



**COUNSELOR EDUCATION
M.Ed. PROGRAMS**

STUDENT HANDBOOK

**Department of Counseling and Human Development
University of Louisville
Louisville, Kentucky**

Revised February 2015

Preface to the Counselor Education M.Ed. Programs Student Handbook

The Counselor Education M.Ed. Programs Student Handbook is written primarily for students enrolled in the M.Ed. programs in Clinical Mental Health Counseling and School Counseling. The information is also helpful for interested applicants to the programs.

The M.Ed. in Counseling and Personnel Services with a concentration in Clinical Mental Health Counseling and the M.Ed. in Counseling and Personnel Services with a concentration in School Counseling are programs in the Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD) at the University of Louisville (U of L).

Importantly, information evidenced in this handbook does not supersede existing College of Education and Human Development (CEHD), School of Interdisciplinary Graduate School (SIGS), or University regulations and should be used in conjunction with other official documents available on the University website. Requirements for admission to and completion of the Clinical Mental Health Counseling M.Ed. program and the School Counseling M.Ed. program may be more stringent (above the minimum) than those required in other programs, CEHD, or SIGS. Students are bound by the policies in effect during their year of admission into the M.Ed. program.

Currently, there are four faculty members who direct the Counselor Education M.Ed. Programs. Faculty members have expertise in school, clinical mental health, and in other counseling settings.

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Dr. Balkin is a Professor and Program Coordinator for the Ph.D. Program in Counselor Education and Supervision and M.Ed. in School Counseling. He is a Past President of the Association for Assessment and Research in Counseling. Dr. Balkin is the editor for the *Journal of Counseling & Development* and a former Editor of *Measurement and Evaluation in Counseling and Development*, *Counseling and Values*, and *Journal of Professional Counseling: Practice, Theory, and Research*. He received counseling awards including the 2011 *Counseling Vision and Innovation Award* by the Association for Counselor Education and Supervision in recognition for his development of online resources and tutorials for teaching students assessment, measurement, and research and the 2012 *Best Practices Research Award* by the American Counseling Association. Dr. Balkin's research encompasses over 60 publications including refereed journal articles, one textbook, four assessment instruments, and several book chapters or refereed proceedings, many of which relate to adolescents, counseling outcomes, multicultural issues, assessment, research methods, and statistics in counseling.

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Dr. Harris is a clinical assistant professor in Counselor Education and Supervision. She obtained a bachelor's of art in psychology in 2003, a master's of science in counselor education concentration: school counseling and educational specialist in 2007 from Mississippi State University. Dr. Harris also completed her doctorate of philosophy at Mississippi State University. She previously taught at Delta State University. She has worked as a middle and high school counselor. Her research interests include: adolescents, academic self-efficacy, gender, socioeconomic status, and academic performance.

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Dr. Hooper is a Professor and Program Coordinator of the Clinical Mental Health Counseling Program in the Department of Counselor Education and Supervision. Dr. Hooper has received recognition for her work focused on family systems, culture, and mental health. Some of her recent awards and recognitions include Health Disparities Scholar by the National Institutes of Health, the Dr. Linda Seligman Counselor Educator of the Year Award from the American Mental Health Counseling Association, and the Emerging Leader Award, from the Association of Multicultural Counseling and Development. Dr. Hooper also has received recognition for her teaching and service. She received the Paul W. Bryant Endowed Professorship for Distinction in Teaching prior to joining the University of Louisville. She currently serves on several counseling-focused journal editorial boards consistent with her research and teaching: *Journal of Counseling and Development*, *Journal of Multicultural Counseling and Development*, *Journal of Mental Health Counseling*, and *The Family Journal*. Dr. Hooper has over 65 publications. Her research contributions are evidenced in a range of helping disciplines, including counseling, psychology, and medicine.

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Dr. Woo is an ECPY faculty member in the School Counseling Program. Her education (Ph.D. in Counselor Education and Supervision and M.A. in educational counseling) and past work experience (experience in the K-12 school system and private practice counseling children and families) provide her with the knowledge and skills needed to serve as a faculty member in the School Counseling M.Ed. and Counselor Education and Supervision Ph.D. programs. Dr. Woo has been a member of the ACA since 2010. She is also a member of various professional associations, such as the Association for Counselor Education and Supervision (ACES), American School Counselor Association (ASCA), Kentucky Counseling Association (KCA), and American Educational Research Association (AERA). Dr. Woo's scholarship centers on investigating counselors' and counselor educators' professional identity development in relation to counseling effectiveness.

