become Nationally Certified Counselors (NCCs). This is a credential recognized throughout the U.S. Students who are the subject of current or previous legal, criminal, or disciplinary matters are required to provide relevant information to the National Board for Certified Counselors (NBCC) at the time of completing the NCE application. Counseling faculty members strongly encourage students who may need to make such disclosures to meet with their academic advisors as soon as possible AND contact NBCC (336-547-0607) to become familiar with the review process. For more information about the NCE visit: <http://nbcc.org/Certification/NCC>.

#### **School Counseling Licensure in Illinois**

“(105 ILCS 5/21B-30 new) Sec. 21B-30. Educator testing.

(d) All applicants seeking a State license [in School Counseling] shall be required to pass a test of content area knowledge for each area of endorsement for which there is an applicable test. There shall be no exception to this requirement. No candidate shall be allowed to student teach, serve as the teacher of record, or begin an internship or residency required for licensure until he or she has passed the applicable content area test.”

The **Test of Academic Proficiency (TAP)** must be taken and passed in its entirety prior to acceptance into the Master or Certificate Programs in Professional School Counseling. A passing score of the test of basic skills is now valid indefinitely. Alternatively, applicants to either academic concentration may fulfill the TAP requirement by taking the **ACT Plus Writing/SAT** and achieving a passing score. Superscoring is now available. Scores will be admissible within the last 10 years. Also, from the Illinois State Board of Education (ISBE) website, <https://www.isbe.net/Documents/act-sat-testing-in-lieu-of-tap.pdf>. Basic Skills or TAP is only for school applicants. It is highly recommended that the ACT Plus Writing/SAT be taken in lieu of the Tap.

*Effective **February 1, 2012**, all professional education and content-area coursework required for the issuance of Illinois licensure, endorsement or approval must have been passed with a grade of no lower than a "C" or equivalent. (ISBE)*

The Illinois State Board of Education administers both examinations. For information on licensure requirements see: <https://www.isbe.net/Documents/test-of-basic-skills-options.pdf>.

To be a licensed school counselor in the State of Illinois, students must follow state and college licensure procedures. Follow the instructions on the Procedure for State Professional Teaching License Application Process in the Program Attachment Section of this Handbook. Registration, dates, study guides, and test frameworks for both of these tests may be found at <http://www.icts.nesinc.com>. Further inquiries can be made to Bradley University's Licensure Officer by calling (309-677-3694) or emailing [jsushing@fsmail.bradley.edu](mailto:jsushing@fsmail.bradley.edu).

The Department of Teacher Education provides additional resources to prepare for the TAP and offers prep study sessions. Contact the Teacher Education Advising Coordinator at 677-2533 for information.

#### **School Counseling Licensure for another State**

Information or application forms can be obtained by writing to the Teacher Certification Office at the state capital for the state in which you are applying. Addresses and phone numbers for these offices may be obtained from the Education and Human Services College Records Support or the Certification Officer. **Caution:** *An Illinois State counseling license permits you to counsel only in the state of Illinois.*



### **Licensed Professional Counselor (LPC)**

Granted by the Illinois Division of Financial and Professional Regulation. The application and directions are available at <http://www.idfpr.com/profs/ProfCounselor.asp>. One of the forms, ED Certificate of Education that documents your education at Bradley University, must be given to the Certification Officer in Westlake Hall #216E to be signed, sealed, and returned to you. The NCE exam must be taken and passed.

### **Licensed Clinical Professional Counselor - Illinois (LCPC)**

After “2 years of full-time satisfactory supervised experience working as a clinical professional counselor under the direction of a qualified supervisor.” you may apply for the Licensed Clinical Professional Counselor in the State of Illinois. The application and directions are available at <http://www.idfpr.com/profs/ProfCounselor.asp>. Again the form, ED Certificate of Education, must be given to the Certification Officer in Westlake Hall #216E to be signed, sealed, and returned to you to submit along with the rest of the application. Further inquiries can be made to Bradley University’s Licensure Officer by calling (309-677-3694) or emailing [jsushing@fsmail.bradley.edu](mailto:jsushing@fsmail.bradley.edu)

### **Certification and Licensure Requirements in the U.S.**

For detailed information about the difference between certification and licensure, visit the NBCC explanation website at <http://www.nbcc.org/Certification>. And for a list of licensure boards per state in the U.S., visit <http://www.nbcc.org/directory>, as well as the licensure requirements for the practice of professional counseling from the American Counseling Association, available at <http://www.counseling.org/knowledge-center/licensure-requirements>.

## **COUNSELING CANDIDATE** **PROGRAM PROGRESS AND PROFESSIONAL DEVELOPMENT REVIEW**

Upon enrolling in a course that begins his or her 30<sup>th</sup> credit hour in the Program, the counseling student (hereafter Candidate) will meet with his or her advisor. The purpose of this meeting is to assess and evaluate the Candidate’s progress throughout the Program. The Candidate’s Program of Study, progress of student learning in each of the eight core areas, and professional dispositions. Prior to this meeting both the Candidate and advisor will fill out the Program Progress and Professional Development Review Form. Similarities and discrepancies between the two assessments will be discussed at the advising meeting. The Advisor will complete this formative evaluation of the Candidate’s progress and, where necessary, direct the Candidate to remediate any academic, personal/social, or career concerns identified during the advising meeting. If the Advisor identifies significant areas of deficits or concerns, she or he may begin the mentoring/retention as described in this Handbook.

(Note: Progress and Professional Development Review Form is adapted from the Bradley University Student Retention Evaluation and the Western Illinois University Counselor Education Internship Mid-Term Student Evaluation)

**COUNSELING CANDIDATE**  
**PROGRAM PROGRESS AND PROFESSIONAL DEVELOPMENT REVIEW FORM**

INSTRUCTIONS:

1. The University advisor should rate the student counselor on the scale as indicated below.
2. The University advisor is encouraged to add pertinent comments at the end of each major function.
3. The University advisor and the student counselor must discuss the results of this evaluation and any corrective steps that should be taken.
4. Both the University supervisor and the counseling student must sign this evaluation in the designated area.

Candidate's Signature: \_\_\_\_\_ Candidate's Name (printed): \_\_\_\_\_ ID# \_\_\_\_\_

Adviser's Name (printed): \_\_\_\_\_ University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signatures indicate that the written evaluation has been seen and discussed.*

Please indicate student proficiency by marking the corresponding value for each area identified in the following tables.

- 1 Exceeds Expectations – demonstrates consistency and independence
- 2 Meets Expectations – sporadically competent; requires some guidance and assistance
- 3 Fails to Meet Expectations – unsuccessful, demonstrates little or no competence
- NA Has not engaged in activity/cannot assess (explain in comment section)

<b>Professionalism</b>		<b>1 Exceeds</b>	<b>2 Meets</b>	<b>3 Fails</b>	<b>NA</b>
1.	Proper Attire, professional appearance				
2.	Arrives to classes, appointments, meetings, prepared and on time				
3.	Completes assignments on time				
4.	Follows plan of study and/or communicates changes to advisor regularly				
5.	Seeks assistance to improve academic skills.				
6.	a. Communicates effectively, orally and in writing. Skills.				
	b. Uses tact and diplomacy when communicating with other professionals, teachers, and student				
7.	Ethical behavior – knowledge of an adherence to ACA Code of Ethics				

Additional Comments (use reverse if necessary) \_\_\_\_\_

<b>Professional Dispositions</b>		<b>1 Exceeds</b>	<b>2 Meets</b>	<b>3 Fails</b>	<b>NA</b>
8.	Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others				
9.	Demonstrates honesty, fairness, and respect for others				
10.	Demonstrates an awareness of his or her own belief systems, values, needs and limitations and the effect of these on his or her work				
11.	Demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors				
12.	Exhibits appropriate levels of self-assurance, confidence, and trust in own ability				
13.	Regularly engages in self-care				
14.	Is aware of and respects others' knowledge and expertise				
15.	Is cooperative with peers, instructors and others and participates in classroom, Program, and other professional events.				
16.	Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists				
17.	Demonstrates awareness, respect, and appreciation for diversity				

Additional Comments: \_\_\_\_\_

**OVERALL COMMENTS**

Advisor's Summary Comments: \_\_\_\_\_

Student's Reactions to Evaluation: \_\_\_\_\_

## **STUDENT RETENTION POLICY**

The Counseling Program's review and retention procedures serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and also to eliminate weaknesses.
2. To provide the Counseling faculty with information about the progress of students. This information will aid the faculty's decisions regarding the training and professional development of students wishing to become future counselors. The counselor education faculty members are concerned about the suitability of every student entering the counseling profession, and they seek for evidence of satisfactory performance in academic course work and any weaknesses in inquiry, practical skills, and professional development relevant to their academic concentrations.

### **Student Review and Retention Policy**

The student review and retention policy of the counseling Program enables the faculty and students to share information about individual candidate progress. In an effort to create and maintain a vital relationship between faculty and student candidates, and to promote a Program focus on student professional development across a variety of areas, a **STUDENT REVIEW AND RETENTION PROGRAM** has been formed. This includes a Program Screening Committee for potential new students into the Program, and a Program Progress Committee for those already admitted.

The two-fold purpose of the **STUDENT REVIEW AND RETENTION PROGRAM REVIEW** is to:

1. Help ensure a goodness of fit between potential degree candidates and the profession of Counseling; and
2. Initiate and maintain a continuing "progress check" which allows both degree candidates and their teaching mentors to exchange professional and Programmatic concerns.

In addition:

1. One of the central responsibilities of the Program Screening Committee will be to evaluate and recommend/not recommend a candidate's suitability for Program admission; and
2. One of the responsibilities entrusted to Program Progress Committee members will be to formally recommend/not recommend student continuance within the Counseling Program.

Written protocol will guide the work of each committee. The protocol is available to all Counseling students in this Handbook. The Program Screening Committee is made up of Counseling Program faculty. The Program Progress Committee will be made up of all Counseling Program faculty assigned to the Program.

## **PROGRAM SCREENING**

All applicants to the Program must be involved in a screening process. The faculty will conduct scheduled interviews with program applicants. Applicants will be informed in writing of successful screening completion. If problems or concerns arise, the candidate will be personally informed and an interview with the faculty will be arranged. If there is unanimous faculty agreement that a candidate has not successfully completed the screening process and will therefore not be admitted into the Program (including any other germane reason during the admission process of which the screening process is a component), the candidate will be notified in a timely manner through personal and written communication.

Screening sessions are conducted online through video tools. A group of applicants will be contacted via group video call through a departmental software account. Presently the Program is using Google Hangouts to conduct screening sessions. The faculty committee will video-interview these applicants at a prescheduled time. Applicants will register for an interview time during the application process.

## **PROGRAM PROGRESS**

In accordance with the American Counseling Association and the Council for the Accreditation of Counseling and Related Educational Programs, Standards, LENC faculty members are required to review students for mentoring and retention purposes. To assist successful progression toward graduation, this review is designed to specify areas where students need faculty direction or mentoring. The Mentoring Retention Review Survey (MRRS) addresses ethical, interpersonal, and academic areas of student development (the MRRS is attached in the Appendix of this Handbook). In a small number of cases, a student's continued difficulty may result in removal from the Counseling Program.

### **Review Frequency**

Counseling Program faculty will complete a MRRS for any student he or she has taught. The following actions are not sequential. For example, a student may go directly to a formal action or retention review if he or she violates the Bradley University Student Code of Conduct, commits a misdemeanor or a felony in contradiction to any local or federal law in the U.S.

