

PURDUE
UNIVERSITY
CALUMET

Graduate Studies in Education

Counseling and Development Handbook

School Counseling
Mental Health Counseling
Human Services
Addictions Certificate

Counseling and Development Website:
<http://www.calumet.purdue.edu/education/grad/counsel.html>

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School of Education Mission

The mission of Purdue University Calumet's School of Education, in collaboration with other professional educators and agencies, is to prepare and support education professionals and related specialists who:

- apply the appropriate knowledge, dispositions, and performances in developing diverse approaches to educational strategies that are constructive, consistent, and reflective of sound practice;
- are prepared to use current research, knowledge, and technology to empower the people they serve;
- are sensitive and responsive to the unique needs of themselves, of others, and of the diverse society in which they practice; and
- are advocates for and models of quality education and lifelong learning.

The School faculty is committed to providing the human and technological resources to enable students and themselves to develop as educational professionals in constructing knowledge, developing practice, and fostering relationships.

School of Education Conceptual Framework

- "Constructing knowledge" refers to the process by which individuals make meaning of professional information and develop personal theories about teaching, learning, and human development. Individuals construct knowledge through structured educational activities and life experiences.
- "Developing practice" refers to both the process by which education professionals improve how they do their job as well as to the process of developing and growing as reflective professional practitioners.
- "Fostering relationships" refers to the development of those dispositions necessary to create mutually beneficial connections among people and educational institutions and organizations.

Accreditation

Purdue University Calumet's School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Our programs received particular praise from NCATE examiners for the faculty and staff's commitment to diversity.

Additional Programs

In addition to counselor education, we also offer many other degree and license programs such as special education (degree and license), educational administration (degree and license), instructional technology for school personnel or business/industry professionals (degree), and elementary (degree). Please stop in or call our secretary for further information on the counseling program or any of our other graduate programs.

Introduction to Our Programs

The Counseling and Development program within the School of Education at Purdue University Calumet offers course work leading to the Master's degree. Within the broad counseling major, programs may be shaped so as to fit the setting in which prospective counselors plan to work: educational settings - elementary, secondary, higher education; or non-educational settings -

social agencies, vocational/employment programs, hospital/mental health facilities, employee assistance programs, parole/probation work, etc.

Consistent with the professional views and standards in the field, and with the goal of providing education and training that will make graduates competitive in the job market, the MS program in *School Counseling* requires a minimum of 51 credit hours of graduate study, and the MS program in *Mental Health Counseling* requires a minimum of 60 credit hours. Core courses, foundation courses, electives, and various levels of supervised practical experience comprise these hours.

The counselor education faculty maintain that, regardless of the work setting upon which the prospective counselor plans to focus, there is a common core of preparation basic to all entrants. Most of the core is concentrated into the first half of the program so that specialization, although initiated in the early stages, will expand in the latter portion of the program.

The MS degree is considered a terminal program in the sense that all graduates will be qualified to assume professional positions in the field. However it should be understood that further post-MS study (not necessarily doctoral) and/or training may be desirable or expected in some work settings.

Counseling & Development Mission

The mission of the Purdue University Calumet School Counseling and Mental Health Counseling Programs is to prepare candidates who will empower all students and clients to reach their maximum potential in the areas of academic, personal, social, and career development. In doing so, candidates graduating from these programs will be ethically and culturally competent educational and community leaders who address individual and systemic barriers to academic achievement and personal development.

Philosophy

The counselor education faculty understands counseling to be a continuous learning-oriented supportive process involving the interpersonal relationship between a counselor and one or more clients experienced within a controlled social environment. The aim of counseling is to provide a space in which the clients are supported and guided in their exploration of their perceptions of themselves and their environment and to discover ways in which they may utilize their personal resources for growth. Counselors encourage clients to take responsibility for their thoughts, feelings and behavior and to become advocates for change within their environments. The desired outcome of the counseling relationship is for clients to take constructive action on their own behalf. Serving as models for their clients, their colleagues, and their co-workers, we believe counselors should be committed to advocacy and equity for all constituents of their practice and that they should actively work to change attitudes and practices that demean or oppress individuals or groups.

In order to establish and implement a quality educational program that is in accord with our stated philosophy, relevant assumptions have been identified which lay the foundation for our program objectives:

1. Counselor preparation should include both didactic and experiential learning opportunities in order to provide students with a thorough understanding of both the theory and practice of counseling.
2. Opportunities should be provided for students to engage in experiential activities that closely reflect the experience and relationships developed in individual and group counseling. This allows students to gain a deeper understanding of the trust and the risks involved in self-

disclosure and self-exploration as well as the opportunity to examine their personal values, traits, strengths, defenses, stressors, needs, and ways of relating to others.

3. Open communication between all constituents of the program is encouraged and expected in order to allow students and faculty to learn from one another and to allow faculty the opportunity to model effective professional feedback and communication skills for, and with, their students.
4. Clients may be assisted in their efforts to reach their goals through a variety of counseling methods and theoretical orientations. Therefore, students should be exposed to a wide variety of counseling theories and practices in order to be able to develop the theoretical orientation and practice style that best reflects their professional strengths and their philosophy of client change.
5. Counselors-in-training are expected to self-evaluate their performance on academic, personal, and professional levels. Readiness to continue in the program should be informally evaluated by each student on an individual basis and formally evaluated by the faculty on a regular basis. Students who are determined to be not ready to continue their studies will be provided with appropriate alternatives.

Overall Program Objectives

These general objectives address our goals for students in all of our programs.

1. Leadership and Advocacy

To prepare students to be able to provide competent professional service and leadership within the mental health or school counseling field upon graduation; to be able to demonstrate a broad range of professional competencies relevant to the professional practice of mental health or school counseling (e.g., advocacy, counseling, consulting, professional development, leading, managing, and supervising); and to be able to act as advocates for those individuals and families to whom they provide services.

2. Diversity

To prepare student to be able to demonstrate knowledge of and respect for the influence of culture, ethnicity, gender, race, sexual orientation, religion, ability, and socioeconomic class in counseling individuals from diverse populations; to be able to maintain a multicultural and global perspective, emphasizing social justice for all; demonstrate competency in implementing culturally appropriate counseling techniques of assessment, intervention, and intervention evaluation with diverse clients; and to be able to demonstrate the ability to practice in a manner consistent with a fundamental belief that all individuals have the capacity to grow, change and learn.

3. Collaboration

To prepare students to be able to interact with a full spectrum of mental health or school counseling professionals; to be able to collaborate skillfully and respectfully as leaders, consultants, and team leaders in a variety of settings; and to exhibit sensitive and mature personal relationships in professional interactions.

4. Programming

To prepare students to be able to develop programming that integrates theories of human behavior and human development and who possess a general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.

5. Research

To prepare students to be able to demonstrate competency in evaluating research and applying it to counseling; to be able to bridge theory and research into practice; and to be

able to determine the appropriate methods of research design and analysis when addressing professional research issues.

6. Ethics/Professional Identity

To prepare students to be able to model and engage in behaviors consistent with the legal and ethical standards of the counseling profession; who can successfully establish a professional identity as mental health or school counselors; to think critically and engage in reflective, ethical, and legal practice throughout their education and their professional lives; to pursue lifelong professional and personal development through continuing education, counseling, and participation and leadership in professional organizations; and to demonstrate competency in personal and career counseling with individuals and groups.

Valuing Diversity

The counseling profession is bound to the values of its governing organization (the American Counseling Association) and to those of the social sciences in which it belongs. These values include the importance of creating an interpersonal environment that is safe and accepting, with emphasis on the importance of counseling students and professionals being non-discriminatory and respectful of diverse people. The expectation of the Purdue Calumet Counseling Program, then, is that students will incorporate these values by being supportive and respectful of all individuals, with particular attention to those who are different from themselves in terms of race, ethnicity, gender, language, special needs, sexual orientation, religion, socioeconomic status, and geography. This expectation is in line with the School of Education's position on diversity (please visit that website at <http://www.tommihail.net/diversity.html>).

Possessing a nondiscriminatory attitude is not only expected but is to be exceeded. The program is interested in individuals who will be actively observant and introspective of their own attitudes and behavior, and when confronted with their own prejudices will work to understand their underlying beliefs and feelings and take steps toward changing them. Enrollment in this program is therefore seen as a commitment to the values of accepting and psychologically protecting all people, and to life-long scrutiny and self-examination. A deepening of this commitment is essential. Our faculty is committed to supporting the constructive personal development of all enrolled students, but will not support behavior or expressions, which are judged to be highly intolerant and/or rigid. Prospective students should understand that their displayed levels of acceptance of others in all the areas listed above will be used to evaluate their readiness for or progress during their counseling program. We trust that students who are ready for and excited about becoming skilled, highly competent counseling professionals will eagerly join us in this commitment to respect for diversity.

Professional Ethics

The Counseling and Development faculty have adopted the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) as the ethical codes governing the professional behavior of students and faculty members. It is acknowledged that students are in preparation to become helping professionals; nevertheless, the faculty expects students, particularly in their client contacts, field practice assignments, research activities and other experiences involving contact with the public, to conduct their work in accord with all standards set forth by these ethical codes. Failure to do so can bring faculty censure of the student and/or expulsion from the program.

Professional Affiliations

We also encourage students to become members in the organizations that represent their chosen field. For those in the school counseling program, it is advisable to join the American School

Counselor Association (ASCA) and the American Counseling Association (ACA). For those students in the mental health program, it is advisable to join the American Counseling Association (ACA). Membership in the American Counseling Association (ACA offers many benefits and services including a newsletter and professional journals. In addition, ACA and ASCA offer professional liability insurance for student members at a reduced rate. Liability insurance is required for those students during field experiences.