The University of Louisville

The University of Louisville is an urban, state-supported, comprehensive, metropolitan research university located in Kentucky's largest metropolitan area. The University holds Carnegie classification as a high research activity university and has an overarching goal of becoming nationally recognized as one of the top 20 metropolitan research universities in the country.

College of Education and Human Development (CEHD)

The College of Education and Human Development (CEHD) is made up of six academic departments: the Department of Counseling and Human Development (**formerly** Educational and Counseling Psychology, Counseling, and College Student Personnel; [ECPY]); Health and Sport Sciences (HSS); Leadership, Foundations, and Human Development (ELFH); Special Education (SPED); Middle and Secondary Education (MISE); and Early Childhood and Elementary Education (ECEE). Enrollment in the college's 50+ programs as of Fall of 2014 was 3,268. The College is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The work of the college is built upon the college's Conceptual Framework, "Shaping Tomorrow: Ideas to Action." The college's goal is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship and to respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development. More information about CEHD can be found at <http://louisville.edu/education/>.

Department of Counseling and Human Development Mission

Consistent with the mission of the University of Louisville and the College of Education and Human Development, the faculty and staff of The Department of Counseling and Human Development endeavor to cultivate exemplary scholars and professional practitioners in clinical mental health counseling; school counseling; and counselor education & supervision; art therapy; college student personnel; counseling psychology; and educational psychology, and measurement, and evaluation. The purpose of the department is to advance the knowledge base in these fields and to serve the larger College, University, and community by drawing on our expertise in human development across the life span, mental health and well-being, and research methods. ECPY seeks to describe, understand, and explain the formal and informal processes of cognitive, social, and emotional learning throughout the lifespan and how variables of significance affect outcomes in these areas, as related to our fields of study.

ECPY faculty and students conduct research in a wide set of scholarly areas, ranging from measurable elementary school improvement in high-poverty contexts to issues affecting the power of colleges to sustain students to graduation and successful careers. Several ECPY faculty members conduct ongoing investigations into methods for improving mental health services to historically underserved and otherwise at-risk populations.

ECPY has a 40+ year history of preparing mental health professionals at both the master's and doctoral levels. The counseling programs have grown and changed over the years in order to prepare counseling professionals with state-of-the-art training and to meet credentialing requirements for their area of professional concentration. ECPY has five masters and four doctoral-level programs with one degree awarded at each level. Degrees in these programs are awarded as follows:

The M.Ed. in Counseling and Personnel Services with a concentration in Clinical Mental Health Counseling, School Counseling, Counseling Psychology, Art Therapy, or College Student Personnel.

The Ph.D. in Counseling and Personnel Services with a concentration in Counselor Education and Supervision; Counseling Psychology; College Student Personnel; or Educational Psychology, Measurement and Evaluation.

The chairperson of ECPY is the designated administrator for the unit (as defined by University and College policy), and as such, oversees the programs, the daily operation of the department, and the department budget. Programs function as mini-units within the department. All ECPY programs have program coordinators who do the administrative work of the program.

Counselor Education M.Ed. Programs (Clinical Mental Health Counseling & School Counseling)

The M.Ed. in Counseling and Personnel Services with a concentration in Clinical Mental Health Counseling and the M.Ed. in Counseling and Personnel Services with a concentration in School Counseling are programs in the Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD) at the University of Louisville (U of L).

The M.Ed. in Counseling and Personnel Services is one master's degree with five specialty areas: Clinical Mental Health Counseling, School Counseling, Counseling Psychology, Art Therapy, and College Student Personnel. This student handbook was developed for individuals interested in pursuing or are presently enrolled in the Clinical Mental Health Counseling or School Counseling programs.