### **Formal Action**

- If a student receives a total score of **one through four, in one semester or summer session**, the reviewing faculty member(s) may implement a formal correction plan, after bringing the MRRS results for consideration by all Program faculty members. If Program faculty members are in agreement, the student's advisor will meet to develop a formal correction plan.
  - The student will receive a letter documenting the formal correction plan.  
In the event the reviewing faculty member is the student's advisor, either party may ask another Counseling Program faculty member to join the meeting.

### **Retention Review**

- After implementation of the formal correction plan, *if* a student receives a **one or more** on any review, or if a student receives a score of **five or more** in the absence of a prior formal correction plan:
  - The student's advisor will submit a written request for a retention review to the LENC Department Chairperson
  - The student under review will be notified via letter of the date, time, location, and reasons for the retention review. Online reviews may be conducted for students residing outside of the Peoria, Illinois area. In either case, whether in person or on line, any cited student **MUST** attend the review session as scheduled by the LENC Department. If the student is absent whether by choice or circumstance, the review will be conducted *In Absentia*.
    - The student will be informed of the reasons for the review.
    - The student will be asked to respond to Program faculty concerns during the retention review meeting.
    - During a closed session, Program faculty will vote on the student's retention.
- The student's advisor will notify the student of the retention review decision.
- ***To comply with accreditation standards, the Program will use this review process for retention, remediation, and dismissal of counseling students.*** Dismissal process for non-academic reasons is found in the Graduate School Catalog. In addition to the Graduate School process, counseling faculty will use this review and retention process which may be initiated by any university community member, or program faculty or staff member to address and/or to resolve, including but not limited to, counseling students' actions contrary to ethical principles of the counseling profession, acts of misconduct, acts of academic dishonesty, acts that violate any local or federal law, or any other conduct that is contradictory with a professional identity in counseling. The faculty will convene to address the concern which may not necessarily be academic in nature. A decision from the faculty will be presented to the Dean of the Graduate School for implementation.

### **Student Protest**

At any time, if a student wishes to contest any part of the retention process, he or she is advised to follow the Student Grievance process as outlined in the Bradley University Student Handbook, available at:

<http://www.bradley.edu/campuslife/studenthandbook/>.

**MENTORING RETENTION REVIEW SURVEY (MRRS)**  
Leadership in Education, Nonprofits, and Counseling

Faculty Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Contact Course/Activity: \_\_\_\_\_

*For each item, please indicate the frequency that you have observed the student display the behavior.*

**IMPAIRMENT**

1. Student demonstrates a pattern of poor and inflexible impulse control.	0 1 2 3 4 5
2. Student maintains defensive posture regardless of feedback.	0 1 2 3 4 5
3. Student antagonizes peers and/or instructor.	0 1 2 3 4 5
4. Student seems unwilling to understand diversity in any context.	0 1 2 3 4 5
5. Student perceives attacks on his/her character or reputation that are not apparent to others and is quick to react angrily or counterattack.	0 1 2 3 4 5
6. Student persistently bears grudges (e.g. unforgiving of slights).	0 1 2 3 4 5
7. Student is currently or has been at risk for suicide/homicide.	0 1 2 3 4 5
8. Events outside of the ENC Program (personal life) interfere with student progress within the Program.	0 1 2 3 4 5
9. Student does not consider impact of his/her behavior.	0 1 2 3 4 5
10. Student has a grandiose sense of self-importance.	0 1 2 3 4 5
11. Student requires excessive admiration.	0 1 2 3 4 5
12. Student takes advantage of others to achieve his/her own end.	0 1 2 3 4 5
13. Student fails to use the ENC Student Handbook and Graduate Handbook to meet Program and graduation deadlines (relies on instructor or overly reliant on Department secretary).	0 1 2 3 4 5
14. Student disrupts (visits during presentations, creates distracting noise, etc.).	0 1 2 3 4 5
15. On at least one occasion, student appeared to be intoxicated during class or clinical experience.	0 1 2 3 4 5
16. Student is uncomfortable with differences between self and diverse groups.	0 1 2 3 4 5
17. Student exhibits uncooperative behavior as evidenced by an unwillingness to give others time and space to articulate their views.	0 1 2 3 4 5
18. Student seems overtly cooperative, but is unwilling or unable to integrate instructor's or others' suggestions.	0 1 2 3 4 5
19. Student maintains a contentious stance requiring time beyond that which is ordinarily spent with other students	0 1 2 3 4 5
20. Student does not respect others' knowledge and level of understanding.	0 1 2 3 4 5
21. Student fails to demonstrate appropriate self-control in interpersonal relationships with instructor and peers.	0 1 2 3 4 5

**ETHICS**

22. Student fails to maintain client/colleague/peer confidentiality as defined by the ACA Code of Ethics.	0 1 2 3 4 5
23. Student fails to follow professionally recognized problem solving process (e.g., seeking to informally solve problems first with the individual(s) with whom the problem exists).	0 1 2 3 4 5
24. Student avoids improper and potentially harmful dual relationships.	0 1 2 3 4 5
25. Student fails to respect the rights of individual to privacy and choices regarding self-determination and autonomy.	0 1 2 3 4 5
26. Student fails to demonstrate application of legal requirements relevant to counselor training.	0 1 2 3 4 5

**ACADEMICS**

27. Student fails to seek outside assistance to improve writing and communication skills (e.g., writing lab).	0 1 2 3 4 5
28. Student fails to carefully use assignments to develop professionally.	0 1 2 3 4 5
29. Student not prepared for class.	0 1 2 3 4 5

**SCORING**

Current Evaluation	Last Evaluation (Date _____)
<b>Impairment Score:</b> _____	<b>Impairment Score:</b> _____
<b>Ethics Score:</b> _____	<b>Ethics Score:</b> _____
<b>Academics Score:</b> _____	<b>Academics Score:</b> _____
<b>OVERALL SCORE:</b> _____	<b>OVERALL SCORE:</b> _____

## **PERSONAL COUNSELING SERVICES**

Counseling faculty encourages all students to seek personal counseling for the purposes of learning, personal growth, and exploration. On occasion, individual students will be required to seek personal counseling to address issues that impede successful program progression.

Information about personal counseling services provided by professional counselors other than counselor program faculty, will be provided upon request. On campus students pay a student fee that funds access to personal counseling through the University Counseling Center. An additional health fee is assessed when the initial appointment is made.

Bradley University's Counseling Center maintains an online Mental Health Resource list that may be useful to all students. The list is available at: <https://www.bradley.edu/campuslife/healthservices/counseling/resources/>. Students can also visit the the American Counseling Association's "Find a Counselor" search engine: <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling>; the National Board of Certified Counselor's "Counselor Find": <http://nbcc.org/Search/CounselorFind>; or Psychology Today's "Find a Therapist": [https://therapists.psychologytoday.com/rms/?tr=Hdr\\_Brand](https://therapists.psychologytoday.com/rms/?tr=Hdr_Brand).

## **CURRICULUM**

Central to any Program is a unified curriculum rather than simply a collection of courses. The curriculum of the Counseling Program and its Counselor Education and Supervision emphasis was founded on the Standards for the Preparation of Counselors and other Personnel Services Specialists adopted by the Association for Counselor Education and Supervision (ACES) in 1973. These standards were adopted by the American Association for Counseling and Development (AACD) in 1979. In 1981, AACD created the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to evaluate and accredit Programs using these standards. AACD changed its official name to the American Counseling Association in 1992. The Master of Arts in Counseling Program of Bradley University has been CACREP accredited since 1993 for its campus-based offering. Beginning in January 2016, the LENC Department offers via distance technologies, the equivalent academic curriculum of its Counseling Program to students from various geographical locations. The Higher Learning Commission authorized the online delivery of this accredited counseling curriculum in 2015. This curriculum comprises two academic concentrations toward a Master of Arts in Counseling: Professional School Counseling and Clinical Mental Health Counseling.

### ***Common Core Curriculum***

Area I - Professional Orientation and Ethical Practice- Includes studies that provide an understanding of professional counseling.

Area II - Social and Cultural Diversity - Includes studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Area III - Human Growth and Development - Includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Area IV - Career Development – Includes studies that provide an understanding of career development and related life factors

Area V - The Helping Relationship - Includes studies that provide an understanding of the counseling process in a multicultural society

Area VI - Group Work – Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Area VII - Assessment - Includes studies that that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Area VIII - Research and Program Evaluation - Includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and Program evaluation.

Area IX - Professional Practice - includes practicum and internship; provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

### **ACCREDITED AND APPROVED CONCENTRATIONS IN COUNSELING**

ACCREDITED by:

Council for Accreditation of Counseling Related Educational Programs (CACREP)  
Higher Learning Commission, North Central Association of Colleges and Schools (HLC)

APPROVED by:

Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education (NCATE)  
Illinois State Board of Education (ISBE)

ACADEMIC CONCENTRATIONS:

#### **TRACK I School Counseling (K-12)**

TRACK I: SCHOOL COUNSELING (SC)  
ENC 653 Professional School Counseling, K-8  
ENC 655 Professional School Counseling, Secondary Schools  
ENC 585 School for Non-Teachers (Prescriptive elective for Non-Teachers)  
ENC 669 Special Education Law (Prescriptive elective for Non-Teachers)

#### **TRACK II Clinical Mental Health Counseling**

TRACK II: CLINICAL MENTAL HEALTH COUNSELING (CMHC)  
ENC 651 Clinical Mental Health Counseling  
ENC 663 Counseling and the Dynamics of Aging

### **COUNSELING CORE CURRICULUM AND COURSE ALIGNMENT OVERVIEW**

Many of LENC courses cover more than one curriculum area. This Overview identifies the primary course(s) associated with each Curriculum Area and Academic Concentration. Some students may have additional course requirements beyond those presented in this Overview. Students should meet with their advisors to develop a Plan of Study once admitted.

*Common Core* areas represent the foundational knowledge required of all entry-level counselor education graduates as prescribed by CACREP, 2016, section 2.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - Includes studies that provide an understanding of professional counseling.
2. SOCIAL AND CULTURAL DIVERSITY - Includes studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
3. HUMAN GROWTH AND DEVELOPMENT - Includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
4. CAREER DEVELOPMENT - Includes studies that provide an understanding of career development and related life factors
5. COUNSELING AND HELPING RELATIONSHIPS - Includes studies that provide an understanding of the counseling process in a multicultural society
6. GROUP COUNSELING AND GROUP WORK - Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
7. ASSESSMENT AND TESTING - Includes studies that provide an understanding of individual and group approaches to assessment and evaluation in multicultural society.
8. RESEARCH AND PROGRAM EVALUATION - Includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and Program evaluation.