We also encourage students to join, and participate in, the Indiana Counseling Association (ICA) and the Indiana School Counseling Association (ISCA).

For a list of professional organizations and their contact information, please see Appendix F.

Psi Upsilon Chi, Chi Sigma Iota

Established in 1985, Chi Sigma Iota is the international honor society for counselors working in professional and academic settings. The mission of Chi Sigma Iota International is to promote scholarship, research, professionalism, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Purdue University Calumet's Psi Upsilon Chi Chapter was established in 2005 and serves as a link within our community to promote networking and service among students, alumni, faculty, and local professionals. Students who have completed 9 credit hours with a grade point average of 3.5 or higher are eligible to be initiated and are expected to contribute to its activities. We invite you to consult the Chi Sigma Iota International website and talk to any of the faculty or other members for any additional information. Your insights, interests, and unique perspectives are welcome additions to our Chapter, and we look forward to your participation.

Faculty

Lisa Hollingsworth, Psy.D., LMHC, NCC Program Chair hollings@calumet.purdue.edu	989-2789
Suzanne Degges-White, PhD, LMHC, NCC, LPC dwhites@calumet.purdue.edu	989-2456
Mary Didelot, PhD, LMHC, ABCPC, LCAC, NBCCH didelot@calumet.purdue.edu	989-2059
Bonnie Colon, M.S., LMHC, NCC, NCSC bcolon@calumet.purdue.edu	989-2693

How to Apply as a Degree-Seeking Student and Deadlines for Application

Deadlines for Applications:

School Counseling: Applications and materials for the School Counseling Program are accepted the 1st Monday in October during Fall Semester the 2nd Monday in February during the Spring Semester. Submit all application materials to Gyte Annex 122.

Mental Health and Human Services: Applications and materials for the Mental Health Counseling Program and Human Services Program are accepted the 1st Monday in October during Fall Semester the 2nd Monday in February during the Spring Semester. Submit all application materials to Gyte Annex 122.

Addiction's Certificate: Applications are accepted every semester for this certificate program. It is open to graduate and undergraduate students. Please contact Dr. Didelot about this program at didelot@calumet.purdue.edu

To Apply as a Full-Time Student:

Application forms are available at <http://www.calumet.purdue.edu/education/grad/counsel5.html>

1. Contact a member of the Counseling and Development faculty and set up a time to discuss your interest in the program.
2. Admissions to the Graduate School must be completed online. Fill out an application online as follows:
 - Go to the Purdue University Calumet website (www.calumet.purdue.edu)
 - Click on "Admissions".
 - Click on "Graduate Application". Make sure that you click on the Graduate application and not the undergraduate one.
 - Fill out the application and send it in.
3. Go to the Graduate Studies in Education website to obtain other admissions requirements for the Counseling and Development programs as follows:
 - Go to the Purdue Calumet School of Education website
 - Click on "Graduate Studies in Education"
 - Click on Programs (left side of screen)
 - Click on the Counseling and Development website
 - Follow the directions on how to apply:
 1. You will need two (2) copies of transcripts from each and every school attended to date (note: the request form says only 1 copy, so you will need to change it on the form before sending it to your school).
 2. You will need three (3) letters of recommendations (the best sources are those who have supervised or evaluated the applicant, such as supervisors or university professors). Download forms from the link provided above.
 3. You will need to fill out the "Counseling and Development Supplement" from the link provided above. It is important that you complete the form from our website.
 4. The items in (1), (2), and (3) are to be submitted to the secretary in the GSE office (Gyte Annex, X-122). All of these items must be in the office before admissions can be completed.
 5. All forms may be obtained in paper format in the GSE office for those having difficulty with computer access.

Submit all paperwork to the same office no later than the second Monday in February if you are applying for the School Counseling Program. Applications and materials for the Mental Health Counseling Program and Human Services Program are accepted the 1st Monday in October during Fall Semester the 1st Monday in March during the Spring Semester. Submit all application materials to Gyte Annex 122. Applications for the Addictions Certificate are accepted every semester, including summer. Contact Dr. Mary Didelot at didelot@calumet.purdue.edu for admission information for this certificate program.

4. Candidates who meet the qualifications will be invited to interview for admission into a program.
5. Purdue University will send an email to notify you of admission or denial into the program for which you are applying.

*****See Appendix E for Application Checklist**

How to Apply as a Non-Degree seeking (Temporary, Post-Baccalaureate Student)

If you missed a deadline for application, want to take courses before being admitted into a program, or if you are seeking courses for licensure renewal, you can apply as a non-degree seeking student. Please note two important factors: 1) You must meet with Dr. Hollingsworth before registering for any courses as a non-degree seeking student to assure you are in the proper courses, and 2) taking classes as a non-degree seeking student does not guarantee admission into a program. The process is as follows:

1. Go to <http://www.gradschool.purdue.edu/admission/> and apply as a non-degree seeking student for the PUC campus. There is no fee. Contact Virginia Rhodes or Casey Rhodes at 219.989.2326 to discuss documentation that you are a graduate. This can be a transcript, diploma, or teaching license.
2. Once you receive an email from Purdue stating you are admitted as a non-degree seeking student, contact Dr. Hollingsworth to get registered for courses.

You may take up to 6 credit hours for School Counseling, and up to 12 credit hours for Mental Health Counseling or Human Services, as a non-degree seeking student. Any courses beyond that cannot be applied toward a master's degree.

Tips to Make The Application Process Go Smoothly

Once you are admitted to a program, an understanding of administrative procedures will make your experience more enjoyable and positive. The following, therefore, are tips that will help you find your way through the bureaucracy and finish your program in a timely and successful manner.

1. All of our graduate programs are housed in the Graduate Studies in Education (GSE) office. We are located in the GYTE Annex, Room 122, and our phone number is 219-989-2326. The office personnel are Virginia Rhodes, secretary, Casey Rhodes, secretary, and Dr. Robert Colon, GSE Department Head.
2. During the admissions process, please check with the secretary regularly to make certain that necessary paperwork is completed on time. *Your admission to a program will not occur until all of the required materials are received. It is your responsibility to make certain that all necessary documents are requested and sent to our office.* You can save yourself much time and trouble by being conscientious in the gathering of required documentation.
3. Once you are admitted, you must register for classes. PUC allows registration online. However, you cannot register for courses in GSE programs without permission from your advisor. It is important, therefore, to find out when registration begins each semester, see your advisor about appropriate coursework, and register in a timely fashion. Failure to get your advisor's permission may result in your being dropped from a class for which you registered. Because of state and federal requirements, it is necessary for us to sequence our programs and supervise enrollment carefully. Please do not cause difficulties for yourself by omitting this most important step. Registration dates are posted on calendars located all over campus, including our GSE office.
4. Another necessary step towards completion of your graduate program is the *Plan of Study (POS)*. It is a contract between you and your advisor establishing the specific program that you will complete. Once the POS is signed, even if the program changes, you will not be required to make any modifications of your course of study. *The window of opportunity for completing a POS is from the time you are admitted (and any conditions of admission are completed) until the semester before you intend to graduate. During this window, it is your responsibility to contact your advisor and request that a POS be completed. Again, please heed this reminder so that you do not delay your graduation.*
5. In other parts of this handbook, you will find information about the portfolio and the internship. Please pay careful attention to the details of completion of both of these most important parts of your program so that you do not delay your graduation and licensure.

Criminal History Background Check

A limited criminal history background check is required for all students admitted into the School Counseling Program, Mental Health Program, and the Addictions Certificate Program. Schools require this background check before students can complete field experiences. For the Mental Health Counseling Program and the Addictions Certificate, a criminal history may be a reason for denial of licensure.

Remediation, Retention, and Dismissal Policy

PROFESSIONAL PERFORMANCE REVIEW PROCESS

In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable about the Code of Ethics of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). These codes serve as guidelines for students and professionals in the field of counseling and therapy and shall be adhered to at all times, in all activities. Please note: ACA ethics, when referring to “counselors,” clearly states in the definition section that “counselors” include candidates or students of counselor education programs.

As counselor educators, the faculty expects prospective counselors to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be effective in interpersonal relationships, and to be able to receive and provide constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors and be willing to do in their own lives what they ask their clients to do in theirs.

For the reasons cited above, the faculty will regularly monitor not only students’ academic progress but also those personal characteristics which will affect their performance in the field. The purpose of this monitoring process is to ensure that the behavior of all graduates of the Counseling & Development programs at Purdue University Calumet reflect these characteristics and that students’ professionalism and counseling competence are not compromised.

Students are reviewed at the conclusion of each spring semester by all counseling faculty according to their compliance with the following Professional Counseling Performance Evaluation (PCPE):

1. Communication Skills and Abilities
2. Professional Responsibility
3. Competence
4. Maturity
5. Integrity
6. Ethical and Legal Considerations

Each standard is rated on a 0 (Does not meet criteria for program level) to 2 (Meets criteria consistently at this program level) scale. Students receiving a rating of 1 or below on any of the Non-academic Professional Performance standards will be considered deficient in Professional Performance and subject to the following procedure:

1. The student will be presented with a copy of the Professional Counseling Performance Evaluation on which are listed the deficient rating(s), the respective professor’s explanation for the ratings, and any remedial actions recommended by the faculty. The student and the professor will meet to discuss the Professional Performance concern(s) and to implement recommended

remedial actions. A copy of the completed PCPE form will be given to the student and his/her advisor.