Description of the Programs

The Counselor Education programs in the Department of Counseling and Human Development (ECPY) include the Clinical Mental Health Counseling M.Ed. program, the School Counseling M.Ed. program, and the Counselor Education and Supervision Ph. D. program. The mission statement for the Counselor Education programs reflects our emphasis on social justice, our belief that counseling professionals must play many roles in fostering healthy individuals and healthy communities, and our conviction that it is essential for counseling professionals to continue to grow and develop throughout their careers.

The mission of the Counselor Education program is to prepare counselors and counselor educators who contribute to society in a variety of professional roles by: supporting principles of social justice, fairness, and equity in their work; proactively promoting the welfare of those they serve; and engaging in a lifelong process of educational and professional renewal.

The Mission Statement is operationalized through program objectives. The program objectives for the Clinical Mental Health Counseling and School Counseling programs include a set of objectives common to both programs and a set of objectives specific to each program. The objectives address core themes of the Counselor Education programs: development of knowledge and skills appropriate to the diverse roles of a counseling professional; development of a professional identity; commitment to social justice; commitment to promoting the healthy development of both individuals and systems; and commitment to lifelong learning and professional renewal.

Objectives Common to Clinical Mental Health Counseling and School Counseling

- Provide mentoring and educational experiences that offer students the information, guidance, and support they need to make informed educational decisions and pursue educational experiences consistent with their career goals.

- Provide mentoring and educational experiences that support the development of a strong identity as a counseling professional and strengthen motivation to be actively involved in and contribute to the counseling profession.
- Provide educational opportunities (e.g., internships, graduate assistantships, research teams, discussion groups, seminars, and/or student meetings) that afford students the opportunity to gain professional experience (e.g., teaching, supervision, mentoring) and develop professional attributes (e.g., leadership, collaboration) that enhance their ability to find employment consistent with their career goals.
- Provide a strong foundation in evidence-based practice that is transferred to the practice setting.
- Recruit, educate, and mentor students from diverse backgrounds to enrich the academic culture and prepare counseling professionals to meet the needs of a diverse society.

Objectives Specific to Clinical Mental Health Counseling

- Students will demonstrate knowledge and skills in the following areas: (1) professional orientation and ethical practice, (2) foundations of the profession, (3) social and cultural diversity, (4) human growth and development, (5) career development, (6) helping relationships including counseling, prevention, education, consultation, and advocacy, (7) group work, (8) assessment, (9) diagnosis, and (10) research and program evaluation.
- Through supervised clinical experience, students will demonstrate the ability to perform the services offered in a typical mental health counseling facility (e.g., diagnosis, intake, case conceptualization, individual and group counseling, consultation, and record keeping) through ethical, responsible, and culturally competent practice.
- Students will meet the academic and supervised practice requirements of the Council on Accreditation of Counseling and Related Educational Programs (CACREP) for clinical mental health counselors and the mental health counseling licensure board in the state in which they intend to be licensed.

Objectives Specific to School Counseling

- Students will demonstrate knowledge and skills in the following areas: (1) professional orientation and ethical practice; (2) foundations of the profession; (3) social and cultural diversity; (4) human growth and development; (5) career development; (6) helping relationships including counseling, prevention, and wellness; (7) group work; (8) assessment; (9) research and program evaluation; (10) academic development; (11) collaboration, consultation, and advocacy; and (12) leadership.
- Through supervised clinical experience, students will demonstrate the ability to perform the counseling and guidance services typically offered in a school setting (e.g., development and implementation of a comprehensive guidance curriculum, individual and group counseling and planning services, school-wide systems support) through ethical, responsible, and culturally competent practice.
- Students will meet the academic and supervised practice requirements of the Council on Accreditation of Counseling and Related Educational Programs (CAREP) for school counselors and the school counselor certification requirements for the state in which they intend to practice.

Prerequisites to the Programs

Clinical Mental Health Counseling

Although there are not specific prerequisites for admission into the Clinical Mental Health Program, it is recommended that students have previous experience in psychology, social work or a related field. One aspect of admission to the program is how students' personal qualities and attributions match their professional goal of becoming a clinical mental health therapist.

School Counseling

Although there are no specific prerequisites for admission into the School Counseling Program, it is recommended that students have previous experience in education, psychology, social work, or a related field. One aspect of admission to the program is how students' personal qualities and attributions match their professional goal of becoming a school counselor.

Often school districts hiring school counselors find it helpful for graduates to have teaching experience.