**CORE CURRICULUM AND COURSE ALIGNMENT**  
**Master of Arts in Counseling Program**  
**Campus-based and Online**

<b>Curriculum AREA/Cognate CACREP</b>	<b>SC</b>	<b>CMHC</b>	<b>COURSE(S)/CACREP Knowledge and Skills</b>	<b>CREDIT HOURS</b>
<b>Professional Orientation &amp; Ethical Practice</b>	X	X	ENC 620 Introduction to Counseling: Professional Orientation	2
	X	X	ENC 622 Counseling: Ethics and the Law	1
<b>Social and Cultural Diversity</b>	X	X	ENC 586 Counseling Diverse Populations	3
<b>Human Growth and Development</b>	X	X	ENC 530 Loss and Grief Counseling	1
	X	X	ENC 540 Human Growth and Development	3
<b>Career Development</b>	X	X	ENC 621 Career & Life Planning Across Lifespan	3
<b>The Helping Relationship</b>	X	X	ENC 551 Substance Abuse Counseling	2
	X	X	ENC 606 Interpersonal Leadership & Org Behavior	3
	X	X	ENC 623 Pre-Practicum in Counseling	3
	X	X	ENC 624 Theories and Techniques of Counseling	3
	X	X	ENC 630 Diagnosis & Treatment of Mental Disorders	3
	X	X	ENC 631 Crisis Intervention Counseling	1
	X	X	ENC 632 Psychopharmacology in Counseling	1
	X	X	ENC 640 Clinical Supervision in Counseling	2
	X	X	ENC 654 Consultation	2
	X	X	ENC 661 Couples and Family Counseling	3
<b>Group Work</b>	X	X	ENC 625 Principles of Group Counseling	3
<b>Assessment</b>	X	X	ENC 641 Assessment in Counseling	3
<b>Research and Program Evaluation</b>	X	X	ENC 604 Research Methods & Application	3
<b>Professional Practice</b>	X	X	ENC 690 Practicum	2
	X	X	ENC 691 Internship I	1
	X	X	ENC 692 Internship II	3
<b>Sub-total AREA CREDITS REQUIRED of ALL ADMITTED COUNSELING STUDENTS</b>				<b>51</b>
SC REQUIRED Specialty for ADMITTED STUDENTS	X		ENC 653 Professional School Counseling (K-8)	3
	X		ENC 655 Professional School Coun Secondary	3
<b>SC Sub-total CREDITS</b>				<b>6 (57)</b>
CMHC REQUIRED Specialty for of ADMITTED STUDENTS		X	ENC 651 Clinical Mental Health Counseling	3
		X	ENC 663 Counseling and the Dynamics of Aging	1
<b>CMHC Sub-total CREDITS</b>				<b>4 (55)</b>
<b>SC Prescribed Electives</b>	X		ENC 669 Special Education Law (2)	<b>3*(60)</b>
	X		ENC 699 Thesis (1-3)	
	X		ENC 607 Neurocounseling: Bridging Brain and Behavior (3)	
	X		ENC 608 Brain Based Counseling Interventions (2)	
	X		ENC 585 Understanding Schools: A Primer for Non-Teachers (2)	
	X			
<b>SC Non Teachers Prescribed Electives***</b>	X (SC Non Teachers)		ENC 585 School for Non-Teachers	2(59)
			ENC 669 Special Education Law	2(61)
<b>CMHC Prescribed Electives**</b>		X	ENC 607 Neurocounseling: Bridging Brain and Behavior (3)	<b>5*(60)</b>
		X	ENC 608 Brain Based Counseling Interventions (2)	
		X	ENC 699 Thesis (1-3)	
		X	ENC 585 Understanding Schools: A Primer for Non-Teachers (2)	
<b>CMHC and SC TOTAL CREDITS</b>			<b>60 credit hours required</b>	<b>60</b>
			<b>Non Teachers in School Counseling</b>	<b>61</b>

*Note:* SC stands for School Counseling, and CMHC stands for Clinical Mental Health Counseling. ENC stands for Education, Nonprofits, and Counseling. (\*) Denotes total semester hours of elective courses; courses chosen from available electives will not exceed these total hours. *One of the selected electives for online students will include a prescribed residency.* (\*\*) Denotes strongly recommended courses for CMHC (including ENC 607 [with residency] and ENC 608). (\*\*\*) Denotes mandatory courses for SC Non Teachers (including ENC 585 [with residency], and ENC 669). *One of the selected electives for online students will include a prescribed residency.*



## **SUPERVISED PROFESSIONAL PRACTICE**

*(Professional Practice Practicum-Internship Handbook included at the end of this document)*

The Counseling Program requires a variety of supervised professional practice experiences. These developmental experiences begin in Practicum and culminate in Internship. The Counseling Program prefers that Practicum and Internship take place at one site.

The Program requires students to arrange and complete a supervised practicum that totals a minimum of 100 clock hours. Forty of those clock hours must be direct service work with appropriate clientele. At least 10 direct hours should include group work. The remaining hours provide opportunities to perform some of the activities that a regularly employed staff member in the setting would be expected to perform.

The Program requires students to complete a supervised internship of 650 clock hours of which 240 hours are of direct service. At least 60 direct hours should be in the form of group work. The internship provides an opportunity for the student to perform all the activities that a regularly employed professional counselor would be expected to perform.

It is the students' responsibility to find an agency or supervisory site to complete these supervised experiences. This expectation applies to both campus-based, and online students who may reside in different geographical locations. These may include and may not be limited to elementary or secondary schools, mental health centers, special community agencies such as women's centers, prisons or work-release centers, residential treatment centers, employment centers, and hospital wards.

Students will commence a search for a site only with approval of their faculty advisor, who will ensure students have met program expectations to begin their supervised professional practice experiences. The Site Coordinator will verify the necessary credentials of site supervisors. These credentials must satisfy local laws, and national standards for supervision of counseling students. The Site Coordinator will sign educational agreements with supervision sites, site supervisors, and individual students for the required supervised experiences. These agreements do not constitute labor relationships with site supervisors or counseling students, nor do these agreements establish a physical presence for the University in different geographical locations. Students remain responsible for abiding by the policies of their professional practice site and for negotiating reasonable accommodations when needed.

During professional practice supervised experiences, for campus-based and online counseling students, when actions contrary to ethical standards of the counseling profession, professional principles of conduct, local or federal laws, site or agency policies, or program academic expectations, and to academic integrity policy of the University arise, these actions will be resolved using the retention procedure in this Handbook and University Policy.

### **Campus-based Students**

Practica and internship sites must be within a 90-mile radius of the Peoria area. All sites must be approved by the Clinical Coordinator. Sites outside the approved area must receive special consideration by writing a request explaining special circumstances to the Clinical Coordinator. This request will be voted upon at the next scheduled ENC Department faculty meeting. Each request will be decided on a case by case basis and does NOT constitute a precedent for any other case.

Sites' supervisors must complete an orientation with the program faculty, and their academic degrees and credentials must satisfy CACREP, University and legal requirements for the provision of supervision to our on campus graduate students.

According to the College of Education and Health Sciences, the Counseling Program, and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision and a minimum of one and one-half hours per week of group supervision. Therefore, if students want to collect hours between semesters, faculty supervision is required. Elective interim advanced internship courses will be offered to accommodate those students.

### **Online Students**

For online students both practica and internships sites must be within the state where the student resides. All sites and onsite supervisors, however, must be verified by the Online Program Director and Clinical Coordinator. (This approval does not constitute professional endorsement. Rather, the Program faculty will simply verify that the site supervisor has the required credentials for supervising counseling students in their area of specialty). Sites' supervisors must complete

an orientation with the program faculty, and their academic degrees and credentials must satisfy CACREP, University and legal requirements of their own state for the provision of supervision to our online graduate students. The Online Program Director and Clinical Coordinator will review and approve or disapprove a given onsite supervisor on a case by case basis and in compliance with the respective laws in the state where the student resides.

According to the College of Education and Health Sciences, the Counseling Program and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision and a minimum of one and one-half hours per week of group supervision. Therefore, if students want to collect hours between semesters, faculty supervision is required. Elective interim advanced internship courses will be offered to accommodate those students.

#### **TRANSPORTATION POLICY**

Students enrolled in ENC 690, Practicum; ENC 691, Internship I; and ENC 692, Internship II may not under any circumstance transport clients. Site supervisors will be informed of this policy. This expectation applies to both campus-based and online students.

#### **ENDORSEMENT POLICY**

Counseling Programs are specifically and carefully designed to prepare graduates who are competent to enter work in clinical mental health or professional school counseling settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counseling graduates can be given **only** for professional positions and position levels appropriate to the respective Program completed by graduates.

#### **FINANCIAL ASSISTANCE**

Financial assistance may be available to students in the form of assistantships, scholarships, and low interest government loans. Students are encouraged to apply for all forms of aid for which they are eligible in order to maximize their opportunities for receiving aid.

##### **Loans**

Students must consult with the financial assistance office to receive current information about low interest government loans. Non-need based loans and need-based loans are available to graduate students.

Contact the Student Financial Services for information on financial aid, private loans, funding options and billing information can be found at: <http://www.bradley.edu/offices/other/sfs/costoay/billing/index.dot>.

##### **Veteran Services, Certification of Enrollment, or Payment Issues**

Contact the Office of the Registrar, Heather Berkley by phone (309-677-3643) or by email ([hbb@bradley.edu](mailto:hbb@bradley.edu)).

Further information for Veterans is available at: <http://www.bradley.edu/offices/academic/registrar/veterans/>

##### **Scholarships**

The Graduate School offers scholarships based on academic excellence and availability of funds to campus-based students. To be eligible for Graduate Tuition Scholarship awards, students must have a minimum GPA of 3.5. A Graduate Tuition scholarship can be awarded based on an undergraduate or graduate GPA. If a graduate GPA is used to qualify, the GPA must represent at least 12 semester hours of graduate courses. Awards range from a 20 to 35 percent tuition remission. The Professional Educators Scholarship is also available for awards of up to 50 percent tuition remission. See the Graduate School website for complete eligibility requirements. After school district reimbursement has been subtracted, scholarships make the cost of a Bradley degree comparable with state university costs. Application deadlines are April 1 and October 1.

In addition, the College of Education and Health Sciences offers scholarships annually to campus-based students. Applications for these scholarships are due in early January and the awards are announced at the Awards Program in the spring. Counseling students are eligible for the Margaret Burke Scholarship, William G. Hasselbacher Scholarship, and the Clyde R. & Jannis Smith Scholarship. *Note:* Doctoral, specialist degree students and full-time Graduate Assistants are not eligible. Part-time Graduate Assistants and part-time students are eligible. Students who already have financial aid, of less than 100% coverage, including the Professional Educators Scholarship and Special Degree Completion Program are eligible. Please refer to the current catalog of the Graduate School or contact the LENC Administrative Assistant for details and application forms for specific scholarships.

### **Graduate Assistantships**

Graduate Assistantships are available to on-campus students. Full-time graduate assistants are given a 20-hour per week assignment by the Department and receive a stipend and waiver of 100% of actual tuition costs, with a maximum tuition award per academic year. Courses offered during Interims and Summer Sessions may not be eligible for the tuition waiver. Part-time graduate assistants are given a 10-hour per week assignment by the Department and receive a stipend and waiver of 50% of actual tuition costs, with a maximum award per academic year. Application deadlines are April 1 for the following fall semester.

### **PROFESSIONAL LIABILITY INSURANCE**

When students are enrolled in supervised professional practice courses liability is covered by Bradley University, and students as professionals in training must obtain liability insurance, particularly before their supervised experiences. The American Counseling Association (ACA) offers students discounted premiums with the purchase of an ACA membership. Students must show proof of liability insurance in the amount of \$1,000,000/\$3,000,000 to their University supervisor within one week of the semester or session start and before working with any clients.

### **PROFESSIONAL ORGANIZATIONS**

Students and graduates are encouraged to join and to become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership).

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. Receive related professional publications.
2. Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May maintain currency in the knowledge, practices, and research findings in the field.

