

**University of the Cumberland**  
**Master of Arts in Professional Counseling**  
**Program**



**Academic Handbook**  
**and**  
**Course Catalog**

**2012**

## **University of the Cumberlands Mission Statement**

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation. While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni. UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

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## University of the Cumberland

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## **Accreditation**

University of the Cumberlands is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctoral degrees. Inquiries concerning the accreditation status of the University may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or handicap. The University may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

## **Program Description**

Through its Master of Arts in Professional Counseling (MAPC), University of the Cumberlands offers a graduate program for those students aspiring to become Licensed Professional Counselors. The program is designed to serve both recent baccalaureate graduates and licensed professionals who desire to broaden their expertise as mental health counselors in community settings. The aim of this degree program is to provide students with the academic background and requirements that enable one to become a Licensed Professional Counselor. The MAPC program is a 60-hour master's degree program. The majority of the coursework is offered in an online format in 8-week sessions (bi-terms). Two bi-terms make up a semester. Students may enter the program at the beginning of any 8-week bi-term. Summer terms are generally reserved for the Practicum rotations and independent study.

## **Program Curriculum**

Students who have completed a baccalaureate degree in psychology, social work, human services or a related field and who do not hold any professional licenses would be required to take all of the courses in the program (there are no electives). The 60-hour curriculum includes online courses, and two clinical practicum rotations (300 clock hours each) as well as the opportunity to complete some independent study courses. The master's degree is confirmed upon successful completion of the second practicum rotation and all required coursework.

An exciting opportunity for students in the Master of Arts in Professional Counseling is the option to complete a portion of their coursework in Oxford University. A total of 8-weeks of intensive, face to face seminar instruction in Oxford is required, This 8-week regimen of intensive instruction in Oxford takes place during July and August each year. The tutorial nature of the instruction limits the class size to twenty-four students per year.

University of the Cumberlands is an organization which contracts with St Stephen's House for the use of facilities, but which has no formal connection with the University of Oxford. In a case such as this, where University of the Cumberlands is the degree-granting institution but the students are in residence at St Stephen's House, a Permanent Private Hall of the University of

Oxford, care must be taken to respect the traditions of both institutions and to avoid any misrepresentations as to the students' academic visitor status at the University of Oxford.

## **Admission to the Program**

Applicants to the MAPC program must submit the following materials to the Graduate Admissions Office:

- Transcripts of all undergraduate and graduate coursework from all colleges and universities attended. A minimum cumulative grade point average (GPA) of 3.0 for all prior coursework is required.
- Candidates applying for recognition of post-baccalaureate professional experience must also submit a copy of their professional license or certificate.
- Submit a 500-word Statement of Purpose for graduate study.
- Submit two Letters of Reference from individuals commenting on the applicant's academic and professional potential.
- All applicants to the MAPC program must complete an interview with the Program Director and/or program instructors. This interview is generally conducted over the phone due to the distance from campus that many students live.

### **Admission Requirements**

A Bachelor's degree is required for admission into the graduate program. In addition, it is *recommended* that students entering the MAPC program have either a major or minor in Psychology in their undergraduate program.

### **Provisional Admission**

Other candidates without an undergraduate major or minor in Psychology will be considered if they have completed a minimum of 12 hours in Psychology courses. It is also recommended that these students have had the following courses in their undergraduate program:

- at least one course in counseling
- a course in research methods or basic statistics
- a course in abnormal psychology

Students who lack one or more of these courses in their undergraduate program may be admitted provisionally at the recommendation of the Program Director. Students may also be permitted to take one or more of these courses *on the undergraduate level* to supplement their admission requirements during the first semester of admission into the MAPC program.

Students whose GPA does not meet the minimum requirements may be admitted conditionally at the recommendation of the Program Director.

**Projected Expenses (Kentucky Program)**Tuition Fees

\$400 per credit hour x 60 credit hours	\$24,000
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Books

Textbooks & reference books	<u>\$1,000</u>
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Typical Program Cost	\$25,000
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**Projected Expenses (Oxford Program)**Tuition Fees

\$400 per credit hour x 60 credit hours	\$24,000
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Room & Board in Oxford

£420 per week at St. Stephen's House, Oxford x 8 weeks = £3,360	\$6,000
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Transportation

Round trip air fare to Oxford, England (approx)	\$1,000
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Books

Textbooks & reference books (approx)	<u>\$1,000</u>
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Typical Program Cost	\$32,000
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**Policies and Procedures****Transfer of Credit Policy**

The M.A. in Professional Counseling degree program requires completion of 60 hours of graduate level work. This is also a requirement for licensure as a Professional Counselor in most states. Normally no more than 18 post-baccalaureate semester hours of credit may be transferred from a regionally-accredited institution of higher learning. These transfer credits must be in courses determined to be equivalent to courses required in the program. All transfer credits must be approved by the Program Director and the Registrar.

**Recognition of Post-baccalaureate Professional Experience**

Students who have a bachelor's degree, who have been practicing in a counseling-related field, and whose practice is approved by a state license or certificate may be eligible to substitute independent study coursework for specific courses in the program. Such substitutions recognize the post-baccalaureate professional experiences that demonstrate a student's mastery of professional skills and concepts in the field of counseling. These students still must complete a 60-hour counseling curriculum. However, rather retaking courses in which they have documented or demonstrated professional mastery, they may be permitted to substitute Case Reports, a Master's Thesis or some combination of these two options to complete their 60-hour degree program.

**Leave of Absence**

A leave of absence from the M.A. in Professional Counseling program may be granted by the Program Director for medical or personal reasons. Requests for leaves of absence must be made in writing to the Program Director. A student on a leave of absence may be permitted to

resume course work upon receipt of documentation that satisfactory resolution has occurred of the problem necessitating the leave of absence. Repetition of course work satisfactorily completed prior to the leave of absence will not be required provided resumption in training occurs within one academic year from the date the leave of absence begins.

### **Time Limit for Degree Completion**

The program of study for the Master of Arts in Professional Counseling must be completed within four years of enrolling in the program. Any extension of this time limit must be approved by the Program Director.

### **Academic Standing**

The following standards will determine a student's academic standing:

1. Candidates must maintain a GPA of 3.0 and earn a grade of "B" or better on all course work counting toward the M.A. of Professional Counseling degree. *Students must retake any course in which they do not achieve a grade of at least "B".*
2. A student with a GPA below 3.0 will be placed on academic probation.
3. Students on academic probation for two consecutive semesters may not be allowed to continue as a degree candidate in the program.