2. If a student receives more than one deficient PCPE form during his/her Program of Study or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either his/her dismissal from the program or further remedial action. If a singular deficit or violation is determined by the faculty to be egregious, serious, pervasive, or harmful to others, immediate dismissal from the program will result. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the Professional Performance concerns and the recommended responsive actions to be taken. A copy of the completed PCPE will be given to the student and his/her advisor.

3. **Faculty may conduct a Professional Performance Review at any time for any student who engages in illegal or unethical activities or for any student whose professional performance is deemed to present an immediate threat to the well being of others. In such cases, the faculty may recommend either discontinuation in the program or remedial action for the student. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the Professional Performance concerns and the recommended responsive actions to be taken. A copy of the completed PCPE will be given to the student and his/her advisor.

All Faculty recommendations for denial of a student's continuance in the Counseling & Development Program will be forwarded to the Department Head of Graduate Studies in Education and may be appealed to the Dean of the School of Education.

Grade Criteria: The program's faculty is committed to establishing a reflective environment that promotes counselor competence, strong professional ethics and values, personal integrity and a sense of responsibility towards meeting the needs of individuals and families from diverse populations. As a result, any student receiving a grade of "C" in any two courses (including repeated courses) will be dismissed from the program.

Adapted from William and Mary/ Counselor Education

*****See Appendix D for the Professional Counseling Performance Evaluation**

Purdue University Calumet's Grade Appeals System

General In the academic community, grades are a measure of student achievement toward fulfillment of course objectives. The responsibility for assessing student achievement and assigning grades rests with the Faculty, and except for unusual circumstances, the course grade given is final. The Grade Appeals System affords recourse to a student who has evidence or believes that evidence exists to show that he or she has been assigned an inappropriate grade. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty. A graduate student who wishes to appeal a grade received in regular course work may do so through the Grade Appeals System. However, a case involving the decision of a graduate examination committee, the acceptance of a graduate thesis, and the application of professional standards relating to the retention of a graduate student shall be handled by procedures authorized by the Graduate Council rather than the Grade Appeals System.

In appealing a grade, the burden of proof is on the student, except in the case of alleged academic dishonesty, where the instructor must support the allegation. Each of the schools of Purdue University Calumet shall establish a Grade Appeals Committee to conduct School grade appeals in accordance with the procedures described in this document and to conduct the regular business of the Committee.

A University Grade Appeals Committee shall be established with the authority to hear appeals of decisions rendered at the school level. The only University authorities empowered to initiate a grade change are the instructor or faculty member in charge of the course in question and the Chairperson of the University Grade Appeals Committee.

1. Evidence exists that the grade assigned to the student is inconsistent with those of other students in

the class performing at the same level;

2. Evidence exists that there has been mechanical error in the determination of the final grade;
3. Evidence exists that the grade assigned is contrary to formally stated initial criteria;
4. Evidence exists that course requirements or procedures violate University policy or regulations.

A copy of the official document, **Grade Appeals System**, is available in the Office of the Dean of Students. In order to avoid undue hardship or injustice, the appeals process shall conform to the following

Time Line:

GRADE APPEALS SYSTEM TIME LINE

Notice of Intention: 3 weeks

Student-Instructor Discussion: 2 weeks 21st day

Screening Panel Meets and Notice of Hearing: 1 week 35th day

School Hearing: 2 weeks 42nd day

Notice of Decision: 1 week 56th day

Appeal of School Decision: 1 week 63rd day

Decide on University Hearing: 3 weeks 70th day

Notice of University Hearing: 1 week 91st day

Hearing: 2 weeks 98th day

Report: 112th day

Purdue University Calumet Student Handbook

<http://www.calumet.purdue.edu/studentaffairs/student-handbook.pdf>

Faculty Endorsement and Recommendation Policy

Students often require an endorsement (verbal or written recommendation) from their program in order to gain a training site, employment, or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy. Students should seek endorsement only for employment and credentials for which the relevant program has been completed

School Counseling Program

The School Counseling Program emphasizes the connection between the school and community and is guided by the American School Counseling Association's (ASCA) National Model for School Counseling Programs.

Licensure

The School Counseling Program is based on Indiana State Professional Standards for School Service Professionals, the Standards for School Counseling Professionals, the American School Counselor Association model of National Standards for School Counseling Programs [ASCA], and the Education Trust National Initiative for Transforming School Counseling [Education Trust]. As such, candidates graduating from Purdue University Calumet's school counseling program will be eligible for state certification as school counselors.

The state of Indiana grants licensure or certification to candidates who have met requirements as set by the state. Those students graduating from Purdue University Calumet's School Counseling Program will be eligible for this license. The state does not require a teaching license to become licensed as a school counselor.

School Counselor Licensing in Indiana

Upon successful completion of the School Counseling Program and issuing of a diploma, graduates can apply for school counselor licensure in Indiana. The application process is outlined by the IN Department of Education and can be viewed at the website www.doe.in.gov/educatorlicensing/SS_Lic.html. Candidates for licensure are also required to complete CPR training as outlined below and present a CPR certification card to the university licensing officer.

Per IC 20-28-5-3(c), beginning July 1, 2007, applicants who receive an “initial” teacher’s license must have successfully completed training in:

- cardiopulmonary resuscitation that includes a test demonstration on a mannequin,
- removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver; and,
- hold a valid certification in each of these procedures from either the American Red Cross or the American Heart Association.

According to IC 20-18-2-22 and for the purposes of this law, the statutory definition of “teacher” includes individuals seeking a license as a teacher, administrators, and school services personnel. In addition, according to IC 20-28-1-7, the statutory definition of “license” includes both licenses and permits issued by the Division of Professional Standards.

School Counselor Certification in Illinois

Graduates of the School Counseling Program may also apply for a Type 73 School Service Personnel Certificate for School Counseling in Illinois. The requirements and application process are outlined by the IL State Board of Education and can be viewed at the website www.isbe.state.il.us/certification/requirements/service_personnel.htm.

School Counseling Cohort and Course Sequence

The 2002 state of Indiana licensing framework (Rule 2002) has led PUC to a new alignment of coursework. The state and national accreditation agencies now expect that all courses at PUC align with the national standards for school leaders. In order to meet this expectation, Counseling and Development has created a program that is sequenced and aligned with the standards (*See Appendix A for the School Counseling Standards. These standards are based on the Indiana Professional State Standards Board’s standards for School Service Professionals and School Counseling Professionals*). Each fall, a new cohort of candidates is admitted into the program. That cohort will stay together throughout the entire length of the program. Please see the Plan of Study/Course Sequence on the following page.

Evaluation of Skills/Dispositions/Competencies: School Counselors will be evaluated each spring on the Professional Counseling Performance Evaluation (PCPE). *See Appendix D for the PCPE form*. This process is an important part of the Gates described below.

Explanation of Gates

In addition to the course sequence, PUC has also initiated 4 gates. These gates are intended to measure whether a candidate is prepared to proceed in the program. *Please see Appendix C for the gates*.

Sequence of Courses

**MASTERS IN SCHOOL COUNSELING
PURDUE UNIVERSITY CALUMET
GRADUATE STUDIES IN EDUCATION**

Letter codes: F=Fall ; S= Spring ; SS=Summer

First Year: 18 cr hrs	Sem	Date Planned	Date Completed	Cr Hrs
EDPS 50100 - Intro to School Cslg	F	_____	_____	3
EDPS 59100x-Cslg Child & Adol	F	_____	_____	3
EDPS 60000 - Cslg Theory/Techniques	S	_____	_____	3
EDPS 60900 - Program Development & Organization	S	_____	_____	3
EDPS 50500 - Career Theory	SS	_____	_____	3
EDPS 50700 - Cslg Multi & Div Pop	SS	_____	_____	3

Second Year: 18 cr hrs				
EDPS 59100F - Human Growth & Life Span Development	F	_____	_____	3
EDPS 60100- Cslg Tech Lab	F	_____	_____	3
EDPS 50000 - Human Relations Group Cslg	S	_____	_____	3
EDPS 61000A - Cslg Practicum	S	_____	_____	3
EDPS 53100- Intro Measurement & Eval	SS	_____	_____	3
EDPS 62000 - Sem: Addictions	SS	_____	_____	3

Third Year: 15 cr hrs				
EDPS 59100R – Research in Counseling	F	_____	_____	3
EDPS 69500 - Internship - 300 clock hrs	F	_____	_____	3
*Students must have permission of the faculty to register for internship.				
EDPS 62000 - *Sem: Choose elective from choices below	F	_____	_____	3
EDPS 69500 - Internship - 300 clock hrs	S	_____	_____	3
EDPS 62000 - *Sem: Choose elective from choices below	S	_____	_____	3

* **Choice of Electives** (alternated different semesters; other electives may be added)

1. Health Psychology (3 cr hrs)
2. Abuse (3 cr hrs)

3. Play Therapy (3 cr hrs)
- 4.. Couples/Families (3 cr hrs)

Plan of Study

It is the **student's responsibility** to complete the Plan of Study for graduation by the end of the semester before she/he is planning to graduate. For example, if you plan on graduating at the end of Spring semester and wish to walk in the May graduation ceremony, your completed Plan of Study should be provided to your advisor by the middle of Fall semester. **The form needs to be completed and sent electronically to your advisor (i.e., attached to an email in a Word document).** It is crucial that you complete your Plan of Study on time, as it is a requirement to graduate and it is sent to the West Lafayette campus for approval. This takes time, so plan accordingly.