### **Recommended Organizations**

Depending on their counseling concentration and interests graduate students are strongly encouraged to be engaged in professional associations and certifying and accrediting agencies. Membership into these bodies will provide students with ample opportunities to participate in activities that may enhance their professional identities, and allow them to make contributions to their professional networks. These organizations represent the interest of professional counselors and provide guidelines for the practice of counseling. They also issue ethical guidelines to illumine the competent practice of counseling. Some of these organizations include:

American Counseling Association <http://www.counseling.org/>  
National Board for Certified Counselors <http://www.nbcc.org/>  
Council for the Accreditation of Counseling and Related Educational Programs <http://www.cacrep.org/>  
Association for Counselor Education and Supervision <http://www.acesonline.net/>  
American Mental Health Counseling Association <http://www.amhca.org/>  
American School Counselor Association <https://www.schoolcounselor.org/>

**EMPLOYMENT PERSPECTIVES FOR**  
**CLINICAL MENTAL HEALTH COUNSELORS AND SCHOOL COUNSELORS**

**Clinical Mental Health Counselors**

The 2016 – 2017 edition of the Occupational Outlook Handbook forecast the employment of mental health counselors to grow by 20% between 2014 and 2024; faster than the average for all occupations. The number of people who have access to health insurance, and consequently to prevention and treatment services, is expected to continue to increase. The number of military veterans needing and seeking mental health treatment is also expected to increase over the next decade. The federal government, community clinics, local hospitals and mental health centers will need to hire more mental health counselors to meet the increased demand. Mental health counselors held about 134,500 jobs in 2014. The largest employers of mental health counselors were as follows:

Individual and family services	21%
Outpatient mental health and substance abuse centers	17%
Residential intellectual and developmental disability, mental health, and substance abuse facilities	12%
Hospitals; state, local, and private	11%
State and local government, excluding education and hospitals	9%

Additionally, expected employment growth for:

<b>Substance Abuse and Behavioral Disorder Counselors</b>	22%
<b>Rehabilitation Counselors</b>	9%

**Professional School Counselors**

The 2016 – 2017 edition of the Occupational Outlook Handbook forecast the employment of school counselors to grow by 8% between 2014 and 2024. The increase in employment opportunities for school counselors is due to continued increase in student enrollments in elementary, middle, and high schools as well as colleges and universities. However, it is important to understand that while schools and governments realize the important role school counselors play in helping students achieve academic and personal success, continuing budget cuts will increasingly limit job growth. School and career counselors held about 273,400 jobs in 2014. The largest employers of school and career counselors were as follows:

Elementary and secondary schools; state, local, and private	45%
Junior colleges, colleges, universities, and professional schools; state, local, and private	33%
Community and vocational rehabilitation services	5%
State and local government, excluding education and hospitals	3%

REFERENCES

- Bureau of Labor Statistics, U.S. Department of Labor. (2015) *Occupational outlook handbook: Mental health counselors and marriage and family therapists, 2016 – 2017*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>
- Bureau of Labor Statistics, U.S. Department of Labor. (2015) *Occupational outlook handbook: Substance abuse and behavioral disorder counselors, 2016 – 2017*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm>
- Bureau of Labor Statistics, U.S. Department of Labor. (2015) *Occupational outlook handbook: Rehabilitation counselors, 2016 – 2017*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm>
- Bureau of Labor Statistics, U.S. Department of Labor. (2015) *Occupational outlook handbook: School and career counselors, 2016 – 2017*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>

## **LENC FACULTY**

### **Counseling Program Faculty**

Kathleen Buchko, Ph.D. from Michigan State University; *Counseling Research & Training Clinic Director; Clinical Mental Health Counseling*

Beto Davison Avilés, Ph.D. from Lehigh University, Pennsylvania; *Coordinator, School Counseling*

Eran Hanke, Ph.D. from University of Iowa; *Clinical Mental Health Counseling, Assessment Coordinator*

Lori Russell-Chapin, Ph.D. from The University of Wyoming; *Clinical Mental Health Counseling*

Nancy Sherman, Ph.D. from The Ohio State University; *Clinical Mental Health Counseling*

Jobie Skaggs, Ph.D. from Idaho State University, Pocatello; Department Chairperson, *Coordinator, Clinical Mental Health Counseling; CACREP Liaison*

### **Leadership in Educational Administration**

D. Michael Risen, Ph.D. from Illinois State University, Bloomington; *Educational Administration*

Jenny Tripses, Ph.D. from Illinois State University, Bloomington; *Coordinator, Educational Administration and Post-Master's (Certificate) Licensure in Educational Administration*

### **Leadership in Nonprofits**

Brad McMillan, J.D. from Southern Illinois University School of Law; *Interim Coordinator, Human Service Administration and the undergraduate Minor in Leadership Studies*

### **Administrative Support**

Candace Clark, Administrative Support, Department of LENC. (309) 677-3193

## **CHI SIGMA IOTA – BETA PHI CHAPTER**

The Beta Phi chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International has been established at Bradley University. Chi Sigma Iota is an international honor society of counseling professionals and professional-in-training dedicated to excellence in scholarship, research, and clinical practice.

### **Membership Eligibility**

Students enrolled in the Counseling Program with a GPA of 3.5 or better, and who have completed at least one semester of full time graduate course work are eligible for membership. In addition, faculty, alumni and alumnae, and professional counselors who have given evidence of distinguished scholarship and professional service may also be eligible for membership.

### **Benefits of Membership**

Membership in an international Honor Society can make a valuable contribution to professional development. Members become part of a network of professionals who ascribe to high standards of scholarship and practice. Local chapters encourage these aspirations through speakers, Programs, and awards. The international headquarters also provides leadership to promote these goals through a variety of activities including a newsletter, member and chapter roster maintenance, annual recognition awards, support services to chapters, and an annual meeting. The certificate of membership is an outward symbol of personal and professional commitment to excellence.

### **For More Information about Chi Sigma Iota Contact**

Dr. Nancy Sherman, Faculty Advisor; (309) 677-3197

**TENTATIVE Schedule of Campus-based Graduate Courses**

**BRADLEY UNIVERSITY**  
College of Education and Health Sciences  
Counseling Program

<b>ENC COUNSELING COURSES</b>	Fall	Jan Int	Spring	May Int	Summer Session
ENC 530 Loss & Grief Counseling		X			
ENC 540 Human Growth & Development			X		X On-Line
ENC 550 Independent Study – ARRANGED					
ENC 551 Substance Abuse Counseling	X				X
ENC 584 Topics in Human Development Counseling		ARR		ARR	
ENC 585 School for Non-Teachers				X	
ENC 586 Counseling Diverse Populations			X		X
ENC 604 Research Methodology and Applications	X		X		X On-Line
ENC 606 Interpersonal Behavior and Organizational Leadership	X		X		X
ENC 607 Neurocounseling: Bridging Brain and Behavior					X
ENC 608 Brain Based Counseling Interventions					X
ENC 620 Introduction to Counseling: Professional Orientation	X				X
ENC 621 Career & Life Planning Across the Life Span	X				X
ENC 622 Counseling: Ethics & the Law	X				X
ENC 623 Pre-Practicum in Counseling	X				
ENC 624 Theories and Techniques of Counseling	X				
ENC 625 Principles of Group Counseling			X		
ENC 630 Diagnosis & Treatment of Mental Disorders	X				
ENC 631 Crisis Intervention Counseling		X			
ENC 632 Psychopharmacology	X				
ENC 640 Clinical Supervision Counseling			X		
ENC 641 Assessment in Counseling			X		
ENC 651 Clinical Mental Health Counseling	X				
ENC 653 Professional School Counsel K-8			X		
ENC 654 Consultation	X				
ENC 655 Professional School Counsel Secondary					X
ENC 661 Couples & Family Counseling			X		
ENC 663 Counseling & the Dynamics of Aging			X		
ENC 669 Special Education Law			X		
ENC 690 Practicum	X				
ENC 691 Internship I	X				
ENC 692 Internship II			X		
ENC 699 Thesis – OPTIONAL and ARRANGED					

## **DESCRIPTION OF REQUIRED COURSES**

### **College Core Required Courses – 6 Hours**

**1. ENC 604 – Research Methodology and Applications – 3 hours**

Research methods, statistical analysis, needs assessment, and Program evaluation utilized in counseling, education, and human service administration. The use of research to inform evidence-based and ethical practice in decision-making is emphasized. **Prerequisite:** Graduate Standing. (**MUST** be taken within the first 12 hours.)

**2. ENC 606 – Interpersonal Behavior and Organizational Leadership – 3 hours**

Theory and practice related to interpersonal communication, organizational behavior, and leadership are addressed. Leadership skills are developed in the context of mentoring, conflict resolution, and work group dynamics. Extensive opportunities for practicing and evaluating personal communication skills. **Prerequisite:** Graduate Standing.

### **Departmental Program Required Courses – 45 Hours**

**1. ENC 530 - Loss and Grief Counseling - 1 hour**

This mandated course is designed to offer students the opportunity to understand the beliefs about loss and grief, blockers and interventions. Student will identify different types of losses. Grief seems to underlie all life experience, and culture and gender influence how we grieve and mourn.

**2. ENC 540 - Human Growth and Development – 3 hours**

Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the various developmental stages: birth through geriatrics.

**3. ENC 551 - Substance Abuse Counseling – 2 hours**

Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

**4. ENC 586 – Counseling Diverse Populations – 3 hours**

Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

**5. ENC 620 – Introduction to Counseling: Professional Orientation – 2 hours**

A survey course introducing the counseling profession as the promotion of human development, including an overview of the historical and philosophical development of the field, a survey of relevant skills, client population, and settings. Required of all students preparing to become leaders in the profession of counseling.

**6. ENC 621 – Career and Life Planning Across the Life Span – 3 hours**

Basic counseling skills for career planning, exploration, and decision-making across the lifespan. Theories of career development, assessment in career counseling, career guidance Programs for primary, secondary, and higher education, and career issues for special populations are addressed. Opportunity for practical experience in interviewing, assessment, and career information gathering and distribution is provided.

**7. ENC 622 - Counseling: Ethics and the Law - 1 hour**

The study of ethical standards of professional organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling. Ethical decision-making and critical thinking are emphasized and practiced.

**8. ENC 623 – Pre-Practicum in Counseling – 3 hours**

Instruction, demonstration, practice, and evaluation in basic interviewing and counseling skills. Emphasis on practice and skill development. **Prerequisite:** ENC 620 or concurrent enrollment.

**9. ENC 624 – Theories and Techniques of Counseling – 3 hours**

The study of counseling theories and models that facilitate client conceptualization, selection of appropriate interventions, and development of a personal model of counseling.

**Prerequisite:** ENC 623 or concurrent enrollment or consent of instructor.

**10. ENC 625 – Principles of Group Counseling – 3 hours**

Group theory and experiential understanding of group counseling dynamics including group purpose, practices, methods, theories, and group leader facilitation skills for a multicultural society. Supervised practice and experience in group counseling as leader and participant.

**Prerequisites:** ENC 623 and ENC 624; or consent of instructor.

**11. ENC 630 – Diagnosis & Treatment of Mental Disorders - 3 hours**

Etiology, diagnostic process, and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

**Prerequisite:** EHC 624

**12. ENC 631 - Crisis Intervention Counseling - 1 hour**

Effects of crises, disasters, and other trauma-causing events on persons of all ages: principles of crisis intervention, emergency management systems, and psychological first aid.

**13. ENC 632 - Psychopharmacology in Counseling - 1 hour**

Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications.

**Prerequisite:** ENC 630

**14. ENC 640 - Clinical Supervision – 2 hours**

Offers students the opportunity to better understand the supervisory process. Evidenced-based Supervision (EBS). Different models of supervision and a common factors approach are emphasized. **Prerequisites:** ENC 623 and ENC 624

**15. ENC 641 – Assessment in Counseling – 3 hours**

Individual and group approaches to assessment and evaluation in a multicultural society including historical perspectives, basic concepts of standardized and non-standardized testing, and other assessment techniques. Statistical concepts and social/cultural factors related to assessment and evaluation.

**16. ENC 654 - Consultation in the Helping Professions – 2 hours**

A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in school and clinical mental health settings.