In addition, students are expected to adhere to the ethical standards and guidelines of the American Counseling Association or the American Mental Health Counselors Association. Breach of ethical practices will result in dismissal from the program.

Being placed on probation warns the student that academic performance is below the minimum requirements of the Program. During the probation period, a student has the opportunity to raise the GPA or correct other specifically identified problems. If these deficiencies are not remediated, a student may be dismissed from the Program. Probationary status is determined and monitored by the Program Director in consultation with the Academic Coordinator and the Registrar. The minimum length of probation is one semester.

### **Grades**

The following grading system is used of the Professional Counseling program:

- A** Superior performance, four quality points earned for each semester hour
- B** Performance distinctly above average, three quality points earned for each semester hour
- C** Average performance, two quality points earned for each semester hour
- F** Failure, given for unsatisfactory work, no quality points earned.
- W** Withdrawn from class without a punitive grade.
- WP** Withdrawn passing
- WF** Withdrawn failing.
- AF** Failure due to excessive absences.
- I** Incomplete, assigned only where a small unit of work is not complete because of verifiable extenuating circumstances. An "I" contract must be approved by the Academic Affairs Office and submitted to the Registrar's Office for each "I" grade assigned.

The grade point average is computed on all graduate course work with the exception of “W” or “WP.” The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. A grade of “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses. A “W” or “WP” grade has no bearing on the grade point average. A “WF” or “AF” is the equivalent of an “F” grade. Students wishing to withdraw prior to completing the semester should complete an official withdrawal form from the Office of Academic Affairs.

The grade of incomplete is awarded only when legitimate circumstances warrant. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the faculty member awarding this grade makes the appropriate change or until the time specified on the “I” contract expires. The maximum length of time an “I” may remain on a transcript is one calendar year. At the end of a one calendar year period, the incomplete will change to the grade of “F” if the student has not completed the course requirement as specified by the instructor. Each submitted incomplete must be accompanied by a valid contract for this grade. This contract will indicate all of the necessary steps to be taken by the student to satisfactorily change the grade of “I”.

### **Academic Appeals**

A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Director of the program. Following the ruling of the Director, either the professor or the student may file a complaint with the Academic Appeals Committee of the University. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

### **Withdrawal**

Students may voluntarily withdraw from the M.A. in Professional Counseling program in accordance following the University’s general policies and procedures. Written notice of intent to withdraw must be provided to the Program Director prior to initiating the formal withdrawal process.

## Readmission

Any individual who has previously matriculated and failed to complete the entire program of study within the required time period will be required to initiate a new application for admission. Likewise, applicants who have been previously offered admission into the Program but failed to matriculate in the designated class will also be required to initiate a new application for admission.

## Cancellation Deadlines and Refund Schedule

### UNIVERSITY OF THE CUMBERLANDS Cancellation Deadlines (ALL Undergraduate/Graduate Programs)

Any student that does not cancel prior to their required deadline will be assessed a minimum fee of \$150 for classes and a minimum fee of \$150 for room & board. Deadline dates are posted with the Registrar Office and Bursar Office. Fall Term 2009 Spring Term 2010 Upperclassmen July 3, 2009 January 4, 2010 Freshman/Transfer August 3, 2009 January 4, 2010 **Refund Policy** Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

#### *Refund Schedule*

##### Courses Fifteen Weeks or Greater in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

##### Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

##### Courses Six Weeks or Less in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1st week of classes	100%	0%

If a student officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a **non-cancellation fee of \$150 for tuition and \$150 for room and board** for the fall and spring term. There is no non-cancellation fee for the summer term(s). If a student officially withdraws after the first day of classes, they will be charged an **administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the**

**summer and bi-terms.** A student is **not eligible for any financial aid prior to the first day of class** attendance. **No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.**

### **Treatment of Title IV Aid When a Student Withdraws**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt.

Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parents receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's Refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

### **Student Privacy and Informed Consent**

Students pursuing a Master of Arts in Professional Counseling are granted privacy through the Family Educational Rights and Privacy Act of 1974 (FERPA) enacted to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. **Privacy Rights of Students** The University is subject to the provision of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of

his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose without the student's consent "directory information" unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: The student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference. The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

In compliance with FERPA, University of the Cumberlands Department of Professional Counseling Studies requires its students' informed consent to the sharing of personal information with its educational partners (clinical practicum sites) strictly on a need-to-know basis. This personal information may include, but is not limited to, social security numbers,

immunization records, e-mail addresses, telephone numbers, results of health care tests, results of credit checks and criminal records known to University of the Cumberland. Notice is hereby given that random drug screenings or additional criminal background checks may be requested of the students at anytime during the didactic or clinical years as well as for placement in certain clinical rotation sites as standard operating procedure. The student may be responsible for the cost of drug screenings or additional criminal background checks.

## Program Curriculum

The Master's program in Professional Counseling requires completion of 60 semester hours, 48 semester hours in didactic courses and 12 semester hours in clinical experiences.

### Required Didactic Courses (48 semester hours)

PSYOL 530	Introduction to Mental Health Counseling
PSYOL 531	Ethical and Legal Issues in Counseling
PSYOL 532	Lifespan Development
PSYOL 533	Personality Theories in Clinical Practice
PSYOL 534	Lifestyle and Career Counseling
PSYOL 535	Psychological Testing in Clinical Practice
PSYOL 536	Counseling Research Methods
PSYOL 537	Etiology and Diagnosis of Abnormal Behavior
PSYOL 538	Counseling, Psychotherapy and Consulting
PSYOL 539	Counseling Diverse Populations
PSYOL 630	Counseling during Grief and Crisis
PSYOL 631	Counseling Theory and Practice
PSYOL 632	Drug Abuse and Dependency
PSYOL 633	Group Counseling
PSYOL 634	Marriage and Family Counseling
PSYOL 635	Child and Adolescent Counseling

There may be special circumstances where one of these courses may be offered in an on-campus format (for instance courses offered at Oxford). In those cases these course prefixes would be changed from PSYOL (signifying an online course) to PSYC.