A sample Plan of Study has been provided for you at
<http://www.calumet.purdue.edu/education/grad/counsel5.html>

You can use PC Star to check your coursework. If you have questions, contact your advisor.

It is recommended that you keep track of your Plan of Study from the beginning of your program.

1. Download a copy of the blank Plan of Study on to a jump drive, hard drive, etc.
2. Print a copy to keep track of your coursework, completion dates, etc.
3. You will be asked to have an updated Plan of Study completed for the practicum course.
4. The semester before you graduate, complete a Plan of Study electronically (i.e., in Word) and email a copy to your advisor. **Put your final semester of coursework on the Plan of Study with the anticipated completion dates.**
5. You will be asked to come in and sign the Plan of Study when it is approved by our Department Head. It will then be sent to West Lafayette for approval.

For date completed, use the following:

If you completed the course in Fall semester, put in 12-year (e.g., 12-09). This means you earned credit for the course in December of 2009.

If you completed the course in Spring semester, put in 5-year (e.g., 5-10). This means you earned credit for the course in May of 2010.

If you completed the course in Summer semester, put in 8-year (e.g., 8-09). This means you earned credit for the course in August of 2009.

Field Experiences for School Counselors

There are 3 types of field experiences required of students:

1. Course requirements: The Counseling and Development program strongly believes in having students out in the field gaining "real life" experience under the guidance and supervision of trained counselors. As such, many of our courses will have a field experience component. The requirements will vary for each course, but will not require as many hours in the field as practicum and internship. For example, a student may be required to go into a school setting and present a program to classes.
2. Practicum: This is a one-semester, 100-hour, field experience that students take after the majority of their coursework is complete. Of the 100 hours, 40 must be direct, face-to-face work with students/clients in individual and group settings. It also includes a one-hour weekly supervision session on site. The practicum is the precursor to the internship and will also include a weekly seminar/supervision with a PUC instructor.

3. Internship: The purpose of the master's level internship is to provide students with entry-level professional experience while under supervision. This experience allows the student to sample the work routine and expectations of the counselor in a school or mental health setting. The internship has a 600-clock-hour requirement, and 240 clock hours must be in direct service to students/clients. Direct service is defined as an interaction with students/clients that includes the application of counseling, consultation, and/or human development skills. Supervision is an integral part of the internship experience. Interns meet with a site-supervisor weekly, and the site supervisor must be available for consultation with the student when needed. Interns also meet weekly with a faculty member for seminar/supervision.

*****Please see the Practicum/Internship Handbook for additional information.***

The Portfolio for School Counselors

Tastream: Your Electronic Portfolio:

To aid in the assessment of our program and provide you with a venue for demonstrating your attainment of the standards and showcasing your work, the Graduate Studies in Education Department has adopted an electronic portfolio system that is being implemented in TaskStream. There is a two-time charge of \$70.00 for use of this system for four years. You will receive a card with your name and PUID on it. Take that card to the Registrar and pay. You will receive a receipt from the registrar that you then take the secretary in Gyte Annex-122. She will put you into the Taskstream system, and then you can log on and create a password to use the system.

You must submit work from selected Counseling & Development courses to TaskStream each semester for review. The artifacts (assignments) you submit from each course are assessed according to the course-specific rubric in TaskStream. The rubric will address the specific graduate standards aligned with each course's content and expectations. You must demonstrate competency on each criteria, and may not be allowed to proceed in the program if you receive too many developing or unacceptable ratings.

The artifacts required for the School Counseling Program can be found on our website.

The TaskStream assignment is a major course and program requirement. Failure to complete the entry can mean failure to meet the gate requirements. Therefore, if the entry is not completed by the end of each course, you will receive an F for that course.

In addition to the course-specific portfolio, your TaskStream account will also allow you to create a separate presentation portfolio that you can share with potential employers or others to whom you wish to display your work. What a great way to highlight your skills to future employers. Training opportunities for creating such a portfolio will be offered on campus and are frequently offered online through TaskStream. There are also online tutorials to assist you in downloading your artifacts into TaskStream. It is a very simple process; very much like attaching a document to an email. You are encouraged to save electronic or hard copies of all notable assignments or other work you complete for possible inclusion in a presentation portfolio.

IMPORTANT NOTE: TaskStream submissions are due when the instructor tells you, but they must be completed prior to final exam week. If assignments are not in before finals week, you will receive an "F" for the course.

The TaskStream website is <https://www.taskstream.com/pub/> Once you are on TaskStream, you can obtain help through telephone or email at 1.800.311.5656 or help@taskstream.com.

Council for Accreditation of Counseling & Related Educational Programs (CACREP)

School Counseling Standards: Although our program is not accredited by CACREP at this time, we have aligned our courses and assignments to meet these professional standards as we seek CACREP Accreditation.

Mental Health Counseling Program

The Mental Health Counseling Program is based on the American Counseling Association's Code of Ethics and Standards of Practice and the Indiana Behavioral Health and Human Services Licensing Board requirements for mental health counselors. As such, candidates graduating from Purdue University Calumet's mental health counseling program will be eligible to become Licensed Mental Health Counselors (LMHC) once they have fulfilled all state requirements. Licensure In brief, a candidate for licensure in Indiana must fulfill the following requirements:

1. Receive a master's degree in an area related to mental health counseling from an accredited institution of higher education. Purdue Calumet is such an institution.
2. Complete the following educational requirements (all are met through Purdue's program in mental health counseling):

- complete 60 semester hours of graduate coursework in counseling.

There are 12 areas of focus for the coursework, such as human growth and development, lifestyle and career development, and clinical instruction, to name a few.

- not less than one supervised clinical practicum, internship, or field experience in a counseling setting. This must total a minimum of 1,000 clock hours consisting of one practicum of 100 hours, one internship of 600 hours, and one advanced internship of 300 hours with at least 100 hours of face to face supervision.

3. Obtain 3,000 post-master's hours of clinical experience over a two-year period. 3000 hrs equals approximately 1 1/2 years of full time work in a counseling setting. Included in this is 100 hours of supervision by a licensed mental health counselor or equivalent.

4. Satisfactorily complete the National Clinical Mental Health Counseling Examination (NCMHCE) exam provided by the board. We encourage graduates who have successfully completed the NCMHCE and who have been granted licensure as a LMHC to apply to be a National Certified Counselor (NCC) by applying to the National Board For Certified Counselors (NBCC).

All mental health counselors must obtain licensure if they are to use the title of "mental health counselor." This is required by law. It will not be mandatory that everyone seeking employment in community mental health settings have the licensure and use the mental health counselor title.

For more information about licensure as a LMHC and certification as a NCC contact:

- The Indiana Professional Licensing Agency <http://www.in.gov/pla/2888.htm>
- The National Board for Certified Counselors <http://www.nbcc.org/>

Sequence of Courses for Mental Health Counseling

MASTERS IN MENTAL HEALTH COUNSELING
Sequence of Courses
Counseling and Development
Purdue University Calumet

***Semesters courses offered are subject to change

First Year: 15 cr hrs	Cr Hrs
EDPS 50300 - Intro to Mental Health Cslg	3
EDPS 60000 - Cslg Theory/Techniques	3
EDPS 62000 - Psychopathology	3
EDPS 59100x- Ethics and Professional Identity	3
EDPS 62000 - Sem: Abuse or Couples/Families	3
Second Year: 18 cr hrs	
EDPS 50500- Career Theory	3
EDPS 50700 - Cslg Multi & Div Pop	3
EDPS 50000 - Human Relations Group Cslg	3
EDPS 59100F - Human Growth & Life Span Development	3
EDPS 60100- Cslg Tech Lab	3
EDPS 62000 - *Sem: Choose elective from choices below	3
Third Year: 18 cr hrs	
EDPS 53100- Intro Measurement & Eval	3
EDPS 62000 - Sem: Addictions	3
EDPS 59100R- Research in Counseling	3
EDPS 61000D - Cslg Practicum	3
EDPS 62000 - *Sem: Choose elective from choices below	3
EDPS 69500 - Internship - 300 clock hrs	3
Fourth Year: 9 cr hrs	
EDPS 62000 – *Sem: Choose elective from choices below	3
EDPS 69500 - Internship - 300 clock hrs	3
EDPS 69500 - Internship - 300 clock hrs	3
Total Hours	60

* **Choice of Electives** (alternated different semesters; other electives may be added)

1. Health Psychology (3 cr hrs)
2. Three - Part Seminar (total of 3 cr hrs):
Brief Counseling (1 cr hr.)
Counseling Clients with Eating Dis (1 cr hr)
Counseling GLBT Clients (1 cr hr)
3. Play Therapy
4. Abuse or Couples/Families (3 cr hrs)

Plan of Study

It is the **student's responsibility** to complete the Plan of Study for graduation by the end of the semester before she/he is planning to graduate. For example, if you plan on graduating at the end of Spring semester and wish to walk in the May graduation ceremony, your completed Plan of Study should be provided to your advisor by the middle of Fall semester. **The form needs to be completed and sent electronically to your advisor (i.e., attached to an email in a Word document).** It is crucial that you complete your Plan of Study on time, as it is a requirement to graduate and it is sent to the West Lafayette campus for approval. This takes time, so plan accordingly.

A sample Plan of Study has been provided for you at
<http://www.calumet.purdue.edu/education/grad/counsel5.html>

You can use PC Star to check your coursework. If you have questions, contact your advisor.

It is recommended that you keep track of your Plan of Study from the beginning of your program.