Admission to the Programs

Applications to the Clinical Mental Health Counseling and School Counseling programs are reviewed twice annually, in the spring for admission in the following fall semester and in the fall for admission in the following spring semester. The application package includes undergraduate transcripts (and graduate transcripts if the applicant has taken graduate-level courses), Graduate Record Exam (GRE) scores, two recommendations on the SIGS (School of Interdisciplinary and Graduate Studies) form, and a Professional Goal Statement. The applicant is required to attach a Professional Goal Statement Cover Sheet that asks the applicant to indicate the desired academic concentration and provides instructions about how to prepare the Professional Goal Statement. The following academic criteria are used for admission:

- An earned baccalaureate degree or its equivalent from an accredited institution
- A minimum overall (Grade Point Average) GPA of 2.75 in the baccalaureate degree or 2.75 on the last 60 undergraduate credit hours
- Scores on the GRE (preferred scores: Verbal at the 40th percentile, Quantitative at the 25th percentile)

In reviewing applications, the whole application package is considered in making the admission decision. Faculty assesses the applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts, aptitude for graduate-level study, and career goals and their relevance to the program. Faculty in the Clinical Mental Health Counseling and School Counseling program may choose to interview an applicant.

An applicant who does not meet one of the academic criteria and wishes to be considered for admission can include, in his/her application package, a written rationale for why the M.Ed. admissions committee should consider the application. A student admitted with an undergraduate GPA lower than 2.75 or GRE scores that do not meet the preferred percentiles are admitted in conditional status. A student admitted in conditional status must earn at least B's in the first 6 credit hours, which must include ELFH 600 Introduction to Research and Statistics.

Process and Procedures After Admission to the Programs

Applicants to the Clinical Mental Health Counseling and School Counseling M.Ed. programs are assigned an advisor by the program coordinator at the time of admission. Applicants accepted to the programs are sent both an email and a formal letter of admission that provides the advisor name and contact information.

Orientations for newly-admitted students to the Clinical Mental Health Counseling and School Counseling M.Ed. programs are held in the late spring and late fall, shortly after the admission process has been completed. The purposes of the orientation are to welcome students to the program; introduce Counselor Education faculty; orient students to their academic program, the department, and college; explain and sign the Program of Study; and help students register for their first semester.

Programs of Study

The signed Program of Study is the student's contract for graduation. The original signed form is filed in the CEHD Dean's Office with a copy to the student and a copy placed in the student's advising file in the ECPY office. If the Program of Study changes before the student completes his/her degree, the student can choose to continue with the original Program of Study or change to the newer version.

After the Program of Study is signed by the student and advisor and is filed in the CEHD Dean's Office, the student is free to register without advisor permission; HOWEVER, it is always wise for the student to check with his/her advisor to be sure everything is on track for graduation.

Clinical Mental Health Counseling

The program of study in CMHC was developed to meet standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and academic requirements for licensure in Kentucky (and many other states). The program is 60 graduate credit hours including 6 credit hours of electives. A 3.0 cumulative grade point average is required for graduation with no more than two C grades.

Course Descriptions

ECPY 540: Evaluation and Measurement

Intended to acquaint the student with evaluation and measurement in education and counseling. Content will include reliability, validity, test construction, and methods of evaluation and testing in various settings.

ELFH 600: Introduction to Research Methods and Statistics

Critical examination of research in education. Emphasis given to historical, empirical, and experimental methods of research; to techniques of research design and statistical analysis; and to skills in writing reviews and critiques of research literature.

ECPY 601: Introduction to Clinical Mental Health Counseling

Prerequisite: Admission to Graduate School. The course provides an introduction to the historical and contemporary foundations of clinical mental health counseling including roles and functions of the clinical mental health counselor in today's society.

ELFH 601: Applied Statistics

Prerequisite: ELFH 600 or equivalent with faculty advisor's approval. Examination of statistical methods, including sampling, estimation, testing of hypotheses, correlation and regression analysis. Some attention paid to non-parametric tests.

ECPY 605: Human Development

Survey of the principles of development from conception to adulthood, emphasizing biological, environmental, and cultural factors affecting development.