### Required Clinical Experiences (12 semester hours)

PSYC 560	Counseling Practicum I (300 clock hours – 6 credit hours)
PSYC 660	Counseling Practicum II (300 clock hours – 6 credit hours)

### Independent Study Alternatives

Based upon prior post-baccalaureate professional experience, students may be permitted to substitute independent study activities for specific courses. (See "Recognition of Post-Baccalaureate Professional Experience" on p. 7.) These students may be allowed to complete some combination of the following as part of their degree program:

PSYC 690-696 Case Report Option (3 credit hours per course)

PSYC 699 Master's Thesis Option (15 credit hours)

## **Didactic Course Descriptions**

### **PSYOL 530 Introduction to Mental Health Counseling**

This course is an overview and examination of Mental Health Counseling as a helping profession. It is designed to assist the student in developing his/her professional identity as a counselor. The course will examine historical, philosophical, and social/political influences on contemporary mental health counseling practices, as well as equip the student with an introduction to the practical aspects of a counseling practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the professional organizations of professional counselors as well as their credentialing and licensing. **3 credit hours**

### **PSYOL 531 Ethical and Legal Issues in Counseling**

Legal and ethical issues and practices are integral to the professional counseling career. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice. Emphasis will be placed upon critical thinking and the development of skill in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice. **3 credit hours**

### **PSYOL 532 Lifespan Development**

Lifespan Development will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling setting. **3 credit hours**

### **PSYOL 533 Personality Theories in Clinical Practice**

This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling. **3 credit hours**

### **PSYOL 534 Lifestyle and Career Counseling**

A thorough examination of major theories of career development and use of career assessment instruments will help equip students in evaluating and applying approaches to career counseling. This course will explore the relationship between career choice, individual skills,

and lifestyle, and explore career/occupational resources available to a counselor in order to empower clients to make effective career/lifestyle choices. **3 credit hours**

### **PSYOL 535 Psychological Testing in Clinical Practice**

This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients. **3 Credit hours**

### **PSYOL 536 Counseling Research Methods**

This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development. **3 Credit Hours**

### **PSYOL 537 Etiology and Diagnosis of Abnormal Behavior**

One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses and treatment plans. **3 Credit hours**

### **PSYOL 538 Counseling, Psychotherapy and Consulting**

This course is an introduction to major therapeutic similarities and differences between counseling, psychotherapy, and consultation. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles. **3 Credit hours**

### **PSYOL 539 Counseling Diverse Populations**

This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and

how those factors affect the counseling relationship and the choice of treatment processes. **3 Credit hours**

### **PSYOL 630 Counseling during Crisis and Grief**

This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients. **3 Credit hours**

### **PSYOL 631 Counseling Theory and Practice**

This course provides a comprehensive overview of the various theories of counseling. This course is designed to critically examine the historical/theoretical frameworks that the major forms of counseling utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory. **3 Credit hours**

### **PSYOL 632 Drug Abuse and Dependency**

This course is designed to familiarize students with the major theories and strategies currently employed in the assessment and treatment of substance abuse and addiction. This includes an introduction to the knowledge, skills and personal characteristics necessary in performing the core functions of the substance abuse counselor. Since substance abuse problems are prevalent as either primary disorders or associated with other social, behavior or emotional problems, being able to recognize, intervene in an effective manner is crucial for anyone in the counseling field. **3 Credit hours**

### **PSYOL 633 Group Counseling**

This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems. **3 credit hours**

### **PSYOL 634 Marriage and Family Counseling**

This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. Students will be given opportunities to practice facilitating mock-family sessions to sharpen their skills as a therapist. **3 Credit hours**

**PSYOL 635 Child and Adolescent Counseling**

This course examines issues related to the counseling of children and adolescents. Focus is on the application of counseling principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements will also be addressed. **3 Credit hours**

**Clinical Course Descriptions****PSYC 560 Counseling Practicum I\***

This course is designed to give students practical experience of the counseling field in a supervised setting. Students are required to spend 300 clock hours per course at selected agencies, working with clients and under direct supervision. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. Students may select clinical experiences in the following fields: (i) marriage and family therapy; (ii) community mental health counseling; (iii) clinical mental health counseling; (iv) child abuse; (v) violence against women (*incl. rape, incest and domestic violence*); (vi) alcohol and drug abuse counseling; (vii) court-mandated sex-offender counseling; (viii) grief and separation counseling (*incl. divorce and death*); (ix) adolescent male violence and gang behavior; (x) special problems of refugees and recent immigrant populations; (xi) pastoral counseling; and (xii) combinations thereof. **6 Credit Hours**

**PSYC 660 Counseling Practicum II\***

This course is designed to give students additional practical experience of the counseling field in a supervised setting. Students are required to spend 300 clock hours per course at selected agencies, working with clients and under direct supervision. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. It is highly recommended that students choose a different practicum experience/site for their second practicum rotation in order to ensure a broader experience in the field of counseling. **6 Credit Hours**

*\*Please note the appendix on page 27 of this catalog for the placement procedures and copies of the required documents to be used for both practicum courses.*

**Independent Study Course Descriptions****PSYC 690-696 Case Report Option**

Students who have been approved for recognition of their post-baccalaureate professional experience can choose this option to complete the 60-hours of their coursework for the Master of Arts in Professional Counseling. This independent study will require students to complete case reports from their previous counseling experience that document their understanding of

counseling process and theory. Each case report will be 10-14 pages in length. The specific format for these case reports will be provided for the students. Three case reports documenting the student's actual work with clients will be required for **3 Credit Hours**.

*Please note the appendix on p. 43 of this catalog for a description of the Case Report requirements and format.*

### **PSYC 699 Master's Thesis Option**

Students who have been approved for recognition of their post-baccalaureate professional experience may choose this option to complete the 60-hours of their coursework in the Master of Arts in Professional Counseling. Students who choose this option would be required to complete a 60-80 page (minimum) master's thesis on a topic in the field of counseling of their choosing. The student will conduct independent research and complete the thesis in APA format. The student will be assigned a faculty person to supervise the thesis process and this work will be evaluated by a committee of the Professional Counseling faculty. **15 Credit Hours**

*Please note Appendix C on page 46 of this catalog for a detailed description of the Thesis requirements and format.*

### **Typical Course Progression**

Because students enrolled in the M.A. in Professional Counseling program at University of the Cumberlands have many options for completing their program, the schedules provided below reflect how a particular student's schedule might look depending on his/her specific circumstances. However, students may join the program at differing points in a particular semester; therefore their schedule may vary somewhat from these examples.