1. Download a copy of the blank Plan of Study on to a jump drive, hard drive, etc.
2. Print a copy to keep track of your coursework, completion dates, etc.
3. You will be asked to have an updated Plan of Study completed for the practicum course.
4. The semester before you graduate, complete a Plan of Study electronically (i.e., in Word) and email a copy to your advisor. **Put your final semester of coursework on the Plan of Study with the anticipated completion dates.**
5. You will be asked to come in and sign the Plan of Study when it is approved by our Department Head. It will then be sent to West Lafayette for approval.

For date completed, use the following:

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If you completed the course in Spring semester, put in 5-year (e.g., 5-10). This means you earned credit for the course in May of 2010.

If you completed the course in Summer semester, put in 8-year (e.g., 8-09). This means you earned credit for the course in August of 2009.

Field Experiences for Mental Health Counselors

There are 3 types of field experiences required of students:

1. **Class requirements:** The Counseling and Development program strongly believes in having students out in the field gaining "real life" experience under the guidance and supervision of trained counselors. As such, many of our courses will have a field experience component. The requirements will vary for each course, but will not require as many hours in the field as practicum and internship.
2. **Practicum:** This is a one-semester, 100-hour, field experience that students take after the majority of their coursework is complete. Of the 100 hours, 40 must be direct, face-to-face work with students/clients in individual and group settings. It also includes a one-hour weekly supervision session on site. The practicum is the precursor to the internship and will also include a weekly seminar/supervision with a PUC instructor.
3. **Internship:** The purpose of the master's level internship is to provide students with entry-level professional experience while under supervision. This experience allows the student to sample the work routine and expectations of the counselor in a school or mental health setting. The internship has a 900-clock-hour requirement, and 360 clock hours must be in direct service to students/clients. Direct service is defined as an interaction with students/clients that includes the application of counseling, consultation, and/or human development skills. Supervision is an integral part of the internship experience. Interns meet with a site-supervisor weekly, and the site supervisor must be available for consultation with the student when needed. Interns also meet weekly with a

faculty member for seminar/supervision. *You must have completed the practicum course before taking internship. In addition, you must obtain permission from the Counseling and Development faculty before registering for internship.*

****Please see the Practicum/Internship Handbook for additional information.**

Portfolio Requirements for Mental Health

Tastream: Your Electronic Portfolio

To aid in the assessment of our program and provide you with a venue for demonstrating your attainment of the standards and showcasing your work, the Graduate Studies in Education Department has adopted an electronic portfolio system that is being implemented in TaskStream. There is a two-time charge of \$70.00 for use of this system for four years. You will receive a card with your name and PUID on it. Take that card to the Registrar and pay. You will receive a receipt from the registrar that you then take the secretary in Gyte Annex-122. She will put you into the Taskstream system, and then you can log on and create a password to use the system.

You must submit work from selected Counseling & Development courses to TaskStream each semester for review. The artifacts (assignments) you submit from each course are assessed according to the course-specific rubric in TaskStream. The rubric will address the specific graduate standards aligned with each course's content and expectations. You must demonstrate competency on each criteria, and may not be allowed to proceed in the program if you receive too many developing or unacceptable ratings.

The artifacts required for the School Counseling Program can be found on our website.

The TaskStream assignment is a major course and program requirement. Failure to complete the entry can mean failure to meet the gate requirements. Therefore, if the entry is not completed by the end of each course, you will receive an F for that course.

In addition to the course-specific portfolio, your TaskStream account will also allow you to create a separate presentation portfolio that you can share with potential employers or others to whom you wish to display your work. What a great way to highlight your skills to future employers. Training opportunities for creating such a portfolio will be offered on campus and are frequently offered online through TaskStream. There are also online tutorials to assist you in downloading your artifacts into TaskStream. It is a very simple process; very much like attaching a document to an email. You are encouraged to save electronic or hard copies of all notable assignments or other work you complete for possible inclusion in a presentation portfolio.

IMPORTANT NOTE: TaskStream submissions are due when the instructor tells you, but they must be completed prior to final exam week. If assignments are not in before finals week, you will receive an "F" for the course.

The TaskStream website is <https://www.taskstream.com/pub/> Once you are on TaskStream, you can obtain help through telephone or email at 1.800.311.5656 or help@taskstream.com.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) Clinical Mental Health Counseling Standards: Although our program is not accredited by CACREP at this time, we have aligned our courses and assignments to meet these professional standards as we seek CACREP Accreditation.

HUMAN SERVICES

If you desire a Master's degree in counseling, but you do not need to be licensed in mental health counseling or school counseling, this is the program for you. This is a useful degree for those in higher education, pastoral counseling, wellness counseling, those working in the health field, and others. Twelve of the hours are electives, therefore your program can be tailored to meet the needs of your current position while gaining knowledge and skills in counseling.

The Human Services degree is a 33 hour program that will not lead to licensure in school counseling or mental health counseling.

Sequence of Courses: Human Services

Introduction to Mental Health Counseling	EDPS 50300	3 credits
Ethics and Professional Identity	EDPS 59100x	3 credits
Group Processes	EDPS 50000	3 credits
Counseling and Psychopathology	EDPS 59100T	3 credits
Counseling Diverse Populations	EDPS 50700	3 credits
Research in Counseling	EDPS 59100R	3 credits
Internship in Education (300 hours)	EDPS 69500	3 credits
Elective		3 credits
Elective		3 credits
Elective		3 credits
Elective		<u>3 credits</u>
		33 credits

Electives: (alternated different semesters; other electives may be added)

Seminar: Family and Couples
 Seminar: Addictions
 Seminar: Health Psychology
 Seminar: Issues in Counseling
 Seminar: Aging and Death
 Seminar: Creativity and Spirituality
 Seminar: Play Therapy
 Seminar: Abuse

The Human Services degree does not lead to licensure in school counseling or mental health counseling. However, additional courses can be taken to complete the degree in Mental Health Counseling if a decision to do so is made before the internship has begun and the faculty approves the change.

Plan of Study

It is the **student's responsibility** to complete the Plan of Study for graduation by the end of the semester before she/he is planning to graduate. For example, if you plan on graduating at the end of Spring semester and wish to walk in the May graduation ceremony, your completed Plan of Study should be provided to your advisor by the middle of Fall semester. **The form needs to be completed and sent electronically to your advisor (i.e., attached to an email in a Word document).** It is crucial that you complete your Plan of Study on time, as it is a requirement to graduate and it is sent to the West Lafayette campus for approval. This takes time, so plan accordingly.

A sample Plan of Study has been provided for you at
<http://www.calumet.purdue.edu/education/grad/counsel5.html>

You can use PC Star to check your coursework. If you have questions, contact your advisor.

It is recommended that you keep track of your Plan of Study from the beginning of your program.

1. Download a copy of the blank Plan of Study on to a jump drive, hard drive, etc.
2. Print a copy to keep track of your coursework, completion dates, etc.
3. You will be asked to have an updated Plan of Study completed for the practicum course.
4. The semester before you graduate, complete a Plan of Study electronically (i.e., in Word) and email a copy to your advisor. ***Put your final semester of coursework on the Plan of Study with the anticipated completion dates.***
5. You will be asked to come in and sign the Plan of Study when it is approved by our Department Head. It will then be sent to West Lafayette for approval.

For date completed, use the following:

If you completed the course in Fall semester, put in 12-year (e.g., 12-09). This means you earned credit for the course in December of 2009.

If you completed the course in Spring semester, put in 5-year (e.g., 5-10). This means you earned credit for the course in May of 2010.

Field Experience and Internship

There are 2 types of field experiences required of students:

- Class requirements: The Counseling and Development program strongly believes in having students out in the field gaining “real life” experience under the guidance and supervision of trained counselors. As such, many of our courses will have a field experience component. The requirements will vary for each course, but will not require as many hours in the field as practicum and internship.
- Internship: The purpose of the master’s level internship is to provide students with entry-level professional experience while under supervision. This experience allows the student to sample the work routine and expectations of the human services setting. The internship has a 300-clock-hour requirement. Supervision is an integral part of the internship experience. Interns meet with a site-supervisor weekly, and the site supervisor must be available for consultation with the student when needed. Interns also meet weekly with a faculty member for seminar/supervision. You must have completed the practicum course before taking internship. In addition, you must obtain permission from the Counseling and Development faculty before registering for internship.

Internship Time Line for Meeting with Site Supervisors

Before beginning the internship, the site supervisor:

- Interviews the prospective intern
- Provides the intern with any relevant site information/application materials if applicable.
- Reads and signs the Internship Agreement Form

During the internship, the site supervisor:

- Meets with the intern, on average, weekly for one hour of individual supervision.
- Reviews and signs the intern’s weekly log to verify hours and activities.

- Evaluates the intern around the mid-point of internship using the evaluation form provided
- Meets with the intern's faculty supervisor and intern for a conference (the intern is responsible for arranging this meeting)

At the conclusion of the internship, the site supervisor:

- Evaluates the intern after 300 hours have been completed; the intern will provide the evaluation form
- Considers providing the intern with a letter of recommendation

Portfolio Requirements for Human Services

The directions for the portfolio are available online at
<http://www.calumet.purdue.edu/education/grad/counsel3.html#portfolio>

Introduction to the Addictions Certification

The Department of Counseling & Development is pleased to announce that we have received state approval for an 18 credit hour certification program in Addictions Counseling. This is an approved course of study from the Indiana Counselors Association on Alcohol and Drug Abuse (ICAADA).

Please visit our website at <http://www.calumet.purdue.edu/education/grad/counsel-addiction.html> to access the **ICAADA brochure** and to access the **application** for the addictions certificate.