ECPY 619: Empirical & Theoretical Foundations of Counseling & Psychotherapy

Review of the empirical foundations and survey of major theoretical approaches to counseling and psychotherapy.

ECPY 621: Differential Diagnosis & Treatment in Counseling

Prerequisite: Consent of instructor for non-majors. Diagnostic procedures and differential treatment strategies for use by counselors and others in the helping professions.

ECPY 624: Foundation of School Counseling

Organization, administration, and program development in the educational environment. Patterns for implementation of the services of counseling, testing, consultation, information and placement.

ECPY 626: Consultation

Introduction to theory, research and practice in the techniques of educational and psychological consultation with both individuals and organizations.

ECPY 629: Theories and Techniques of Counseling and Psychotherapy

Prerequisite: ECPY 600 or 660. Focuses on methods and techniques of counseling. Theory and research will be studied including training in current professional practice and empirically supported approaches to therapy with an emphasis on cognitive, behavioral and affective theory.

ECPY 630: Theories and Techniques of School Counseling

Intensive study of counseling theories and techniques with children and adolescents in a school setting.

ECPY 639: Prevention and Treatment of Substance Abuse

Prerequisite: Admission to Graduate School. The course provides an overview of the prevention and treatment of substance abuse in youth and adults for mental health professionals.

ECPY 640: Assessment Methods for Counselors

Prerequisite: ECPY 540. The course covers methods of data collection, standardized assessment instruments used in the practice of mental health counseling, and interpretation of assessment data. The ethical issues of testing are included.

ECPY 650: Group Process & Practice

Study of group processes and procedures which are applicable to counseling. Method of instruction is lecture and participation in a group.

ECPY 663: Multicultural & Diversity Issues

Emphasis will be placed on developing effective communication skills in multicultural settings. Focus will also be directed toward various cultural and ethnic groups.

ECPY 670: Career Counseling

The study of career development across the life span. Includes a study of the methods and techniques used for assisting career and lifestyle choices.

ECPY 672: Practicum in Clinical Mental Health Counseling

Prerequisite: ECPY 619, ECPY 629 and ECPY 730. Students will develop their skills as a counselor through experience acquired under the supervision of an approved licensed practitioner and weekly meetings with department faculty.

ECPY 674: Practicum in School Counseling

Prerequisite: ECPY 624, ECPY 630, ECPY 650, and ECPY 730. Provides experience in school counseling under the supervision of a certified School Counselor. One hundred hours of service are required and can be achieved by serving 10 hours per week in the K-12 school setting.

ECPY 682: Internship in Clinical Mental Health Counseling

Prerequisite: ECPY 672. Provides experience in mental health counseling under the direct supervision of a licensed mental health counselor at a field placement site approved by the ECPY department prior to enrollment.

ECPY 684: Internship in School Counseling

Prerequisite: ECPY 624, ECPY 630, ECPY 650, and ECPY 730. Provides experience in school counseling under the supervision of a Certified School Counselor. Six hundred hours of service are required and are achieved in two semesters by serving an agreed upon hours per week in a K-12 school setting. At least 300 hours must be evidenced in a school setting and the remaining hours in a setting serving K-12 school-aged children.

ECPY 730: Social, Legal & Ethical Issues

Examination of current social developments that relate to counseling. Legal perspectives relevant to practice and principles of ethical practice in counseling.

Program Required Courses Based on Semester Offerings

Planning your program: To help with academic planning, the following chart shows the semesters in which required courses in the program are offered:

Course	Fall	Spring	Sum
ECPY 540 Evaluation and Measurement	X	X	
ECPY 601 Introduction to Clinical Mental Health Counseling	X		
ECPY 605 Human Development	X	X	
ECPY 619 Empirical & Theoretical Foundations of Counseling & Psychotherapy	X	X	
ECPY 621 Differential Diagnosis & Treatment in Counseling	X	X	
ECPY 624 Foundations of School Counseling	X	X	
ECPY 626 Consultation	X		X
ECPY 629 Theories and Techniques of Counseling & Psychotherapy	X	X	
ECPY 630 Theories and Techniques of School Counseling	X	X	
ECPY 639 Prevention and Treatment of Substance Abuse		X	
ECPY 640 Assessment Methods for Counselors	X		
ECPY 650 Group Process & Practice	X	X	X
ECPY 663 Multicultural & Diversity Issues	X	X	X
ECPY 670 Career Counseling	X	X	X
ECPY 730 Social, Legal, & Ethical Issues	X	X	X
ECPY 672 Practicum in Clinical Mental Health Counseling	X	X	X
ECPY 674 Practicum in School Counseling	X	X	
ECPY 682 Internship in Clinical Mental Health Counseling	X	X	X
ECPY 684 Internship in School Counseling	X	X	
ELFH 600 Introduction to Research Methods and Statistics	X	X	X
ELFH 601 Applied Statistics	X	X	X