The normal course load for students in the MAPC program (barring unusual circumstances) is two courses per 8-week bi-term and students may enter the program at the beginning of any bi-term. With this course load, students can typically complete the entire MAPC program (including the two Practicum rotations) in two calendar years.

At the completion of ALL coursework in the MAPC program every student will be required to take a Comprehensive Exit Exam. This exam will be similar in nature to the Counselor Preparation Comprehensive Exam (CPCE) and the National Counselor Examination. Due to the fact that the MA in Professional Counseling is a relatively new program at University of the Cumberlands, this exam will be used for program assessment purposes only. Eventually a minimum score on this exam will be required for graduation.

<b>MAPC Typical Course/Program Progression*</b>				
<b>Year 1</b>				
Fall Term I	Fall Term II	Spring Term I	Spring Term II	May - August Independent Study
<b>PSYOL 530</b> Introduction to Mental Health Counseling  <b>PSYOL 531</b> Ethical & Legal Issues in Counseling	<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice	<b>PSYOL534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice	<b>PSYOL536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior	<b>PSYC 560</b> Counseling Practicum I
<b>Year 2</b>				
Fall Term I	Fall Term II	Spring Term I	Spring Term II	May- August Independent Study
<b>PSYOL 631</b> Counseling Theory and Practice  <b>PSYOL 633</b> Group Counseling	<b>PSYOL 538</b> Counseling, Psychotherapy and Consulting  <b>PSYOL 632</b> Drug Abuse & Dependency	<b>PSYOL539</b> Counseling Diverse Populations  <b>PSYOL 635</b> Child & Adolescent Counseling	<b>PSYOL 634</b> Marriage and Family Counseling  <b>PSYOL 630</b> Counseling During Grief & Crisis	<b>PSYC 660</b> Counseling Practicum II
*Students with approved post-baccalaureate professional experience may substitute some courses in their 60-hour program with either of these course options: PSYC 690 – 696 Case Report Option; PSYC 699 – Masters Thesis Option or some combination of the two.				

### **July-August Term at Oxford**

Students have the option of completing a portion of their coursework in Oxford during the July and August summer term (8 weeks). The courses typically offered in Oxford would include:

**PSYC 530** Introduction to Mental Health Counseling

**PSYC 531** Ethical & Legal Issues in Counseling

**PSYC 631** Counseling Theory and Practice

**PSYC 632** Drug Abuse and Dependency

**PSYC 633** Group Counseling

**PSYC 634** Marriage and Family Counseling

**PSYC 635** Child and Adolescent Counseling

## MAPC / Ph D Joint Courses

Students who are entering the Ph. D. in Clinical Psychology program at University of the Columbians will begin this program with selected MAPC courses. Ph. D. students are required to take the following MAPC courses:

PSYOL 530 Introduction to Mental Health Counseling\*

PSYOL 531 Ethical and Legal Issues in Counseling and Psychotherapy\*

PSYOL 532 Lifespan Development

PSYOL 533 Personality Theory in Clinical Practice

PSYOL 535 Psychological Testing in Clinical Practice

PSYOL 536 Research Methods in Counseling and Psychotherapy

PSYOL 537 Etiology and Diagnosis of Abnormal Behavior

PSYOL 538 Counseling, Psychotherapy and Consultation

PSYOL 539 Counseling Diverse Populations

PSYOL 631 Theory and Practice in Counseling and Psychotherapy\*

PSYOL 632 Drug Abuse and Dependency\*

PSYOL 635 Child and Adolescent Counseling\*

***\*Ph. D. students MUST take these courses on campus at their clinical site***

**MAPC/Ph. D.  
Course Progression**

<b>Fall Term 1</b>	<b>Fall term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>July/August Oxford</b>
PSYOL 530	PSYOL 532	PSYOL 535	PSYOL 536	PSYC 530
PSYOL 531	PSYOL 533	PSYOL 539	PSYOL 537	PSYC 531
PSYOL 631	PSYOL 538	PSYOL 632	PSYOL 635	PSYC 631
				PSYC 632
				PSYC 635

\*Ph. D. students may be permitted to take 3 courses per bi-term to complete the MAPC portion of their program in 1 year. Ph. D. students are not required to complete the Practicum Rotations

Ph.D. candidates should review the Clinical Psychology catalog and consult with their doctoral advisor to ensure that they enroll in the proper courses in the proper locations.

## **Appendix A**

### **Counseling Practicum Guidelines/Documents**

Students in the Master of Arts in Professional Counseling must complete two Counseling Practicum rotations. The practicum rotations are a requirement for state licensure as a Professional Counselor (LPCC – Licensed Professional Clinical Counselor). Each practicum rotation requires 300 clock hours of supervised observation/participation in counseling related experience at an agency/organization whose primary purpose is addressing mental health issues (i.e. community mental health center, private counseling center, drug treatment center, psychiatric hospital, etc).

Each practicum rotation will generally begin at the start of the first Summer Term (May) and continue through August. This gives students roughly 3 months to accrue their 300 hours of observation and practice. The program is designed in such a way that students will generally complete their first practicum rotation during their first summer in the MAPC program. Generally, students must complete at least 12 hours of MAPC coursework before being allowed to enroll for the first practicum experience (PSYC 560). The second practicum rotation would be taken in the second summer (after the second year of classes).

Students MUST be supervised by a licensed (or Certified) clinical professional (LPCC, LPCA, LCSW, etc) and have regular interaction with this supervisor throughout the entire 300-hour practicum. The supervisor must sign an agreement to monitor the student's experience with their agency and provide the student with ongoing, constructive feedback designed to sharpen his/her clinical skills.

Because our students are not necessarily located in close proximity to the campus, we require them to arrange their own practicum placements. Students can find placement opportunities that are convenient to where they live. However, we do require students to have their placement choice and supervisor approved by the MAPC Program Director and/or faculty advisor before beginning the practicum experience. Because this course is designed to provide students with practical experience related to counseling agencies are encouraged to not use our students as "free labor" and load them down with paperwork, or assign them duties that are not primarily counseling-related.

It is also recommended that students acquire liability insurance prior to beginning the practicum placements (some agencies will require this). Some organizations (ACA, APA, HPSO, etc) offer liability policies to cover students in practicum/internship experiences for a fairly reasonable fee (\$25-\$50). Individual insurance companies also will often write a temporary rider for this purpose.