The benefits of this 18 credit hour certification are many. First and foremost, it is a Purdue University Calumet certification program. The Department of Counseling & Development boasts a recognized, cutting-edge training program for professional counselors and therapists, school counselors, and human services candidates. The faculty in this department are not only sound theoretically, but bring a wealth of real world experience into their classrooms.

For those who earn the certification, there are many routes available to use this certification for possible later ICAADA licensing at various levels. For example, incorporated into this program are the clock hours required by ICAADA in HIV/AIDS training and ethics training for the ICAADA's entry level license of ACIT, or Addictions Counselor in Training. Depending on prior education and experiences, with this course work, and with the requisite number of field work, voluntary or paid, a candidate may sit for the I50 question licensing examination in Indianapolis, IN. (See chart below.)

Those with B.S. or B.A. degrees in a variety of human service fields from an accredited institution may be eligible for advanced licensing after the requisite courses and field work hours. (See chart below.)

For those who wish to renew licensing, Purdue University Calumet is approved by the State of Indiana as a provider of CRU's.

To be eligible to be awarded this certification upon successful completion of the program; please complete the following two (2) step process before enrolling:

1. If you are NOT a Purdue University Calumet student, apply as a Post-Baccalaureate student. This may be done on-line, following the procedure outlined in our "Applying to Our Programs" section on our website:
<http://www.calumet.purdue.edu/education/grad/counsel.html>

AND

2. If you are NOT a Purdue University Calumet candidate in Counseling & Development, *completely* respond to all questions and directions on the application form available at <http://www.calumet.purdue.edu/education/grad/counsel-addiction.html> , including the supplementary questions and have the three (3) forms completed by professionals who can speak to your potential as an addictions counselor (also available on the website listed above).
3. ALL applicants, Purdue University Calumet students, and Counseling & Development candidates are REQUIRED to have a criminal history report on file with the Graduate Studies in Education Office prior to EDPS 591: Addictions (the initial addictions course).

CERTIFICATE IN ADDICTION COUNSELING

Only candidates accepted into the certification program or any program within the Department of Counseling & Development may enroll in these courses. Enrollment is strictly limited to these programs.

The following courses must be completed with a grade of B or better. A C in any course will be grounds for dismissal from the certification program in addiction counseling.

EDPS 591X:

Theories of Addiction Counseling and Psychopharmacology
3 credit hours

EDPS 591X:

Seminar I: Diversity, HIV/AIDS, and Dual Diagnosis
3 credit hours

EDPS 591X:

Seminar II: Ethics, Criminal Justice, and Social Systems
3 credit hours

EDPS 591X:

Recovery and Relapse
3 credit hours

EDPS 591X:

Techniques of Addiction Counseling: Counseling Skills, Groups, and Processes (screening, referrals, and treatment planning)
3 credit hours

EDPS 591X:

Practicum
3 credit hours

18 Credit Hours

The contact person for the certificate in Addictions is:

Dr. Mary Didelot

didelot@calumet.purdue.edu

Take A Class in Vienna, Austria

Class Title: The Culture of Counseling

This course is offered every other summer and lasts one week.

See our Vienna Trip Website at: <http://www.calumet.purdue.edu/education/grad/counsel-vienna.html>

Vienna is the cultural capital of Europe, and it is the birthplace of psychology. Vienna has had a rich history both politically and academically since her beginnings under the Romans through its annexation by Nazi Germany in 1938 and its independence in 1955. Through her history, some very colorful characters have emerged, such as Leopold of Babenberg in the 900's, the Habsburgs, Rudolf I of Germany, Emperor Ferdinand I and II, Emperor Franz Joseph I and II, and Empress Maria Theresa or, as the locals affectionately called her, the beloved Sissie. Sissie was one of the first patients documented with an eating disorder!

Art and music are everywhere in Vienna. You will be able to view paintings by Klimt, Schiele, and Kokoschka. The public sculptures and fountains rival any in Europe. This is the home of Joseph Hayden, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Johann Strauss, Johannes Brahms, Franz Schubert, Gustav Mahler (Prof. Frankl's favorite), and others.

The most prominent psychologists to ever practice and theorize did so in the coffee shops of Vienna: Viktor Frankl, Sigmund Freud, and Alfred Adler. You will be able to literally walk through their history from their classrooms in the University of Vienna to their offices and waiting rooms. If Dr. Elly Frankl is feeling up to it, she has told us that she would be very excited to have us in for afternoon coffee and cookies in her and Viktor's apartment. She is a wonderful and lively story teller! Additionally, we are very welcomed to visit the Frankl Institute Wien with Professor Alexander Batthyany, director. Of course, we will have afternoon coffee and Sachertorte (the mainstay of all the counseling greats) in those same historic haunts.

If you wish, you may take a historical tour of Vienna with your professors. We will see the city through the eyes of the Frankl's, Freud, and Adler: Roman excavations throughout the city, the gothic church of the Stephansdom along with others, the Hofburg Palaces, Belvedere Palaces, Schonbrunn Palace (Maria Theresa's digs), the Ringstrasse, the Vienna Opera House, and more! We may have to have lunch at Elly and Viktor's favorite McDonald's! The museums are way too numerous to list. The contents of these museums are world class, but wait until you see architecture that houses these works!

If there is interest, your professors are willing to accompany you to Mauthausen Concentration Camp and Salzburg (where The Sound of Music was filmed) in the Alps. Both are a short and inexpensive train ride away.

Appendix A

Purdue University Calumet Counseling and Development School Counseling Standards

These standards are inclusive of those required by the IPSB for licensure.

1. Students and the Learning Process: The graduate understands how to promote the success of students from diverse backgrounds by facilitating the academic, emotional, social, and physical development of the students and the quality and effectiveness of the learning process.

Performances

School Services Professionals facilitate, engage in, and demonstrate a variety of prevention, intervention, and educational activities by means of:

1. using effective communication skills (oral and written) with other educators, parents, and other support and community social service agencies;
2. collaboration with both internal and external publics;
3. using effective instructional techniques with groups and individuals;
4. protecting the rights and confidentiality of students, parents, and school personnel;
5. recognizing a professional code of ethics which results in ethical decision making.

Knowledge

School Services Professionals have knowledge and understanding of:

1. human growth and development and the impact of mental and physical disorders as related to students;
2. student behavior and classroom management;
3. student emotional, behavioral, and learning disabilities including biological bases of behavior;
4. learning theory and instructional techniques;
5. curriculum development and implementation in the schools;
6. the role of technology in promoting both student learning and professional growth;
7. learning goals in a diverse and pluralistic society.

Dispositions

School Services Professionals believe in and are committed to:

1. the dignity and worth of all students;
2. the proposition that all students can learn;
3. sensitivity to the needs of all students;
4. the acceptance of different learning and teaching styles;
5. the importance of the teacher and student relationship;

they understanding that societal forces and family issues influence learning.

2. Learning Systems and Organizations: The graduate understands the breadth and scope of education systems and engages in practices that promote lifelong development and learning.

Performances

School Services Professionals demonstrate the ability to:

1. practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations;
2. improve educational programs through decisions and actions based on assessment, data collection, and empirical evidence;
3. affirm the dignity and worth of all students by engaging in practices that value the contributions of all;
4. operate educational programs efficiently within the economic parameters established by school governance;
5. communicate effectively with all stakeholders in an education environment;
6. engage stakeholders in problem solving;
7. practice positive interpersonal relations;
8. promote the purpose of schooling and the goals of education and learning systems and organizations.

Knowledge

School Services Professionals have knowledge and understanding of :

1. the role and importance of schooling in a democratic society;
2. the implications of public support for school funding;
3. the establishment and maintenance of a safe and drug free environment in order to provide a positive school climate;
4. the impact of interest groups on educational systems and schools;
5. the structure, governance, and organizational principles of schools;
6. the use of technology to facilitate learning and school management.

Dispositions

School Services Professionals believe in and are committed to:

1. equitable treatment for all individuals;
2. continuous self-evaluation and professional improvement;
3. broad-based collaboration and cooperation;
4. the practice of professional, ethical, and positive human relations, communication, and interpersonal skills.
3. Family and Community: The graduate understands how to collaborate with families and people in the community to respond to diverse student needs.

Performances

School Services Professionals demonstrate the ability to:

1. empower families to be involved in collaborative approaches to their children's development;
2. advocate for and protect the rights of students and their families;
3. maintain positive working relationships with community-based agencies;
4. work collaboratively with other professionals and programs to benefit students;
5. communicate issues of families to other school personnel.

Knowledge

School Services Professionals have knowledge and understanding of:

1. family systems and how they impact student growth;
2. rights of parents and students;
3. availability of local and extended agencies, services, and resources;
4. how to identify and work with various community service providers;
5. diverse cultures and cultural factors which influence student and family relationships with schools;
6. evolving social and demographic issues.

Dispositions

School Services Professionals believe and are committed to:

1. sensitivity to and appreciation of issues of diversity;
2. respect for the needs of individual students and families;
3. sensitivity to the issues, needs, and workings of community agencies;
4. using positive approaches when working with students and families to resolve problems and achieve solutions;
5. a proactive position toward programs which bring together families and community resources.
4. Assessment: The graduate understands formal and informal assessment techniques used in the school and utilizes assessment techniques that are within his/her competence and professional training.

Performances

School Services Professionals demonstrate the ability to:

1. develop an assessment plan designed to assess students within their area of competence;
2. administer assessment instruments in an appropriate manner;
3. interpret results of assessment in a manner understandable to diverse populations;
4. apply results of assessment to curriculum, placement, and intervention decisions and plans.