M.Ed. in Counseling and Personnel Services with a Concentration in Clinical Mental Health Counseling

(60 credit hours)

Course	Credit Hours
ECPY 540 Evaluation and Measurement	3
ECPY 601 Introduction to Clinical Mental Health Counseling	3
ECPY 605 Human Development	3
ECPY 619 Empirical & Theoretical Foundations of Counseling & Psychotherapy	3
ECPY 621 Differential Diagnosis & Treatment in Counseling	3
ECPY 626 Consultation	3
ECPY 629 Theories and Techniques of Counseling & Psychotherapy	3
ECPY 639 Prevention and Treatment of Substance Abuse	3
ECPY 640 Assessment Methods for Counselors	3
ECPY 650 Group Process & Practice	3
ECPY 663 Multicultural & Diversity Issues	3
ECPY 670 Career Counseling	3
ECPY 730 Social, Legal, & Ethical Issues	3
ECPY 672 Practicum in Clinical Mental Health Counseling	3
ECPY 682 Internship in Clinical Mental Health Counseling	6
ELFH 600 Introduction to Research Methods and Statistics	3
ELFH 601 Applied Statistics	3
**6 hours of Electives	6

Note: **Students typically take electives provided by a range of disciplines (e.g., social work) on campus

COURSE SEQUENCE FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS

Following is a suggested course sequence for fulltime students starting in the FALL semester; however, you should always check with your academic advisor to be sure you are on the path to graduating according to your timeline. Please see when specific courses are taught ((Fall, Spring, and Summer).

Clinical Mental Health Counseling Course Sequence (9-hour sequence—Fall Start)

Fall	Spring	Summer
ECPY 601	ECPY 540	ECPY 650
ECPY 619	ECPY 629	ECPY 663
ELFH 600	ECPY 730	

Fall	Spring	Summer
ECPY 621	ECPY 605	ECPY 626
ECPY 640	ECPY 639	ECPY 670
ECPY 672	ELFH 601	

Fall	Spring
ECPY 682	ECPY 682
ELECTIVE	ELECTIVE

Clinical Mental Health Counseling Course Sequence (9-hour sequence—Spring Start)

Fall	Spring	Summer
Not applicable	ECPY 619	ECPY 626
Not applicable	ECPY 730	ECPY 663
Not applicable	ELFH 600	

Fall	Spring	Summer
ECPY 601	ECPY 640	ECPY 670
ECPY 621	ECPY 650	ELFH 601
ECPY 629	ECPY 672	

Fall	Spring	Summer
ECPY 540	ECPY 639	ECPY 682
ECPY 605	ECPY 682	ELECTIVE
ELECTIVE		

Clinical Mental Health Counseling Course (6-hour sequence—Fall Start)

Fall	Spring	Summer
ECPY 601	ECPY 619	ECPY 663
ELFH 600	ECPY 730	ECPY 670

Fall	Spring	Summer
ECPY 621	ECPY 650	ECPY 626
ECPY 629	ECPY 672	ELFH 601

Fall	Spring	Summer
ECPY 540	ECPY 639	ECPY 682
ECPY 605	ECPY 640	ELECTIVE

Fall	Spring	Summer
ECPY 682		
ELECTIVE		

Clinical Mental Health Counseling Course (6-hour sequence—Spring Start)

Fall	Spring	Summer
Not applicable	ECPY 619	ECPY 663
Not applicable	ELFH 600	ECPY 730