On the following pages the documents and forms that are required for both practicum courses are listed. These documents will be distributed to each student before beginning the respective practicum rotations. It is the students' responsibility to have all of these documents completed and signed prior to beginning the actual practicum experience. Completed documents can be mailed to the Psychology Department: College Station Box 7990, Williamsburg, KY 40769 or fax them to: (606) 539-4570

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Practicum Information Sheet**

**Name of Student:** \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Email address \_\_\_\_\_

Phone (Home): \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Supervisor email: \_\_\_\_\_

Agency Director: \_\_\_\_\_

**Internship Schedule:**

M \_\_ T \_\_ W \_\_ TR \_\_ F \_\_

**Time:**

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Supervisor Contract**

As the cooperating counseling professional who will have direct responsibility for the following practicum student(s): \_\_\_\_\_,

\_\_\_\_\_.

I, \_\_\_\_\_ will be responsible for:  
(supervisor's name)

Assistance in Developing the Practicum Agreement

I will meet with the practicum or internship student(s) to discuss and complete the practicum agreement. During this meeting, I will collaborate with the student(s) in developing their goals for the clinical experience (i.e. what they want to learn, strengthen, gain, etc). I will provide suggestions and guidance in terms of realistic goals and activities that can be completed within the time constraints of this clinical experience.

Orientation

I will provide an orientation to the practicum site/position. The orientation will include general information about the site, an overview of the administrative structure, and the role of the counseling services within the overall helping community. I will also make sure to introduce the practicum student(s) to other staff at the site and individuals in other areas with whom the student will interact.

Supervision

I will spend a minimum of one hour a week in direct supervision of the practicum student(s). Initially, sessions may cover such topics as review of the practicum agreement, orientation to the workplace, and start-up work on outlined activities. As the clinical experience progresses, I will spend time reviewing each student's progress in meeting the specific requirements of the agreement, consultation concerning on-going caseload, discussion of professional concerns as they affect the workings of the site, or other relevant topics. I will provide the practicum student(s) with constructive feedback on his or her performance and share insights and experience with the student(s) for the practicing professional.

Role Modeling

I will serve as a professional role model for the practicum student(s) in job performance, personal growth, and professional and ethical behavior. As a site supervisor it is expected that I possess appropriate training, knowledge, and experience in a recognized helping profession, preferably counseling.

### Taping

I will assist in facilitating the practicum students' possible need to tape as part of their clinical training. I understand that this process facilitates the professional development of students and assists in quality control in services delivered to clients. I will help students identify clients that will be amenable to audio or video taping of sessions for training and university supervision purposes. I will review audio or video tapes as is appropriate and needed during our weekly one hour supervision sessions.

### Site Visits

I recognize that site visits are required for all practicum students by the university course instructor. I will consult with the instructor to review student performance and any concerns. As a practicum site, I realize contact may be by phone or a site visit, to be determined, based on need, by the university clinical director or the program director.

### Evaluation

I will provide on-going feedback to the student(s) concerning his or her performance of agreed upon duties, as well as his or her overall performance and behavior at the practicum site.

I will participate in the practicum students' mid-semester self-evaluation. I will set-up a conference with the student to assess his or her work toward goals that were established at the beginning of the semester. I will conduct a formal final evaluation with the student at the end of the course and submit to the practicum instructor at the University of the Cumberland a copy of this final evaluation after reviewing it with the student(s).

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Supervisor

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Date

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Practicum Goal Statement Format**

Name of Student:

Date:

Site:

Self-evaluation of counseling skills:

Strengths

Weaknesses

Which particular counseling skills are you developing and looking to refine at this time?

Goals for this clinical experience:

How will you know whether or not you have accomplished these goals?

UNIVERSITY OF THE CUMBERLANDS  
 Master of Arts in Professional Counseling  
 Practicum Weekly Log

Student Name: \_\_\_\_\_

Name of School/Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Course: \_\_\_PSYC 560 Counseling Practicum I \_\_\_PSYC 660 Counseling Practicum II

Week Dates	DCC Individual	DCC Small Group	DCC Parent or Family Meetings	DCC Classroom Guidance or Psy. Ed. Groups	Other Duties (consulting, program development, assessment, IEP, staffing)	On-Site Sprvsn	UC Individual or Group Suprvsn	<b>Weekly Totals</b>
<b>Total Hours</b>								

DCC-Direct Client Contact; All DCC columns must total 80 hours per 300 hours of practicum. Classroom supervision hours are not included in the total number of on-site hours for practicum (300). However, they are to be included on this log.

Weekly Log Page 2

Week Dates	DCC Individual	DCC Small Group	DCC Parent or Family Meetings	DCC Classroom Guidance or Psy. Ed. Groups	Other Duties (consulting, program development, assessment, IEP, staffing)	On-Site Sprvsn	UC Individual or Group Suprvsn	<b>Weekly Totals</b>
<b>Total Hours</b>								

DCC-Direct Client Contact; All DCC columns must total 80 hours per 300 hours of practicum. Classroom supervision hours are not included in the total number of on-site hours for practicum (300). However, they are to be included on this log.

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Client Release Form**

I \_\_\_\_\_ agree to be counseled by a Practicum student from the Master of Arts in Professional Counseling at University of the Cumberland. I understand that my identity will remain anonymous and all information will be kept in strictest confidence.

I realize that the counselor is a graduate student being trained in counseling skills and that he or she is receiving supervision from a faculty member in the Master of Arts in Professional Counseling.

I understand that my counselor will be recording our sessions for his or her educational purposes only. I give permission for interviews to be recorded and for other counselors-in-training to listen to those counseling sessions only when used as part of the counselor training program.

Client signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if client is under 18 years of age)

Counselor signature: \_\_\_\_\_ Date: \_\_\_\_\_

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Individual Counseling Case Note Form**

Client or Student Initials: \_\_\_\_\_

F/F\*    Ph

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**\*F/F = Face to Face      Ph = Phone**



University of the Cumberland  
Master of Arts in Professional Counseling  
**Case Presentation Format**

Conducting counseling sessions with the support and feedback of others is an important part of a trainee's professional development. In most training programs, sessions are recorded on either audio or video tape. Once a session is completed, the trainee listens to the recording, providing him/herself with feedback that can lead to ideas for future sessions and recognition of areas in which one's work can be improved. Advanced counselors, as well as trainees, listen to develop a full picture of what happened in the session: important client emotions, beliefs, and personality characteristics not fully seen during the actual session, significant moments or turning points, and significant things the counselor did or did not do. Receiving organized feedback from the supervisor and giving organized feedback to oneself are major vehicles both for improving one's work with a given client and for building one's professional skills.