Knowledge

School Services Professionals have knowledge and understanding of:

1. a variety of approaches to assessment and are firmly grounded in a theoretical orientation within which student problems may be conceptualized and assessed;
2. standards for assessment as required for their specific area of competence;
3. technical properties of assessment instruments including validity, reliability, test development, scoring scales, norms, and comparability of instruments within their area of competence;
4. appropriate uses of assessment instruments, results, and interpretations based on knowledge from test materials, research, and standards for assessment;
5. issues related to assessment of students from diverse cultural and linguistic backgrounds and individuals with disabilities;
6. rights of individuals in assessment situations.

Dispositions

School Services Professionals believe and are committed to:

1. recognizing the limits of their area of competence and referring or seeking consultation when necessary;
2. appreciating the limits of assessment instruments and the appropriate uses and interpretations of results obtained through assessment;
3. valuing the need for multiple forms of assessment in evaluating students.
5. Intervention and Prevention: The graduate understands intervention and prevention options for individuals, groups, and systems and performs interventions appropriate to his/her level of competence.

Performances

School Services Professionals demonstrate the ability to:

1. develop and implement intervention strategies for individuals, groups, and systems;
2. evaluate interventions before, during, and following implementation with individuals, groups, and systems;
3. use appropriate interviewing and counseling skills;
4. collaborate with other professionals to determine and address needs of individuals, groups, and systems;
5. work effectively with parents and others to determine and address needs of students, families, and communities;
6. determine and address the needs of individuals, groups, and systems in conflict and crisis situations;
7. assist others in accessing school and community resources.

Knowledge

School Services Professionals have knowledge and understanding of:

1. a variety of theoretical approaches to intervention and have mastered at least one theoretical orientation within which student problems may be conceptualized and interventions may be developed and implemented;
2. group processes, dynamics, and patterns of behavior and the theory and research related to individual interactions within groups;
3. theory and research related to consultation service delivery, models, processes, and roles within the relationship;
4. the impact of crises on individuals, groups, and systems, as well as current best practice in developing, implementing, and evaluating crisis intervention plans;
5. the nature of conflict between individuals and groups and techniques to prevent and resolve conflict as related to the learning environment;
6. school and community resources which may be accessed or developed to provide assistance to students;
7. procedures to determine needs of individuals, groups, and communities, and strategies to develop interventions based on needs;
8. evaluation procedures for programs and interventions.

Dispositions

School Services Professionals believe and are committed to:

1. valuing and respecting all persons;

2. exploring a range of prevention and intervention strategies designed to maintain the educational opportunities for all students;
3. recognizing the limits of their expertise and referring or seeking consultation within the schools;
4. respecting the role, knowledge, expertise, and contribution of other professionals within the schools.
6. Legal Processes: The graduate understands the local, state, and federal laws that affect schools and the educational process.

Performances

School Services Professionals:

1. advocate for and promote the rights and privacy of children and families;
2. demonstrate professionalism in working relationships with community agencies;
3. engage in activities which allow for collaboration with other staff and agencies to benefit students;
4. maintain accurate and appropriate documentation for procedural accuracy.

Knowledge

School Services Professionals have knowledge and understanding of:

1. state laws and administrative rules that impact students and schools;
2. federal laws and regulations that impact students and schools;
3. the Family Educational Rights and Privacy Act;
4. civil and criminal liability laws as related to students and schools.

Dispositions

School Services Professionals believe and are committed to:

1. protecting the legal rights of students through enforcing state statutes related to child abuse;
2. protecting the privacy rights of students and families through adherence to the Federal Education and Privacy Act;
3. recognition of personal limitations in interpreting education and public health laws.
7. Ethics and Professionalism: The graduate understands, articulates and practices the ethical standards set forth by the American Counseling Association, the American Psychological Association and the American School Counselor Association.

Performances

School Services Professionals demonstrate:

1. the ability to articulate ethical standards and beliefs;
2. the application of ethical principles to ethical dilemmas;
3. continual professional growth through personal study, in-service training, and participation in professional associations.

Knowledge

School Services Professionals have knowledge and understanding of:

1. ethical standards of their respective professions;
2. laws and regulations regarding confidentiality and release of student information;
3. the strength and limitations of their training and experience;
4. continuing education opportunities.

Dispositions

School Services Professionals believe in and are committed to:

1. the right of each student to be treated with respect and dignity;
2. the proposition that all students deserve the best service that can be offered;
3. the student's right of choice and responsibility for decisions;
4. continuing personal and professional growth and development;
5. exercising professional judgment and conviction even in the presence of personal and professional risk;
6. the professional practice in which they are competent.
8. Leadership: The graduate understands how to promote the educational success for all students through facilitative, consultative, and collaborative leadership.

Performances

School Counseling Professionals demonstrate the ability to

1. develop, manage, and evaluate the school counseling program in the context of the community culture and the total educational program
2. promote positive relationships among the various cultural and ethnic groups in the school community
3. evaluate, select, and use appropriate technology
4. model and practice advocacy for all students
5. promote teaching, learning, and behavioral strategies that reach all students
6. analyze, interpret, and utilize data for decision-making
7. recognize the need for improvement, identify improvement strategies, and facilitate a change process
8. foster the application of developmentally appropriate policies, programs, and procedures
9. team and collaborate with other educators, community leaders, and parents for the good of students
10. establish and maintain a professional identity
11. continually improve their knowledge and skills
12. use current literature, research, and resources, such as laws, ethical standards, and position statements, to promote school counseling programming
13. convene and facilitate an advisory group
14. provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services

Knowledge

School Counseling Professionals have knowledge and understanding of

1. change theory and educational reform
2. school counseling as it relates to the total educational program
3. lifespan growth and development
4. ethnicity and culture and their relationship to the learning environment
5. self as a change agent within the school community
6. effective skills in leadership, program and resource management, and classroom management
7. facilitation, collaboration, and consultation
8. the process of collection, analysis, and utilization of data in decision-making
9. current literature, research, and resources, such as laws, ethical standards, and position statements related to school counseling, continuous school improvement, and safe schools
10. effective and ethical use of technology and its implications in academic, career, and social development

Dispositions

School Counseling Professionals believe in and are committed to

1. the proposition that all students can reach their potential
2. the worth of students of all racial, ethnic, and cultural groups
3. advocacy for all students
4. professional identity, professional growth, and ethical practice
5. the value of cooperation
6. their leadership role in systemic change
7. the importance of data in decision-making
8. continuous school improvement a safe school environment
9. Design of School Programs: The graduate understands how to collaboratively design, coordinate, implement and evaluate student assistant services to address achievement for all students.

Performances

School Counseling Professionals demonstrate the ability to

1. provide student assistance services in an ethical manner
2. provide services from a multicultural perspective
3. use current literature, research, and resources, such as laws, standards, and position statements, to provide student assistance services

4. implement prevention programming to support healthy physical, social, emotional, and academic development for all students
5. develop and implement a crisis management plan
6. coordinate student assistance services using a team approach and supervise the provision of those services
7. utilize systemic approaches to recruit family, school, cultural, and community support for student wellness and achievement
8. identify and intervene with individuals exhibiting at-risk behaviors, including people affected by alcohol and/or drug use
9. assess the physical, emotional, and social level of individuals and make and follow up on referrals as appropriate
10. implement individual and group counseling strategies
11. consult effectively with students, school staff, families, and others
12. maintain a current referral list of community resources and assist individuals and families to access those resources

Knowledge

School Counseling Professionals have knowledge and understanding of

1. ethical standards as defined by the profession
2. physical, emotional, and social development throughout the life span
3. current counseling theories and techniques and their appropriate application
4. current treatments available to address mental health problems and at-risk behaviors such as substance abuse
5. mental health and substance abuse conditions and their impact on the educational process
6. the impact of family dynamics on development and achievement
7. the dynamics of and appropriate interventions with various cultural and ethnic groups and with special populations in the school community
8. strategies for supporting the development and maintenance of a safe and positive climate within the school
9. theories and research related to the learning process

Dispositions

School Counseling Professionals believe that

1. student assistance services must be provided in accordance with the highest ethical standards as defined by the profession
2. healthy physical, emotional, and social development support academic achievement
3. prevention, assessment, intervention, and referral are components of a comprehensive school counseling program
4. school services professionals, working collaboratively, positively influence the wellness of students and the school environment
5. family, culture, and community impact the educational process and thus can be mobilized to improve achievement
6. mental health problems and at-risk behaviors, such as substance abuse, interfere with healthy physical, emotional, and social development as well as achievement
10. Education and Career Services: The graduate understands how to collaboratively design, coordinate, implement and evaluate educational and career services to facilitate achievement for all students.