**Prerequisite:** ENC 651, ENC 653 or ENC 655 or consent of instructor.

**17. ENC 661 - Couples and Family Counseling – 3 hours**

Theories and techniques of couples and family counseling. Emphasis is on counseling couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies. **Prerequisite:** ENC 651, ENC 653 or ENC 655

**18. ENC 690 – Practicum (appropriate to specify) – 2 hours**

Supervised application of theory and development of counseling skills with clients representing the ethnic and demographic diversity of the community. **Prerequisite:** ENC 625; consent of instructor.

**19. ENC 691 – Internship I (appropriate to specify) – 1 hour**

Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 2 credit hours. **Prerequisite:** ENC 690; consent of instructor.

**20. ENC 692 – Internship II (appropriate to specify) – 3-6 hours**

Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 6 credit hours. **Prerequisite:** ENC 690; consent of instructor.



### **SPECIALITY AREAS**

Please refer to Graduate Catalog and Handbook

#### **1. PROFESSIONAL SCHOOL COUNSELING – 9 hours**

Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools.

##### **Teachers Required – 6 hours**

ENC 653 Professional School Counseling, K-8 – 3 hours

ENC 655 Professional School Counseling, Secondary Schools – 3 hours

##### **\*Plus Electives – 3 hours**

##### **\*Non-Teachers Required Electives - 4 hours**

ENC 585 School for Non-Teachers – 2 hours

ENC 669 Special Education Law – 2 hours

#### **2. CLINICAL MENTAL HEALTH COUNSELING – 9 hours**

Intended for students working or planning to work as clinical mental health counselors in community mental health centers, human service agencies, and not-for-profit community support Programs.

##### **Required – 6 hours**

ENC 651 Clinical Mental Health Counseling - 3 hours

ENC 663 Counseling and Dynamics of Aging – 1 hour

##### **Electives – 5 hours**

**TOTAL CREDITS – 60 semester hours required for Clinical Mental Health Counseling and 60-61 semester hours required for School Counseling** (elective credits taken in the student's specialization). Please consult Graduate Catalog and Graduate Handbook for details.

### **SPECIALTY AREA COURSE DESCRIPTIONS**

Please refer to Graduate Catalog and Handbook

#### **ENC 585 - Understanding Schools: A Primer for Non-Teachers -2 hours**

Intended for non-teachers seeking Illinois certification for school counselors. This course is a combined survey and field observation experience. Students will learn about the structure, organization, and operation of the U.S. educational system P-12 as exemplified in local school districts. Students will be required to observe in a school 4 hours per week (*Note: mandatory elective course for Non-Teachers*)

#### **ENC 651 – Clinical Mental Health Counseling - 3 hours**

Principles of clinical mental health counseling including prevention, intervention, consultation, and advocacy as well as operation of Programs and networks that promote mental health in a multicultural society. **Prerequisite:** ENC 620 or consent of instructor.

#### **ENC 653 Professional School Counseling, K-8 – 3 hours**

Elementary and middle professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; elementary and middle school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. **Prerequisite:** ENC 620 or consent of instructor.

#### **ENC 655 Professional School Counseling, Secondary Schools – 3 hours**

Secondary professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; secondary school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. **Prerequisite:** ENC 620 or consent of instructor.

#### **ENC 663 Counseling and Dynamics of Aging – 1 hour**

The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontology counseling and their relationship to the concerns of aging are emphasized.

### **ENC 669 Special Education Law – 2 hours**

This two-credit course will focus on the statutory provisions of The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). There will be an examination of the stakeholders and participants involved in special education services, identification and evaluation of services, least restrictive environment, related services, and free appropriate public education. In addition, student discipline and due process rights will be discussed. (*Note: mandatory elective course for Non-Teachers*)

## **STATE PROFESSIONAL TEACHING LICENSE APPLICATION PROCESS**

### **Create ELIS Account (if you do not already have it set up):**

1. Go to [www.isbe.net](http://www.isbe.net). Click on ELIS link towards the top of the page.
2. Click on *Educator Access*.
3. Follow the procedural steps to either create a new account or enter your existing account. You can set up your account at any time, but note that until all coursework and testing is completed and your degree is posted by the Bradley Registrar, you won't be eligible to apply for your license.

### **When degree is posted:**

1. **Once your degree is posted, the EHS Certification Officer will email you to let you know that you have been entitled.**
2. You will then go into your own account in ELIS.
3. You will see a notification on your homepage indicating that you can apply for a license.
4. Click on the *You Have Been Entitled by Your Institution. Apply for Your Educator Credentials*.
5. Click on *Apply For Credential*.
6. Complete the series of questions on the next six screens. This process will register your license with an ROE of your choice.
7. Review the information on the final screen and click on *Apply*.
8. Once you have completed these steps, the license will be available for you to view and print or it will be routed to an ISBE evaluator for review.
9. Please contact ISBE at (217)557-6763 if you have any questions.

### **Send in your TRANSCRIPTS:**

10. You must fill out a request form for your official transcripts to be sent by Bradley, **once your degree has been posted**. No one can request them on your behalf. You can request your transcript by following the directions in this link: <http://www.bradley.edu/offices/academic/registrar/transcripts/>
11. Send them directly to ISBE at:

Illinois State Board of Education  
Teacher Licensure Department  
100 North First Street  
Springfield, IL 62777

If you have any questions or concerns, contact the EHS Certification Officer at (309)677-3694.



## **THESIS PROCESS CHECKLIST**

Completing a thesis is *optional* for Counseling Students. The decision to pursue a thesis should be made within the first 12 credits of study and discussed with the advisor.

1. Identify a problem that represents a significant research interest in Clinical Mental Health or Professional School Counseling.
2. Identify a faculty member who might be interested in the project. Make an appointment discuss research ideas. Invite the faculty member to serve as thesis committee Chair.
3. Once a faculty member has agreed to serve in the position of thesis committee Chair the following tasks must be completed:
  - a. Identify the list of thesis committee members, consisting of one Chair, one additional member from within the Department and one from outside the Department. All members must hold graduate faculty status at Bradley University.
  - b. Ask and receive commitment from faculty members to serve on the committee.
  - c. Develop a proposal with the guidance of the thesis committee Chair. The proposal must include a problem statement, literature review, and a research methodology section. Schedule a Thesis Perspective meeting with all thesis committee members for input and approval to proceed.
  - d. If human participants are involved, a packet of materials must be obtained, completed, and submitted to the Committee and to the Bradley University Institutional Review Board for their approval. Once written notice has been received, the research can begin.
  - e. Collect and analyze data and write the thesis following the current edition of the American Psychological Association Publication Manual. A typical thesis usually includes five chapters: Chapter 1, Introduction; Chapter 2, Literature Review; Chapter 3, Research Methods; Chapter 4, Data Analysis, and Chapter 5, Discussion and Implications. Without compromising the APA Publication Manual guidelines, follow the Graduate School Guidelines for final manuscript standards.
  - f. Arrange final thesis defense date by consulting all members' availabilities. The defense must be at least **two weeks** before expected graduation.
4. At least two weeks before the final thesis defense, each member of the thesis committee must receive a copy of the manuscript for review and must offer editorial suggestions if needed.
5. During the thesis defense the student will be responsible for presenting a general overview of the thesis project, its results, its conclusions, and entertain questions and offer answers.
6. The thesis defense will be evaluated by the 4-point Thesis Component Rating Scale. At the end of the defense the student will be asked to leave the room for a short time while the faculty vote on the outcome of the defense. The student will be given the result immediately after the vote.
7. Counseling students are highly encouraged to submit a presentation proposal at national or state conference, submit a manuscript to a peer-reviewed journal, and present Bradley University's annual Student Research and Creative Achievement Expo held each spring.

## **RESIDENCIES POLICY**

### **Online Students**

#### **Background**

The Higher Learning Commission authorized Bradley University to offer online academic programs in spring 2015. The Council for the Accreditation of Counseling and Related Educational Programs has accredited the Master of Arts in Counseling program at Bradley University since 1993. Bradley University offers online Clinical Mental Health Counseling and Professional School Counseling tracks to students from various geographical locations.

#### **Purpose**

Consonant with CACREP Standards, Bradley University offers a comprehensive curriculum to prepare competent counseling professionals. A crucial element of future competence in counseling entails interaction between faculty and counseling students. To ensure interaction between faculty and online counseling students, Bradley University offers two intensive one-week long residencies to enrolled online students.

### **Process**

Online students are required to participate and to complete 2 campus-based residencies during their enrollment in the Master of Arts in Counseling program. These residencies are embedded in specific courses and require 1-week campus-based work and additional weeks, depending on the term length, of online study. The first residency (FR) is scheduled to take place during the first academic term of the program. The second residency (SR) is scheduled to take place during the eighth academic term of the program. If online counseling students should miss any of these residency requirements, the program administration will address them as follows:

1. All students are required to complete residencies. If students miss the FR, they may re-take it the during the immediate-following academic term;
2. If students miss the FR a second time, and/or if students miss the SR the first time it is offered, they will be encumbered;
3. Students who foresee missing a residency or who have missed a residency are required to discuss their case immediately with the Online Program Director and Academic Advisor;
4. Decisions about missed residencies will be made at the department level by counseling faculty. These decisions may include but may not be limited to: (a) inability to continue in the program, (b) dismissal from the program, and/or (c) an academic probationary period for reasons other than academic.
5. Online counseling students will be notified of decisions about their missed residency/ies in writing within five business days from the departmental decision. These notices will be sent to the students' last known addresses on record;
6. Online students may contest the decision by following the Student Grievance process outlined in the Graduate Student Catalog.

## Forms available on the Graduate School webpage:

<https://www.bradley.edu/academic/gradschool/current/forms/>

### Prospective Student & Application

- Transfer Authorization Form for F-1 Students Transferring to Bradley
- Request for Deferral of Application or Admission
- Application For Federal Student Aid
- Professional Educators Scholarship -Employer Verification
- Employee Development Scholarship -Participating Employer Verification
- Graduate Assistantship Application

### Graduate Programs & Graduation

- Graduate Program of Study
- Request to Change Graduate Program of Study
- Request to Change Graduate Programs
- Graduate Concentration Completion Form
- Request to Transfer Graduate Credit to Bradley
- Graduate Application for Graduation
- Application for Certificate Completion

### Conditional Status & Reinstatement

- IN/IP Contract Form
- Removal of Conditional Status
- Request to Temporarily Step-Out of a Graduate Program
- Petition for Reinstatement to Graduate Study
- Request to Reinstate Computer Access

### Additional Forms

- Request for Review of Graduate Financial Assistance
- Graduate Credit as a Senior
- GRD 699 Registration Request
- Caterpillar Masters Fellowship Application

## STUDENT RESPONSIBILITY GUIDE - A CHECKLIST

Refer to this list as you progress through the Program and check off the steps as you complete them:

- \_\_\_\_\_ 1. Read this Handbook from cover to cover!
- \_\_\_\_\_ 2. On-Campus students must meet with advisor immediately after being admitted to program to develop a *Program of Study*. (Use the department fillable pdf for your concentration area). Online students POS is developed upon program entry and can be found through MyOnline.
- \_\_\_\_\_ 3. Meet with advisor at least yearly during completion of courses. Students must contact their advisor if they receive a "C" or below in any ENC course.
- \_\_\_\_\_ 4. File *Request for Approval to Transfer Course Work* and required documentation *if necessary*.
- \_\_\_\_\_ 5. Initiate paperwork for *Removal of Conditional Admission Status if necessary* after completing conditional requirements (usually after first semester).
- \_\_\_\_\_ 6. Become a member of the American Counseling Association (ACA) as soon as possible.
- \_\_\_\_\_ 7. Obtain Professional Liability Insurance from ACA by at least one month prior to beginning ENC 690 Practicum.
- \_\_\_\_\_ 8. Register for the Counselor Preparation Comprehensive Examination and the National Counselor Exam during your last academic year of course work
- \_\_\_\_\_ 9. Apply for graduation on-line through Webster when registering for final courses and meet with your advisor to review program requirements for completion of your degree.
- \_\_\_\_\_ 10. Complete work required to remove any IP or IN grades from transcript *if necessary*.
- \_\_\_\_\_ 11. Professional School Counseling students need to apply for State Licensure.
- \_\_\_\_\_ 12. After receiving NCE scores, follow up with the Illinois Division of Financial and Professional Regulations for the LPC or the Licensing Board of your jurisdiction.