The following outline is offered as an aid to producing a written analysis of a counseling session, especially one that has been recorded. Used carefully, the outline can help the trainee organize thoughts about the client, the session, and the quality of one's work. Each student will be required to submit one case presentation for completion of the practicum.

Background information

Demographic information, such as age, grade in school, employment, family unit, and history that seems relevant to the presenting problem.

Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?

Was there a precipitating set of circumstances? How long has the problem(s) persisted?

If third parties are involved, what were their observations and concerns?

Overview of the session

What did you talk about?

What were the dominant issues and themes for this session?

If this was a session beyond the initial meeting, what were your process and outcome goals going into the session?

Observations and assessment: Conceptualization of the Problem

Describe your observations and impressions of the client.

What is your view of the problem? What are the common themes?

What are the client's barriers to growth and coping skills?

What is the etiology of the client's present psychological capacity or incapacity?

What is she/he trying to accomplish by various behaviors?

What are your counseling goals?

#### Observations about self

Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.

Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

#### Plans for the next session

How do you hope to follow up in subsequent sessions?

What issues and concerns do you think worthwhile to explore?

What process goals will you try to accomplish?

#### Help

Specifically what kind of help would you like, either from your internship supervisor or from fellow students, about this client, this session, and your helping efforts?

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Supervisor's Final Evaluation of Counselor Trainee**

Student Name: \_\_\_\_\_

Name of School/Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Course: \_\_\_ PSYC 560 Practicum I                      \_\_\_ PSYC 660 Practicum II

The purpose of this evaluation is to provide meaningful feedback to the counselor trainee. Rate the student using the following scale:

N/O                                      1                                      2                                      3

Not Observed                      Below Expectations                      Meets Expectations                      Exceeds Expectations

**1. DISPOSITION**

	N/O	1	2	3
Prompt				
Dependable				
Responsible				
Show initiative				
Cooperative				
Appropriate appearance				
Good rapport with staff members				
Actively seeks opportunities for new learning experiences				
Maintains composure in difficult situations.				

**2. PROFESSIONAL BEHAVIOR**

	N/O	1	2	3
Completes paperwork in a concise and timely manner				
Communicates orally and in writing in a clear and effective manner				

Adheres to the ethical standards of the profession				
Seeks consultation regarding complex ethical situations				
Makes an effort to improve counseling knowledge and skills				
Makes appropriate referrals to other persons or agencies				
Seeks consultation with other professionals				
Exhibits willingness to work on personal/professional issues				

### 3. WORKING IN THE COUNSELING ENVIRONMENT

	N/O	1	2	3
Becomes integrated into placement site				
Arranges counseling sessions appropriately (if permitted)				
Maintains contact with the on-site supervisor				
Demonstrates appropriate case management skills				
Strives to increase professional competence				

### 4. COUNSELING PROCESS/SKILLS

	N/O	1	2	3
<b>Counseling Process:</b>				
Opens session appropriately				
Clarifies the presenting issues accurately				
Facilitates exploration of issues appropriately				
Facilitates goal-setting appropriately				
Exhibits control of session				
Closes session appropriately				
Terminates counseling relationship appropriately				
<b>Counseling Skills:</b>				
Summarizes session content accurately				
Demonstrates a variety of facilitative responses				

Uses culturally sensitive techniques				
Uses theory-specific skills appropriately				
Facilitates goal-setting appropriately				
Provides information/advice appropriately				

#### 5. CONCEPTUALIZATION SKILLS

	N/O	1	2	3
Recognizes relevant client themes and patterns				
Uses client information to develop working hypotheses				
Uses client cultural background appropriately in assessment, diagnosis, and treatment				
Adapts theory and techniques to meet client's reality				
Develops appropriate strategies and interventions based on established counseling theories and techniques				

#### 6. PERSONALIZATION SKILLS

	N/O	1	2	3
Recognizes personal assets and liabilities				
Directly addresses the relationship process				
Understands differences between clients and self				
Perceives and understands boundaries in the client-counselor relationship				
Sets and maintains appropriate boundaries				
Works effectively with clients who are culturally different from self				
Aware of own feelings and uses them in assisting clients				
Manages personal values appropriately				

## 7. SUPERVISION CONDUCT

	N/O	1	2	3
Prompt and prepared				
Uses supervision time effectively				
Identifies questions, concerns and issues				
Shows interest in learning				
Seeks help and direction				
Takes risks to learn and identify challenging situations				
Understands and incorporates supervisors' suggestions				
Accepts encouragement and constructive criticism				
Actively participates in the supervisory process				

## 8. SCHOOL RELATED EXPERIENCES AND OUTCOMES

	N/O	1	2	3
Demonstrates an understanding of the school, curriculum, student records, and appraisal processes				
Understands the role of the school counselor as a community liaison and school counseling advocate				
Demonstrates competencies in individual and group counseling through a rotating case load of at least two individual students and at least two groups				
Utilizes a variety of counseling tools, resources, and strategies to facilitate the growth of students				
Observes and participates in consultation/collaboration with teachers and other school personnel				
Observes and participates in consultation/collaboration with parents				
Can apply referral procedures for students with special needs				
Facilitates appreciation for the cultural, lifestyle, and gender diversity of the school population				
Reviews and participates in school related activities, i.e., IEP, peer helper programs, peer mediation, program planning that supplements the scheduling process				

Designs goals that are consistent with the National Standards for School Counseling Programs, the state and local educational agency goals, and local school goals				
Adheres to appropriate ethical standards for working with minors				

Any additional comments: (e.g. strengths, and areas of continued improvement)

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor/Instructor

\_\_\_\_\_  
Date

Please place this form in a sealed envelop and give to student. Or if you wish, mail this form to:  
**Attention:** [Name of Practicum Instructor], Master of Arts in Professional Counseling 7990 College Station Drive, Williamsburg, KY 40769. Practicum documents may also be faxed to the appropriate Practicum Instructor at: (606) 539-4570

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Student Evaluation of Site Supervisor**

Student Name: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Course: \_\_\_ PSYC 560 Counseling Practicum I \_\_\_ PSYC 660 Counseling Practicum II

1 = Poor      2 = Average      3=Strong      4 = Excellent      N/A = Not applicable

My Supervisor...