Performances

School Counseling Professionals demonstrate the ability to

1. involve all educators and community members in the collaborative development and delivery of educational and career services
2. develop, coordinate, and evaluate effective educational and career curricula
3. develop, coordinate, and evaluate advisement and mentoring services
4. analyze the strengths and needs of students from diverse populations and provide unbiased, developmentally appropriate career and educational services

5. insure educational opportunities at all developmental levels
6. help students and families understand career opportunities, labor market trends, and global economics
7. help students and families understand a variety of educational opportunities and how to prepare for them
8. increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices
9. help students recognize and utilize their personal career interests, aptitudes, and preferences
10. help all students develop educational and career goals and specific plans for reaching those goals
11. assess learning styles and serve as a consultant in the application of teaching/learning strategies to enhance educational achievement
12. utilize technology in the effective delivery of educational and career services
13. discern and teach employability skills at all levels
14. develop, coordinate, implement, and evaluate educational and career services in an ethical manner as defined by the profession

Knowledge

School Counseling Professionals have knowledge and understanding of

- a. the development, coordination, and evaluation of educational and career curricula, advisement, and mentoring services
- b. the involvement of all educators and of community members in the collaborative development and delivery of educational and career services
- c. educational content and opportunities at all levels (pre-K through 16+)
- d. career opportunities, labor market trends, and global economics
- e. multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism
- f. methods for helping all students recognize and utilize their personal career interests, aptitudes, and preferences
- g. methods for helping all students develop educational and career goals and specific plans for reaching those goals
- h. learning styles and learning strategies and their application to educational achievement
- i. employability and academic success skills, such as personal management and team building
- j. the effective use of technology in educational and career services

Dispositions

School Counseling Professionals believe that

1. the purpose of education includes preparing students for employment, developing responsible citizenship, and creating life long learners
2. all students deserve assistance with academic, career, social, and emotional development
3. productive educational and career development occurs when students are supported by families, educators, and communities that have high expectations
4. all students deserve knowledge of all educational and career options
5. all careers and educational opportunities are valuable
6. all students must receive educational content that will prepare them for a wide range of occupational choices
7. all students need a balance of education and enriching activities such as community service, leisure, and the arts

Appendix C

Gates for Assessment of Meeting the Standards

Purdue University Calumet
 Graduatel Studies, Counseling and Development

Gate 1: Admission

Applicant for Graduate Program

Name _____ #PUID _____

Age _____ Ethncity _____ Gender _____

CRITERIA

Academic Record	Low		Average		High	
Undergraduate	1 2 3		4 5 6 7		8 9 10	
Graduate	1 2 3		4 5 6 7		8 9 10	

Total: _____

Experience

Counseling, teaching, or volunteer	1 2 3		4 5 6 7		8 9 10	
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Total: _____

Applicant's Statement

Depth and Insight	1 2 3		4 5 6 7		8 9 10	
Written Expression	1 2 3		4 5 6 7		8 9 10	

Total: _____

References (3) Supervisors/Profs

Academic Potential	1 2 3		4 5 6 7		8 9 10	
Counseling Potential	1 2 3		4 5 6 7		8 9 10	

Total: _____

Interpersonal Energy

Motivation & Active Involvement	1 2 3		4 5 6 7		8 9 10	
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Total: _____

Interview

Individual Assessment	1 2 3		4 5 6 7		8 9 10	
Group Assessment	1 2 3		4 5 6 7		8 9 10	

Total: _____

Total Score: _____

Notes and Comments

RECOMMENDATION

- _____ **Incomplete Application**
- _____ **Approve**
- _____ **Approve with Conditions (Specify)**
- _____ **Disapprove**

Signature of reviewer _____ Date _____

Purdue University Calumet
Graduatel Studies, Counseling and Development

**Gate 2 Form – After Spring
Year 1**

Candidate _____

PUID# _____

Gate 2:

GPA 3.0or> Yes _____ No _____ (Specify GPA) _____

Portfolio entries submitted to Taskstream and have met the requirements for the following courses and School Counseling Standards:

EDPS 50100 Intro to School Cslg _____ Yes _____ No
EDPS 60900 Prog Dev/Ethics/Consult _____ Yes _____ No

Developmental Assessment of Student Progress:

Skills and Dispositions Acceptable Yes _____ No _____

Appropriate Course Competencies Met: Yes _____ No _____

Gate 2

Pass _____ **Do Not Pass** _____

Signature of Reviewers

_____ Date _____

_____ Date _____

Purdue University Calumet
Graduate Studies, Counseling and Development

**Gate 3 Form – During
Spring Year 3**

Applicant _____

PUID# _____

Gate 3: Graduation

GPA 3.0or> Yes _____ No _____ (Specify GPA) _____

Portfolio entries submitted to Taskstream and have met the requirements for the following courses and School Counseling Standards:

EDPS 50500 Career	_____ Yes	_____ No
EDPS 50700 Cslg Diverse Populations	_____ Yes	_____ No
EDPS 50000 Group	_____ Yes	_____ No
EDPS 61000 Practicum	_____ Yes	_____ No
EDPS 53100 Intro Tests & Measure	_____ Yes	_____ No
EDPS 62000 Addictions	_____ Yes	_____ No
EDPS 59100 Research in Cslg	_____ Yes	_____ No
EDPS 69500 Internship	_____ Yes	_____ No

Portfolio Completed and Requirements Met Yes _____ No _____

Developmental Assessment of Student Progress:
Skills and Dispositions Acceptable Yes _____ No _____

All Course Competencies Met: Yes _____ No _____

Recommend Graduation/Licensure Yes _____ No _____

Signature of Reviewers

_____ Date _____

_____ Date _____

Purdue University Calumet
Graduate Studies, Counseling and Development

**Gate 4 Form – One Year After
Graduation**

Graduate _____

PUID# _____

Gate 4: Post-Graduation

The graduate has completed the Post Graduate Self Assessment Form after one year of employment as a school counselor.

_____Yes _____No

If no, has the graduate obtained employment as a school counselor?

_____Yes _____No

Signature of Reviewers

_____ Date _____

_____ Date _____

Appendix C

CACREP Standards for Clinical Mental Health Counseling and School Counseling

Please Note: Although our program is not accredited by CACREP at this time, we have aligned our courses and assignments to meet these professional standards.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, selfhelp).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with

addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as cooccurring mental disorders.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other traumacausing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive

school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**Appendix D
Counseling & Development
Graduate Studies in Education
Purdue University Calumet**

Professional Counseling Performance Evaluation

PLEASE PRINT

Student _____ PUID # _____

Sem/Yr _____ / _____ Course # _____ Faculty _____

Rating Scale

N - No Opportunity to observe program
 0 - Does not meet criteria for program level
 1 - Meets criteria minimally or inconsistently for level
 2 - Meets criteria consistently at this program level

Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2
2. The student demonstrates effective communication skills including:	N	0	1	2
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the client's story	N	0	1	2
c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect.	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over-identifying, and communicating this experience to the individual.	N	0	1	2
g. Non-verbal communication - demonstrates effective used of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy - communicating by staying in the here and now.	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality responding to client dialogue with a clear and identifiable therapeutic intention.	N	0	1	2
k. Self-disclosure - skillfully and carefully - considered for a specific strategic purpose.	N	0	1	2
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2
5. The student facilitates movement toward the individual's goals.	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.	N	0	1	2
7. The student creates a safe environment.	N	0	1	2

8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2
5. The student demonstrates professional behavior by attending class on time and within course attendance policies.	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers and Supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2

COMMENTS:

Student Signature

Date

Faculty Signature

Date

Adapted from the Professional Counseling Program of the Department of Educational Administration and Psychological Services, Texas State University-San Marcos

Appendix E

Application Checklist for Counseling and Development Programs Mental Health Counseling, School Counseling, and Human Services

- _____ 1. Contact Dr. Lisa Hollingsworth, Program Chair, at 219.989.2789 or hollings@calumet.purdue.edu to make an appointment.
- _____ 2. Go to the following website and fill out the online application: <http://www.gradschool.purdue.edu/admissions/>. When filling out the online application, please keep in mind that paying by check could hold up your application between 2-3 weeks.
*Note that it may be to your advantage to apply for temporary (non-degree seeking) status before applying as a degree-seeking student. Speak with your advisor about these options.
- _____ 3. Complete the following forms that are available at:
<http://www.calumet.purdue.edu/education/grad/counsel5.html>
- _____ a. The "Counseling and Development Supplement" from the link provided above.
It is important that you complete the form from our website and not the one on the online application
- _____ b. Three (3) recommendation forms completed by those who have supervised or evaluated the applicant, such as supervisors or university professors.
Recommendation forms from family and friends will not be accepted. ***Download forms from the link provided above.***
- _____ c. Two (2) copies of transcripts from each and every school attended to date
*(note: the request form says only 1 copy, so you will need to change it on the form before sending it to your school).
- _____ 4. Please submit all of the documents listed above to Graduate Studies in Education, Gyte ANNX-122, Purdue University Calumet, 2200 169th Street, Hammond IN 46323-2094. If you have questions, please contact 219.989-2326.

Appendix F
Professional Counseling Organizations

Counseling students are strongly encouraged to join and become involved in professional counseling organizations.

American Counseling Association (ACA)
5999 Stevenson Ave. , Alexandria, VA 22302
1-800-347-6647 or 703-823-9800
ACA has numerous divisions for your involvement

American School Counselor Association (ASCA)
1101 King Street, Suite 625, Alexandria VA 22314
(703) 683-ASCA,

Indiana Counseling Association (ICA)
90 Demming Lane
Terre Haute, IN 47803
574-272-8083 ext 301

Indiana School Counselor Association (ISCA)
9820 W. 450 South, South Whitley, IN 46787
Executive Director: Lin Metzger lmetzger@nremc.net
Phone: 260-723-5413

Association for Play Therapy (APT)
c/o California School of Professional Psych-Fresno
5130 E. Clinton Way, Fresno, CA 93727-2014
209-253-2278

National Association of Alcoholism & Drug Abuse Counselors (NAADAC)
1911 N. Fort Myer Dr., Suite 900
Arlington, VA 22209
800-548-0497 or 703-741-7686

Indiana Counseling Association of Alcohol and Drug Abuse (ICAADA)
1800 North Meridian Street, Suite 604
Indianapolis, IN 46202
(317) 923-8800