**CELEBRATE!!!!!!**

# APPENDIX I

## Guidelines for Privacy Compliance with Federal Laws Regarding Counseling Student Videos During Supervised Professional Practice Experiences



**GUIDELINES FOR PRIVACY**  
**COMPLIANCE WITH FEDERAL LAWS**  
**REGARDING COUNSELING STUDENT**  
**VIDEOS DURING SUPERVISED**  
**EXPERIENCES**

**Background**

Two Federal legislations impact the educational practices of universities in the United States, including public and private institutions. The Family Educational Rights and Privacy Act (FERPA, 1974) and the Health Insurance Portability and Accountability Act (HIPAA, 1996) provide privacy protections to (a) students' educational records, and (b) persons' health protected information, respectively. These privacy protection requisites are non-negotiable, and universities must develop practices that ensure privacy of these educational and health-related records' content, storage, and retrieval.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires that counseling curricula include supervised experiences by which counseling students practice counseling skills and knowledge application experiences with real clients. To provide these supervised experiences, counseling programs enlist the collaboration of credentialed practitioners at collaborating supervisory sites or agencies where students provide counseling services to clients.

As a result, the privacy requisites from FERPA and HIPAA include the supervision and evaluation of counseling students' performance while servicing the needs of clients in diverse supervisory sites. The respective supervisory and evaluative tasks include core faculty members who sign educational agreements with site supervisors (and their respective sites/agencies) who in turn work with (campus-based and online) counseling students enrolled in supervised experiences' courses (both practicum and internships). These educational agreements do not constitute employment relationships with either site supervisors or with counseling students. Counseling students are thus required to video record the counseling services they provide to clients for supervision purposes. Clients in turn sign authorizations for these practices via informed consent statements provided at the sites where they receive services.

The content of counseling sessions must be recorded for viewing and evaluation by (a) site supervisors, (b) core- faculty members, (c) student peers, and (d) individual counseling students. These counseling video sessions are primarily subject to FERPA protections because they pertain to the educational progress that counseling students are expected to demonstrate during their counseling program. These counseling video sessions are also subject to HIPAA protections because they may contain health related information that clients share in counseling sessions (but these videos do not specifically include health insurance information, fees for services, diagnoses, or any other identifiable health protected information, nor any services billable by the University). The collaborating sites or agencies where students provide counseling to clients are the entities responsible for direct clinical services to clients, and their respective health protected records.

**Rationale**

Bradley University has been authorized by the Higher Learning Commission to offer online its counseling program to students from various locations. To meet the 2010 Program Integrity regulation from the U.S. Department of Education (34 CFR § 600.9), Bradley University has sought and obtained authorization from state agencies to offer its CACREP accredited counseling program to students from various geographical locations. To deliver this counseling program and to comply with the privacy requisites from FERPA and HIPAA, Bradley University has selected a Learning Management System platform, Sakai. And to enable multiple sites-based supervision and evaluation of counseling students' supervised experiences, Bradley University has enlisted a video tool compliant with IDPAA privacy requisites, YouSeeU. The interface of Sakai and YouSeeU enable Bradley University to offer its Master of Arts in Counseling program to students from various geographical locations, including those who reside close to the university campus and attend campus-based courses.

Provision of privacy under federal laws is not synonymous with a product brand. Instead, privacy protection is a process that requires guidelines and purposeful compromise from different stakeholders to ensure that

privacy of records can be objectified. To meet its educational mission, Bradley University requires commitment from distance technology vendors, core-faculty members, site supervisors, and counseling students to ensure that counseling videos are kept private. These counseling videos are for the primary purpose of evaluating skills acquisition and knowledge application of students when working with clients. Whereas reviewing and negotiating expansions of contractual agreements and affidavits from vendors is a potential means to update technical processes for encryption and retrieval of counseling videos and files, a periodic review and implementation of guidelines for recording, storing, and retrieving videos and information for academic evaluation must also be done to remain current with technological advances applicable to web based pedagogy in higher education. In this regard, technical personnel at Bradley University or its affiliates (e.g., vendors or collaborating agencies) may be required to sample videos or files only to ensure optimal function for evaluation and other educational purposes. Technical personnel are bound by the same privacy requisites applicable to Bradley University.

## **Purpose**

Privacy of counseling videos pertains to storing their content into an encrypted server, and keeping confidential their retrieval for educational evaluation. Access credentials to an encrypted server include unique user name, and non- transferrable passwords. Counseling students will be responsible for recording and storing these counseling videos, whereas site supervisors and core-faculty members will be responsible for confidentially retrieving these counseling videos to complete educational evaluation tasks. All counseling videos will remain in the encrypted servers only for the duration of counseling students' supervised experiences, or for the duration of counseling services provided to specific clients whichever ends first unless otherwise specified in writing for any given client case. Specific processes, clinical notes, diagnoses, assessments, progress notes, case management notes, treatment plans, insurance information, and other health protected client information constitute client records. Collaborating supervisory sites/agencies, where students see their clients, remain responsible for providing and maintaining the privacy and integrity of these clients' records and services. Counseling videos do not constitute health records. Counseling videos are educational records for university enrolled counseling students. The content of counseling sessions in these videos will provide evidence of student performance in terms of skills' acquisition and knowledge application according to CACREP standards for ascertaining the formative professional competence of counseling students during supervised experiences. Clients will sign informed consent statements to allow counseling students to submit videos of their counseling sessions for academic evaluation and assessment of professional competence of counseling students. Site supervisors, counseling students, and counseling core faculty will sign educational agreements for supervised experiences pertinent to these guidelines.

The following guidelines provide specificity of procedures for supervision and evaluation of counseling students, as well as for the general use of YouSeeU and Sakai relevant to counseling academic courses in the counseling program at Bradley University.

### **PRIVACY GUIDELINES**

1. Persons responsible for provision of privacy include core faculty members, section instructors, site supervisors, and counseling students enrolled in the counseling program at Bradley University (both campus-based and online), as well as technical personnel who may interact with these materials in the course of their duties.
2. Handouts or educational materials added to courses must include a legend as applicable: "Adapted from . . . "to comply with the American Psychological Association publication manual on crediting sources. These materials will be made available first in electronic form through Sakai, and then these materials will be printed as needed.
  - a. Handouts will include: professional disclosures, informed consent statements, evaluation forms, and other related materials for the provision of counseling to clients;
3. Students will be informed what to expect if it becomes evident that what they share may indicate a greater need for professional assistance;
4. Students will work with student peers to practice counseling skills. These videos are played back for academic evaluation of the helper's skills development.
5. Other students in the class may also view these videos and provide feedback to the helper,
  - a. Faculty members will enable viewing functions for other students during group supervision or triadic supervision sessions;

6. Students practicing counseling skills must be prepared to explain what specific skills they intended to use in the video session.
7. Counseling students are responsible for destroying any copies of videos on personal devices that they submit for academic evaluation when the course ends.
  - a. Students are expected to not keep copies of videos on any device;
  - b. Students are not permitted to post videos used in these courses on online media channels for public consumption. In these cases, students or persons posting these unauthorized materials shall be solely responsible for violation of privacy entitlements to the persons and/or content in these materials;
  - c. If copies of submitted videos remain in personal devices, students are responsible for deleting these videos and to notify the core faculty they have deleted these videos;
  - d. Keeping copies of videos on personal devices may be subject to disciplinary action;
  - e. Removal of videos from server based libraries is also expected from faculty and students at the end of each course;
  - f. Failure to delete videos from local devices (e.g., personal computer, mobile devices) or server- based libraries may result in disciplinary action by the counseling department.
8. Faculty members will inform counseling students how they may expect to be graded for their skills portrayed in the videos they submit; and
9. Faculty members will inform counseling students what to expect if they were to consistently fail to exhibit the skills they are expected to practice.

#### Guidelines for Practicum and Internship Classes

1. Persons responsible for provision of privacy include core faculty members, section instructors, site supervisors, and counseling students enrolled in the counseling program at Bradley University (both campus-based and online); as well as technical personnel who may interact with these materials in the course of their duties.
2. Site supervisors and core faculty will evaluate students' performance in terms of skills acquisition and knowledge application during counseling sessions.
  - a. Core faculty and site supervisors will communicate about grades, but only core faculty will assign grades for clinical skills acquisition and knowledge application, and these grades/ratings will be relevant to current CACREP standards;
  - b. Evaluation forms will be available in Sakai;
  - c. Informed consent statements and other educational materials will be available in Sakai;
  - d. Evaluation forms will be used by faculty and site supervisors for educational purposes as indicated in (a) above;
  - e. Gradebook tools in Sakai will aggregate grades per student per course. This will help generate reports that indicate how students are meeting CACREP standards, under the educational objectives of the program in compliance with the educational mission of the University. Grades constitute educational records under FERPA. These grades will also be used to inform evaluation and development strategies of the counseling program.
3. Following compliance with "fair evaluation practices," students will receive and have access to feedback or evaluations from core faculty/site supervisors.

- a. These evaluations/feedback will be aggregated as grades through the LMS platform for educational purposes (*grades assigned for students' performance do not constitute medical records or health insurance related information. Further, grades do not contain client personal information, diagnoses, assessments, fees for services, or any other Identifiable personal information protected under healthcare law*).
- 4. Student videos of counseling sessions will be pertinent to every face to face contact students will have with their clients.
  - a. Counseling videos will capture the confidential conversations between student counselors and their assigned clients for the purpose of skill acquisition and knowledge application in counseling;
    - i. Counseling videos contain confidential conversations that may reveal client mental health related information. No specific professional interpretation will be included in these videos. The purpose of these counseling videos is only to ascertain counseling students' demonstration of conduct of therapeutic nature;
    - ii. Counseling videos *do not constitute medical records or health insurance related information. Further, counseling videos do not contain specific client personal information, diagnosis, assessments, fees for services, or any other Identifiable personal information protected under healthcare law*;
  - b. Clients will sign informed consent forms and grant authorization for student counselors to record their sessions and to submit these recordings for evaluation by program core faculty, site supervisors, and student peers during group or triadic supervision.
- 5. Students will primarily record directly (with their devices' cameras and microphones) into the encrypted web-browser-based video tool, YouSeeU.
  - a. This recording process requires students to enable their devices to record onto the web- browser based video tool, YouSeeU;
- 6. If students were to use a device for recording and later uploading their videos into YouSeeU, these videos will have to be removed completely from that device:
  - a. If students use their supervision sites' equipment for recording videos, according to site policies; then, students will indicate this fact as they submit their videos for review and evaluation (including approved practices for deletion from their supervision site);
  - b. At the end of therapy or at the end of supervised experience, students (and their site supervisors will oversee that this happens) will delete any videos captured on any device and not directly recorded into YouSeeU,
    - i. Student videos will also be deleted from their server-based libraries at the end of the supervised experience, or at the end of provision of services to clients;
    - ii. Faculty and site supervisors will also ensure that their server-based libraries are deleted when services to particular clients end, or when the students' supervised experiences end;
      - 1. Failure to comply with deletion of videos either from local devices or from server-based libraries will result in disciplinary action by the University;
  - c. When reviewing and evaluating videos, site supervisors and faculty will not download the videos they are streaming for any reason, neither will students;
    - i. If these videos are downloaded, they will be deleted at the end of therapy or at the end of the students' supervised experience,
    - ii. Failure to delete downloaded or locally stored student videos will result in disciplinary action by the University;
  - d. When individually viewing and grading/evaluating students' videos, faculty and site supervisors will secure a private physical and/or virtual! space for preserving the privacy of video content,
    - i. When viewing and grading students' videos in a group or a triadic supervision format (as required by CACREP), faculty and site supervisors

- will remind student peers of their adherence to confidentiality of video content as required by law;
- e. Video equipment used for recording, streaming, or evaluating student videos will not be left unattended,
    - i. This video equipment will be secured by users,
    - ii. Log-in credentials will not be transferable and must not be shared with anyone.
    - iii. Sharing personal credentials with another to access video tools or video content will be subject to disciplinary actions by the University;
    - iv. Disciplinary actions by the university pertaining violation of these guidelines includes but is not limited to dismissal from the program and/or the University.