1. explained his/her role as a supervisor	1	2	3	4	N/A
2. helped me to feel at ease with the supervisory process	1	2	3	4	N/A
3. gave me feedback about my role as counselor which was accurate and usable	1	2	3	4	N/A
4. helped me clarify issues which my client brought to the session	1	2	3	4	N/A
5. assisted me in understanding my own feelings about the client and his/her issues	1	2	3	4	N/A
6. encouraged me to develop a plan to work with specific clients	1	2	3	4	N/A
7. modeled appropriate counseling techniques when necessary	1	2	3	4	N/A

My supervisor helped promote ....

8. my professional identity by encouraging membership in professional organizations	1	2	3	4	N/A
9. legal and ethical practice by discussing and by modeling appropriate ethical behaviors	1	2	3	4	N/A

I felt...

10. confident of my supervisors skills	1	2	3	4	N/A
11. my supervisor respected me and was concerned with my professional growth	1	2	3	4	N/A
12. my supervisor was committed to his/her role as a supervisor	1	2	3	4	N/A
13. my supervisor motivated and encouraged me	1	2	3	4	N/A
14. my supervisor served as an appropriate professional role model	1	2	3	4	N/A
15. my supervision sessions allowed for both personal and professional growth	1	2	3	4	N/A
16. my supervisor recognizes his/her limitations	1	2	3	4	N/A
17. my supervisor was genuine, congruent, empathetic and honest	1	2	3	4	N/A

My supervisor helped me...

18. to clarify my own ideas about counseling theory	1	2	3	4	N/A
19. to focus on specific counseling strategies to assist a client	1	2	3	4	N/A
20. to develop techniques to resolve conflict	1	2	3	4	N/A

Please use this space and the back of this page for additional comments.

UNIVERSITY OF THE CUMBERLANDS  
Master of Arts in Professional Counseling  
**Student Evaluation of Practicum/Internship Site**

Student Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Course:       \_\_ PSYC 560 Practicum I       \_\_ PSYC 660 Practicum II

Semester/Year: \_\_\_\_\_

Please rate your experiences at your practicum or internship site in the following areas. Use the scale provided.

1	2	3	4
Very Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Very Unsatisfactory

- \_\_\_\_\_ Amount of on-site supervision.
- \_\_\_\_\_ Quality and usefulness of on-site supervision.
- \_\_\_\_\_ Ability to obtain overall hours.
- \_\_\_\_\_ Ability to obtain direct client contact hours.
- \_\_\_\_\_ Usefulness and helpfulness of course.
- \_\_\_\_\_ Relevance of experience to career goals.
- \_\_\_\_\_ Exposure to and communication of agency goals.
- \_\_\_\_\_ Exposure to and communication of agency procedures.
- \_\_\_\_\_ Exposure to professional roles and functions within the agency.
- \_\_\_\_\_ Exposure to information about community resources.

\_\_\_\_\_ Rate all the applicable experiences that you had at your site.

- \_\_\_\_\_ Report writing
- \_\_\_\_\_ Intake interviewing
- \_\_\_\_\_ Administration and interpretation of tests
- \_\_\_\_\_ Staff presentations/case conferences
- \_\_\_\_\_ Individual counseling
- \_\_\_\_\_ Group counseling
- \_\_\_\_\_ Family/couple counseling
- \_\_\_\_\_ Psycho-educational activities
- \_\_\_\_\_ Consultation
- \_\_\_\_\_ Career counseling
- \_\_\_\_\_ Other \_\_\_\_\_

In the space below, or on the back of this form, please comment on any items that you considered moderately or very unsatisfactory. Provide solutions if possible.

## UNIVERSITY OF THE CUMBERLANDS

Master of Arts in Professional Counseling  
**End of Semester Faculty Checklist**

All faculty must make sure that the following forms have been turned in by each practicum or internship student prior to assigning a grade for the course. These forms will be placed in the student file for documentation of their clinical experience.

- \_\_\_ Weekly log of hours
- \_\_\_ Practicum or internship agreement form
- \_\_\_ Site visit/contact conducted on \_\_\_\_\_, with \_\_\_\_\_
- \_\_\_ End of semester evaluation of student
- \_\_\_ End of semester evaluation of site supervisor
- \_\_\_ End of semester evaluation of practicum or internship site
- \_\_\_ Professional liability coverage documentation

\_\_\_\_\_  
Practicum Instructor

\_\_\_\_\_  
Date

## **Appendix B**

### **Clinical Case Report Description/Format**

A case report is a thorough (10 to 14 page) case presentation in narrative form.

In writing a case report, use an actual client from your prior counseling experience, one who has completed treatment or is no longer obtaining services, using a fictitious name for the client in the case. A composite case composed from different clients will not be acceptable.

The preparation of case reports satisfies two distinct purposes. First, the preparation of case reports offers a unique means of integrating theoretical knowledge acquired in the classroom with practical knowledge, training and skills gained during the clinical practicum or in prior clinical experience. Second, case reports typically are submitted to licensing boards and potential employers.

To the extent practical, provide evidence of your knowledge and experience of the following skills.

1. **SCREENING** - Demonstrate your ability to determine treatment appropriateness and client eligibility for a particular program. Ability to use appropriate diagnostic criteria in determining eligibility and ability to suggest alternative services if necessary.
2. **INTAKE** - Demonstrate your ability to perform the administrative and initial assessment procedures for admission to a program.
3. **ORIENTATION** - Demonstrate your ability to describe to client and significant others program philosophy, program, goals, procedures and rules governing client rights, and treatment costs.
4. **ASSESSMENT** - Demonstrate your ability to identify and evaluate an individual's strengths, weakness, problems and needs for the development of the treatment plan.
5. **TREATMENT PLANNING** - Demonstrate your ability to work with client to identify and rank problems needing resolution, establish agreed upon goals, and to determine appropriate process and resources to be utilized.
6. **COUNSELING** - Demonstrate your ability to utilize special skills to assist individuals, families or groups in achieving objectives through; exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making.
7. **CASE MANAGEMENT** - Demonstrate your ability to utilize activities which bring services, agencies, resources or people together within a planned framework of action toward the

achievement of established client goals. Ability to coordinate multiple service plans.