#### Technology Requirements from YouSeeU

1. Technological requirements may be found online at: <http://www.youseeu.com/system-requirements/>
2. YouSeeU is designed to work with many different computers, cameras, and Internet browsers, but there are basic requirements to ensure quality of streaming experience.
  - a. Both desktop and laptop computers are preferred over mobile devices for accessing YouSeeU. YouSeeU is web-browser based and it is compatible with Apple and Windows computers. Mobile devices, including iPads, do not have the operating system features to conduct all activity types in YouSeeU.
    - i. Operating systems for computers must be updated and current;
    - ii. Web-browsers must be updated and current.
  - b. An Internet connection with at least *300Kbs upload and download speed is required.*
  - c. *A wired Internet connection is strongly recommended.*
  - d. Preferred web-browsers for YouSeeU and Sakai include Chrome and Firefox.
    - i. Browser restrictions and Extensions or Add-ons can affect YouSeeU performance.
  - e. To provide technical assistance, the University has made available a Help Desk through the *Technical and Academic Support* tool in course sites.
  - f. All computers used for video recording and for video streaming must have a *current version of Adobe Flash.*
    - i. Specifications for using Adobe Flash vary for Apple and Windows devices.
  - g. A functional *webcam and microphone available in every computer is required.*
    - i. External video camera or microphone are accepted and optional. Users must seek technical assistance if needed to ensure their optimal performance.
    - ii. Medium quality video settings are acceptable. High quality or high definition video will increase the size of the file and require further editing.
      1. To edit a video file to reduce the size or trim the starting or ending point, a standard program like Microsoft Movie Maker or iMovie may be required.
  - h. For all technical assistance contact the Help Desk in Sakai and YouSeeU.



**Department of Leadership in Education, Nonprofits, and  
Counseling**

**College of Education and Health Sciences  
MASTER OF ARTS IN COUNSELING  
PROGRAM**

**Supervised Professional Practice Experience:**

**PRACTICUM AND INTERNSHIP  
COUNSELING HANDBOOK**

**2017 - 2018**

Master of Arts in Counseling  
with Academic Concentrations in  
Professional School Counseling and  
Clinical Mental Health Counseling

## **I. INTRODUCTION**

This Handbook is designed to introduce prospective student interns to departmental expectations and requirements for satisfactory completion of ENC 690 (Practicum) and ENC 691 and 692 (Internship). No Handbook can ever completely prepare one for the Practicum and Internship experience and resultant learning can come only through the exploration of the unknown, taking risks, making mistakes, celebrating successes, and incorporating this learning into one's counseling. However, this Handbook can provide information about much of the necessary paperwork, suggest ways to ensure solid communication between student and supervisors, and share background information relative to professional standards, practices, and ethics. The intent of this Handbook is to concentrate on the mechanics, thereby freeing the intern to focus on and maximize the learning experience that the Internship is intended to provide. All information in this section applies to both campus-based and online counseling students.

### **A. Prerequisites**

1. ENC690 Practicum – the following must be completed prior to taking Practicum:
  - a. Earn a grade of B or higher in: ENC620 Human Development Counseling; ENC623 Pre-Practicum in Counseling; ENC624 Theories and Techniques of Counseling; and ENC625 Principles of Group Counseling;
  - b. Permission to transition into Practicum from Academic Advisors;
  - c. School Counseling students who will seek licensure from the Illinois State Board of Education (ISBE), must pass a state subject matter test in their specialty area prior to Practicum. These requirements are subject to change.
2. ENC691 Internship I
  - a. Earn a B or better in ENC 690 Practicum;
  - b. Permission to transition into Internship from University Supervisor ENC691 (Internship
3. ENC692 Internship II
  - a. Earn a B or better in ENC 691.

### **Purpose of the Practicum and Internship.**

Practicum and Internships emphasize counseling skills. Although interns are expected to assume a broad spectrum of counseling roles and functions, the focus of Practicum and Internships is on individual and group counseling. The intent is to relate academic and theoretical learning to field experience. The Practicum/Internship experience provides interns with evaluative feedback on their knowledge, attitudes, and skills with specific client populations. The intern participates in as many activities as feasible in the setting that are similar to the responsibilities of an employed counselor. The purpose of Practicum/Internship is to provide realistic, relevant, and meaningful experiences. Practicum and Internship are designed to satisfy requirements for professional training as stipulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards.

## **II. SELECTING A SITE**

Each student is responsible for selecting an appropriate site with prior discussion and approval of her or his advisor. Each student is responsible for complying with the selected site policies and procedures, and for seeking and obtaining reasonable accommodations with the site administration when needed. Students must meet with his/her academic advisors to discuss possible appropriate sites. Students are encouraged to seek practicum/internship placements that are diverse in population and opportunities for professional growth. Community diversity may include (but not be limited to) race, ethnicity, socioeconomic status, urban/rural location, ability/disability status, sexual orientation, country of origin or immigrant/citizenship status, and faith or religious belief. Sites should offer

opportunities for rich and varied professional growth, to include as many experiences as possible in areas related to CACREP core curricular standards. Selecting the most appropriate site depends on a number of criteria, and the student is advised to consider carefully the following guidelines.

- A. When selecting a site, each student may wish to consider the type of clients with whom he or she will be working. Thus, a student may be concerned with the following questions: Will I be exposed to a heterogeneous group of people? Will my clients be of varied socioeconomic and ethnic backgrounds? Will I be able to work with client populations with different presenting problems? Will I be allowed to choose with whom I wish to work, or will I be assigned clients? What are the hours of operation?
- B. Facilities also play an important role in site selection. Certain minimum standards must be met. Suitably equipped office space must be available to each student to ensure counseling privacy and the ability to video record each session. Additional facilities and equipment (such as cameras, observation rooms, computer availability) may also be site selection considerations.
- C. A major portion of one's evaluation is based upon video recordings of on-site counseling sessions. Therefore, the student is responsible for selecting a site that ensures on-site recording can be accomplished. Students may use office equipment as provided by the site, or bring their own technology for recording their counseling sessions. These sessions must be submitted to program faculty for academic evaluation. When commencing every counseling relationship, students must obtain informed consent from their clients to comply with video recording expectations. Students must ensure that they delete local or web based copies of the videos they submit for evaluation. More specifics on this process are found in the Guidelines for Privacy Compliance by the Program later in this Handbook.
- D. Students may not count their work activities as direct or indirect hours toward supervised experiences. Students may provide counseling services and receive supervision at their agencies/schools of employment, but these services must be in addition to and different from their work load. For example, if a student teaches at Richwoods High School and wants to complete her professional school counseling practicum and internship there, her practicum/internship activities must be different from her teaching responsibilities. If a student is employed by the Children's Home, his practicum/internship activities must be separate from his job responsibilities.
- E. Students may not under any circumstance transport clients when they are serving in the capacity of an intern at any Practicum or internship site or setting.

### **III. SITE SUPERVISOR**

The Practicum student or intern is ultimately responsible for communicating ENC departmental expectations and requirements (application procedures, assignments, recording of sessions, etc.) to the site supervisor. Site supervisors are expected to communicate with program faculty for consultation and evaluation of counseling students. These communications will take place via synchronous video technology. Site supervisors also must complete an orientation workshop with the program faculty regarding the supervision of counseling students and the applicable professional standards. This training must be completed before providing supervision to counseling students in this program, as required by CACREP.

The following steps are suggested as a means of ensuring effective communication between the student and the site supervisor:

- A. Each site supervisor will receive a letter/syllabus from the ENC department which outlines



course and Professional Practice expectations. However, it is the student's responsibility to discuss fully all departmental expectations with the site supervisor.

- B. At the beginning of the Practicum, the Department will host a Site Supervisor Orientation and Supervision Training for the site supervisors. A letter of invitation will be sent to the site supervisor, but the student should also discuss this meeting with the site supervisor. Site supervisors from other geographical locations will join through web-browser based video technology.
- C. The student should be prepared to work on a number of objectives during the Practicum/Internship. These should be communicated to the site supervisor and faculty (preferably in writing). It is the student's responsibility to schedule an early meeting with the site supervisor to discuss/review these plans.
- D. As a professional courtesy, the student should provide the site supervisor with a schedule of the beginning and ending dates of the Practicum/Internship as well as dates (holidays and the like) when the student would not expect to be present at the site.
- E. At least once during the semester, the university supervisor will visit the site to meet with the site supervisor and the student. During site visits the university supervisor will discuss the intern's progress, course expectations, and may wish to observe the intern conducting one or more counseling sessions. For supervisors who reside in other geographical locations, visits from program faculty will take place synchronously through video conferencing technology.
- F. The student must spend a minimum of one continuous hour per week with the site supervisor in one-on-one, face to face supervision. The content of these sessions is determined jointly by the student and the site supervisor. The format of supervision will vary; some site supervisors will wish to critique videos, whereas others will consult with the student counselor. In any case, the student has the responsibility of making sure that she/he receives the best possible supervision. If concerns arise, the student should first talk with the site supervisor. However, if problems persist, the intern should relate such concerns to the university supervisor.
- G. Evaluations of student counselors are completed by the site supervisor once or twice a semester. The form for these evaluations should be given to the site supervisor in the beginning of the Internship so that departmental expectations are clear.

#### **IV. INSURANCE**

All students are required to have professional student malpractice insurance when enrolled in Practicum and/or Internship courses. Application forms to join the American Counseling Association (ACA), and obtain insurance through ACA are available in the ENC department and online at the ACA website ([www.counseling.org](http://www.counseling.org)). Students must have \$1,000,000-\$3,000,000 coverage. Securing insurance takes time and students should apply at least one month prior to the start date of Practicum/internship.

#### **V. PRACTICUM ACTIVITIES AND GENERAL REQUIREMENTS**

The Practicum experience is designed and supervised by the instructors for ENC 690 and by the site supervisor. Students enrolled in Practicum are required to spend a total of 100 clock hours engaged in Practicum activities. Of these 100 hours, a minimum of 40 hours must be in direct service work with clients appropriate to one's program of study. Of the 40 direct hours, 10 should be group counseling. An emphasis is placed on developing individual and group counseling skills. The Practicum student has one hour per week

in supervision with the site supervisor, one hour per week with the University Supervisor, and two and one-half hours per week in group supervision (class time). Hours can only be accumulated while enrolled in ENC690, ENC691 & 692. Students may not “bank hours” in Practicum to count toward Internship hours.