8. CRISIS INTERVENTION - Demonstrate your ability to identify a crisis when it surfaces, attempt to mitigate or resolve the immediate problem while using the negative events to enhance the treatment efforts.
9. CLIENT INTERVENTION - Demonstrate your ability to provide information to individuals and groups concerning available alcohol and drug abuse services and resources.
10. REFERRAL - Demonstrate your ability to identify the needs of the client that cannot be met by the counselor and/or agency and assisting client in utilizing available support systems and community resources. Ability to utilize other resources while maintaining appropriate client confidentiality.
11. REPORT AND RECORDKEEPING - Demonstrate your ability to perform the function of documentation to assist the client's progress toward achievement of established goals; facilitate communication between co-workers and other service providers; assist supervisor in evaluating therapeutic skills and effectiveness.
12. CONSULTATION WITH OTHER PROFESSIONALS - Demonstrate your ability to relate with other professionals (both alcohol and drug counselors and non-alcohol and drug professionals) to assure quality care for the client.
13. COMMUNICATION WITH UNDER-SERVED POPULATIONS - Demonstrate your ability to recognize and to respond effectively to behavior, attitudes, and values unique to different ethnic, racial, religious groups, homosexual adolescents, women, elderly, and other identified underserved client groups.
14. SKILLS ENGAGING FAMILY MEMBERS - Demonstrate your ability to involve family members and other significant persons present in client's life into the treatment process.

As appropriate, use headings to organize your case reports. For instance, if the case report refers to an alcohol and drug abuse case, the following headings would likely be appropriate.

- a. Chemical Abuse History
- b. Psychological Functioning
- c. Education/Vocational/Financial
- d. Legal History
- e. Social
- f. Physical History
- g. Treatment History
- h. Assessment
- i. Treatment Plan Process

- j. Course of Treatment
- k. Discharge Summary

The case reports are reviewed by faculty and are graded on the basis of completeness, clarity and understanding of the counseling process. A copy of a typical grading rubric is provided below:

**PSYC 690 Case Study Grading Rubric**  
**Dr. Dennis Trickett**

Grading Criteria	Points Assigned	Your Score
<b>Mechanical Components</b>	<b>10%</b>	
<b>General Mechanics</b> (grammar, punctuation, spelling, etc)	10	
<b>Case Study Format</b> (did the student utilize the correct format?)	10	
<b>Case Management Components</b>	<b>30%</b>	
<b>Intake &amp; Screening</b> (did the student demonstrate a thorough understanding of the screening process?)	15	
<b>Case Management</b> (did the student demonstrate an ability to mobilize services appropriate to the clients needs – i.e. financial, medical, social services, etc?)	15	
<b>Consultation with Other Professionals</b> (did the student demonstrate relevant and appropriate interactions with other professionals on the client's behalf?)	15	
<b>Report and Record-Keeping</b> (did the student demonstrate adequate documentation of the client's progress and his/her own interventions?)	15	
<b>Clinical Skills Components</b>	<b>50%</b>	
<b>Assessment</b> (did the student utilize appropriate measures to identify the clients strengths/weaknesses, problems and needs?)	20	
<b>Treatment Planning</b> (did the student demonstrate an ability to identify and rank problems, establish agreed upon goals and determine appropriate processes and strategies to accomplish those goals?)	20	
<b>Counseling Skills</b> (did the student demonstrate a practical grasp of the theoretical knowledge and skills necessary to empower clients to make reasonable decisions/changes that addressed their concerns?)	50	
<b>Application of Specific Skills</b> (referral, crisis intervention, etc)	10	
<b>Qualitative Components</b>	<b>10%</b>	
<b>Comprehensiveness</b> (did the student provide a thorough and complete presentation of the case information?)	10	
<b>Clarity</b> (was the case study presented in a clear and understandable manner?)	10	
<b>Total</b>	<b>200</b>	
<b>Points</b>		

## **Appendix C**

### **Master's Thesis Option**

The master's thesis is a 60 to 80 page (longer theses are acceptable) written report that represents significant scholarship, the results of theoretical or applied research, and the application of knowledge to some aspect of counseling. The topic of the thesis must be approved by both the student's academic advisor and the program director.

Upon the submission of an unbound manuscript, a committee of three examiners shall be appointed to review and evaluate the student's work. Typically, one member of the examination committee is a faculty member who has served as the student's advisor during the preparation of the thesis. The second member of the examination committee is typically the chair of the psychology department. The third member of the examination committee would be a faculty member of the MAPC program.

Before recommending the award of the "M.A. in Professional Counseling" degree the examiners must satisfy themselves that the thesis is: (i) clearly written; (ii) takes due account of previously published work on the subject; and (iii) represents a useful contribution to learning relative to the field of counseling.

The thesis must be prepared using the following commonly accepted editorial style: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Edition.). Washington, DC.

# Campus Map

## UNIVERSITY of the CUMBERLANDS



- 1. Andersen Annex
- 2. Andersen Building
- 3. Angel-Dale House
- 4. Archer Hall (women)
- 5. Asher Hall (women)
- 6. Bennett Building
- 7. Book Building
- 8. Boswell Campus Center
- 9. Browning Annex
- 10. Browning Building
- 11. Buhl Stadium (Baseball-Soccer-Tennis)
- 12. Cook Hall (men)
- 13. Cordell House
- 14. Cumberland Inn
- 15. Galfrif Administration Building
- 16. Gillespie Hall (women)
- 17. Harb Hall (women-opening fall '08)
- 18. Hutson Hall (women)
- 19. Hutson Outreach Center
- 20. Hutson School of Business
- 21. Kleist Hall (men)
- 22. Mahan Hall (men)
- 23. McGaw Music Building
- 24. Nicholson-Jones Building
- 25. Perkins House (Admissions)
- 26. President's Home
- 27. T.T. Roberts Dining Hall
- 28. Robinson Hall (men)
- 29. Roburn Hall (men)
- 30. Grace Cunn Rollins Fine Arts Center
- 31. O. Wayne Rollins Athletic Center
- 32. Correll Science Complex
- 33. Siler Hall (men)
- 34. J. Charles Smiddy Learning Resource Center
- 35. Smiddy Campus Entrance Building
- 36. James H. Taylor II Stadium (Track-Football)
- 37. University Housing (Faculty-Staff)