Students are required to complete the Practicum/Internship contract by the announced deadline. As soon as a contract is signed and returned to the ENC Department office, the student will be registered for a section of Practicum. This contract requires a signature from the site supervisor. A site supervisor evaluation is completed at the end of each semester. Students are required to keep an electronic weekly log describing their field experiences, the date of the experience, the amount of time spent and the student’s comments about the experience. Weekly logs should be printed, signed by the student and site supervisor, and submitted to the University supervisor on a weekly basis. Students are required to attend all individual and group supervisory meetings held during the semester.

## **VI. INTERNSHIP ACTIVITIES AND GENERAL REQUIREMENTS**

The Internship (ENC 691 and ENC 692) is a required 1 to 6-semester hour supervised opportunity for the student to perform all the activities that a regularly employed counselor would be expected to perform. Students enrolled in Internship 1 and 2 are required to spend a total of 650 clock hours on Internship activities. Of the 650 hours, 240 hours are spent in direct service work with clients appropriate to one's program of study. Of those 240 direct hours, 60 should be group counseling. Internship I (ENC691) students meet one hour per week with the site supervisor and one hour per week with the faculty supervisor. Internship II (ENC692) students have one hour per week of supervision with the site supervisor and one and one-half hours every week of peer supervision in addition to class attendance. The student will meet once during the semester with a university faculty member for individual supervision. Online students residing in other geographical locations will attend supervision synchronously with program faculty via web-browser based video technology.

## **VI. SUPERVISION**

### **A. Practicum**

The Practicum student has one hour per week in supervision with the site supervisor, one-hour supervision per week with the University Supervisor and two and one-half hours per week of group supervision (class). The Practicum experience is designed and supervised by the instructor of the ENC690 class and by the field site supervisor.

1. Site supervisors are required to have a minimum of a master degree in counseling or related profession (Clinical Mental Health counseling, or Professional School Counseling) and have a minimum of two years of counseling experience in the specialty area in which the student is enrolled.
2. The site supervisor is expected to train the student regarding site policies, procedures, expectations, and daily activities; and to meet weekly with the student to discuss progress, participate in an evaluation of the student, and consult with the university supervisor about the student’s progress.
3. Site supervisors are expected to communicate with program faculty for consultation and evaluation of counseling students. These communications will take place via synchronous web-browser based video technology.
4. Site supervisors also must attend a Site Supervisor Orientation and Supervisor Training workshop hosted by program faculty before providing supervision to counseling students in this program.
5. The university supervisor is expected to assist the student by providing weekly individual and

group supervision with other students in similar field experiences, consulting with the site supervisor about the student's progress, assuring that all required field experience forms are submitted, attending all university meetings of supervisors, assuring that all students complete competencies and submit grades for the students at the end of the semester.

#### **A. Internship**

The Internship 1 student has one hour per week supervision with the site supervisor, one hour per week in faculty supervision, and two and one-half hours per week in group supervision (ENC691 class time). For Internship 2, students participate in peer supervision for one and one half hours per week and discontinue weekly faculty supervision.

1. The Internship site supervisor is expected to train the counseling student regarding site policies, procedures, expectations, and daily activities; and its personnel policies; and to meet once a week with the student to discuss progress, participate in a midterm and final evaluation of the student, and consult with the university supervisor about the student's progress.
2. The University Supervisor is expected to coordinate supervision for each student, conduct group supervision with students in similar field experiences, critique video counseling sessions for each student, consult with the site supervisor about the student's progress, assure that all required Internship forms are submitted, attend all university meetings of supervisors, assure that students complete all Internship requirements, assess student counselor competencies, and submit grades for the students at the end of the semester.

### **VII. PROCEDURES AND STEPS (SUMMARY)**

**Step 1** Meet with your Faculty Advisor and identify possible sites. The Clinical Coordinator must approve the site and the site supervisor.

**Step 2** After deciding on a site, have the Practicum/Internship Contract signed and return it to the ENC Department office by *the deadline for returning signed contracts*. As soon as the contract is received by the ENC Department, Site Agreement Contracts are issued by the University. Once Bradley receives the Site Agreement (2-3 weeks) you will be registered for a section of Practicum.

**Step 3** Obtain professional malpractice insurance. It usually takes about one month to process an ACA insurance application.

**Step 4** Visit the site to plan with the site supervisor prior to the first week of class. Inform the site supervisor of the required Site Supervisor Orientation and Supervision Training.

**Step 5** Become familiar with responsibilities and assist the site supervisor in understanding his/her responsibilities, as described in this Handbook.

**Step 6** If you have an emergency situation making it impossible to proceed with the Practicum or Internship, notify the ENC department office immediately. You must reapply for the semester you choose for re-admission.

#### **SUMMARY OF HOURS REQUIRED**

**Practicum** - 40 direct hours: 10 of the 40 should be group counseling. 100 total clock hours

**Internship** - 240 direct hours: 60 of the direct hours should be group counseling. 650 total clock hours

**Direct Hours** are exactly that: direct service to clients/students as in one-to-one counseling, group counseling, family counseling, group presentations addressing counseling topics (conflict

resolution, self-esteem, communication, etc.). PSC Interns may also count Guidance and other activities endorsed by the American School Counseling Association (ASCA).

**Indirect Hours** are all the activities one performs in connection with the specifics and protocols of the Practicum/ Internship site (e.g., charting, supervision, staff meetings, etc.).

**Interning at Place of Employment** - Students may earn clock hours in their current work setting only if they are engaging in activities clearly designated as Practicum/Internship and involve new learning, activities, and responsibilities that are consistent with a Counselor's role. In short, the Practicum/internship experience must be a new experience, not simply maintenance of what the student has been doing.

### **VIII. PROFESSIONAL SCHOOL COUNSELOR STUDENTS ONLY (CACREP).**

Since the Practicum is a generic skills program, that is, all ENC counseling students are expected to address and learn the same counseling skills, school counseling students do not specifically have to have a school site placement to earn the 40 supervised direct service hours and the 100 indirect hours (total of 150 hours).

During the school counselor's Internship, the student may earn up to 300 supervised direct service hours in a non- school placement provided the following conditions are met.

- A. The clients must be school age children;
- B. The non-school site must be related to the school site;
- C. The student must be supervised by a school counselor who meets the site supervisor standards.

### **IX. SELECTED STATE OF ILLINOIS REQUIREMENTS FOR SCHOOL COUNSELOR STUDENTS**

- A. At least 3 semester hours must be earned in a supervised counseling practice providing interaction with individuals and groups of an appropriate, school-aged population.
- B. The Practicum must include a minimum of 100 clock hours, 40 hours of which must involve direct service work with school-aged children
- C. At least 3 semester hours must be earned in a post-practicum Internship that provides an actual on-the-job experience in a school setting.
- D. The Internship must be a sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in the performance of various aspects of the counseling role and is gradually introduced to the full range of responsibilities associated with that role. "Appropriate clientele" means school-aged children, parents, teachers and other parties interested in student's welfare.

### **X. HINTS FOR SUCCESS**

Each site placement is idiosyncratic, so not all of the ideas and information that follow will apply to each field experience.

A. Dress appropriately and in accordance with existing dress codes within the site setting. Also, call the site if you will be delayed or absent. Be on time for meetings with clients and staff. You wish to be treated as a professional and need to act accordingly. Consider that dress and behavior reflect not only on the student but upon the university and future students.

B. Select a site that is as similar as possible to the setting in which you eventually wish to work. The advantages are twofold: you will discover if you do want to work in such a setting and if so, you will make important career contacts.

C. Select a site early to avoid last minute, unsatisfactory placement. This also reduces the risk of not meeting program approval.

D. Go to your site at least a week before the placement officially commences. This allows time to become acquainted with your coworkers and the site's procedures. It also provides the opportunity to learn your way around and to select and/or arrange office space. In essence, arriving ahead of schedule will permit you extra time to attend to hundreds of details before you actually are faced with the awesome task of counseling clients/students.

E. Take advantage of co-worker's expertise; you have built-in resources, and you must take the initiative in making the best use of your experience.

F. Become involved in a variety of on-site activities; running groups, participating in in-service workshops and staff meetings, etc. These are all unique opportunities. Not only do you gain valuable experience, but you will have a chance to discover what you do and do not enjoy about a counseling position.

G. The video recording of your counseling sessions are a primary means of assessing your progress; thus, your supervisor(s) must be able to see and hear your recording. Use of a microphone attachment will ensure adequate quality sound. See Guidelines for Privacy Compliance in this Handbook.

Clearly, the key to a successful Practicum/Internship is involvement with clients, staff, supervisors, and peers. You may get by with doing the minimum: cutting comers, avoiding risks, and not trying new behaviors. However, your experience will be exactly what you choose to make of it. What you put into the courses is what you will get back. You will never have another opportunity for such intensive supervision.

## **XI. PRACTICUM & INTERNSHIP SUPERVISORS**

The following are some guidelines for practicing counselors who are supervising students enrolled in ENC690, ENC691, ENC692.

Site supervisors spend at least one continuous hour a week in direct supervision with the student. During Practicum, the university supervisor will also be spending an hour a week with each student. As compensation for their time, leadership and skill, the University offers CEUs for the Practicum and for the Internship site supervisor training.

There is a difference in emphasis between the Practicum and the Internship that will make some difference in the activities and the amount of time spent on certain activities depending on which class the student is taking. The Practicum stresses counseling skills. Individual and small group counseling activities should be the focus of the major part of the time the student spends on site. Other activities may be included in the student's experience, however the bulk of the time should be directed toward individual and group counseling.

The Internship focuses on the range of services provided by the counselor. It is appropriate for the student to be involved in the variety of services the counselor provides including consultation, coordination, etc.

## **XII. SUGGESTIONS FOR SITE SUPERVISORS**

A. Provide the student counselor with an orientation to the agency or school, faculty and staff. Introduce the student and show her or him the ins and outs of the site. Explain any unique features of the site and the population it serves.

- B. For the first week or two let the student observe you as much as possible in counseling situations. Discuss with the student your personal orientation and any specific procedures that the student should be aware of working in your school or clinical mental health setting.
- C. When you believe that the student is ready, help her or him get started working directly with clients. One way to do this, and to check the student's readiness to work with your clients, is to begin by co-leading a group or two.
- D. When you believe that students are ready for more independence, we would like them to have the opportunity to work with individual clients and to lead groups as the primary counselor. The first individual and or group the student counselor works with should be "normal" with a developmental emphasis. As the student gains skills and confidence, more challenging situations may be appropriate.
- E. It would be helpful for you to provide feedback to the student as often as possible. We require at least two formal evaluation sessions with the student, one at midterm and the second at the end of the semester. This will enable the student to work on any specific weaknesses the two of you discover in your work together and will allow the student time to work with the university supervisor to improve skills as well.
- F. Please feel free to contact the university supervisor at any time if you have any questions or need clarification.
- G. The university supervisor will arrange site visits through the student counselor. Site visits will be conducted synchronously for online student sites. The university supervisor will visit the site once during the Practicum and once during the Internship. During the visits the university supervisor might wish to observe the student working with clients. The university supervisor is available for site visits as needed to help the student and the site supervisor during the semester.
- H. Student counselors will be required to complete interview notes for each individual and group session at some sites. They will also be asked to maintain a log of their activities and the time they spend in each activity. They should also complete any forms or paperwork you require for the normal administration of duties performed by the student counselor.
- I. The student counselor is encouraged to join and participate in the state and national associations that promote counseling and the counseling profession. Students are required to have liability insurance before they begin to work independently in your site.
- J. Grades for the class are given by the instructor for the course. Your input is a major part of the consideration in the grading process. Please be sure to return your evaluation form at the end of the semester or contact the university supervisor for an oral report.
- K. Forms used during supervised experiences are available from the practicum/internship student or by contacting the ENC Department, or University Supervisor.