Fall	Spring	Summer
ECPY 601	ECPY 621	ECPY 670
ECPY 629	ECPY 650	ECPY 672

Fall	Spring	Summer
ECPY 540	ECPY 639	ELFH 601
ECPY 605	ECPY 640	

Fall	Spring	Summer
ECPY 682	ECPY 682	
ELECTIVE	ELECTIVE	

To ensure the quality of learning there are certain courses that are required prerequisites before more advanced courses can be taken. **The following courses are required prior to enrolling in ECPY 672 Practicum in Clinical Mental Health Counseling:**

- ECPY 601: Introduction to Clinical Mental Health Counseling
- ECPY 619: Empirical & Theoretical Foundations of Counseling and Psychotherapy
- ECPY 621: Differential Diagnosis & Treatment in Counseling
- ECPY 629: Theories and Techniques of Counseling and Psychotherapy
- ECPY 730: Social, Ethical, Legal Issues in Counseling

In addition to the specific courses listed below and ECPY 650 Group Process & Practice, students should have no greater than three courses remaining in their program of study prior to enrolling in ECPY 682.

**M.Ed. in Counseling and Personnel Services
with a Concentration in School Counseling**

(48 credit hours)

Course	Credit Hours
ECPY 540 Evaluation and Measurement	3
ECPY 605 Human Development	3
ECPY 619 Empirical & Theoretical Foundations of Counseling & Psychotherapy	3
ECPY 624 Foundations of School Counseling	3
ECPY 626 Consultation	3
ECPY 630 Theories and Techniques of School Counseling	3
ECPY 639 Prevention and Treatment of Substance Abuse	3
ECPY 640 Assessment Methods for Counselors	3
ECPY 650 Group Process & Practice	3
ECPY 663 Multicultural & Diversity Issues	3
ECPY 670 Career Counseling	3
ECPY 730 Social, Legal, & Ethical Issues	3
ECPY 639 Prevention and Treatment of Substance Abuse	3
ECPY 674 Practicum in School Counseling	3
ECPY 682 Internship in Clinical Mental Health Counseling	3
ECPY 684 Internship in School Counseling	6
ELFH 600 Introduction to Research Methods and Statistics	3

COURSE SEQUENCE FOR SCHOOL COUNSELING STUDENTS

Following is a suggested course sequence for fulltime students starting in the FALL semester; however, you should always check with your academic advisor to be sure you are on the path to graduating according to your timeline. Please see when specific courses are taught (Fall, Spring, and Summer).

School Counseling Course Sequence (9-hour sequence—Fall Start)

Fall	Spring	Summer
ELFH 600	ECPY 540	ECPY 670
ECPY 619	ECPY 630	ECPY 650
ECPY 624	ECPY 730	

Fall	Spring	Summer
ECPY 626	ECPY 605	ECPY 663
ECPY 640	ECPY 639	
ECPY 674	ECPY 684	

Fall
ECPY 684

School Counseling Course Sequence (9-hour sequence—Spring Start)

Fall	Spring	Summer
Not applicable	ELFH 600	ECPY 670
Not applicable	ECPY 619	ECPY 650
Not applicable	ECPY 624	

Fall	Spring	Summer
ECPY 540	ECPY 605	ECPY 663
ECPY 630	ECPY 639	
ECPY 730	ECPY 674	

Fall	Spring
ECPY 626	ECPY 684
ECPY 640	
ECPY 684	

School Counseling Course Sequence (6-hour sequence—Fall Start)

Fall	Spring	Summer
ELFH 600	ECPY 619	ECPY 650
ECPY 624	ECPY 630	ECPY 730

Fall	Spring	Summer
ECPY 626	ECPY 540	ECPY 663
ECPY 674	ECPY 605	ECPY 670

Fall	Spring
ECPY 640	ECPY 639
ECPY 684	ECPY 684

School Counseling Course Sequence (6-hour sequence—Spring Start)

Fall	Spring	Summer
Not applicable	ELFH 600	ECPY 650
Not applicable	ECPY 624	ECPY 730

Fall	Spring	Summer
ECPY 619	ECPY 540	ECPY 663
ECPY 630	ECPY 674	

Fall	Spring	Summer
ECPY 605	ECPY 639	ECPY 670
ECPY 640	ECPY 684	

Fall
ECPY 626
ECPY 684

To ensure the quality of learning there are certain courses that are required prerequisites before more advanced courses can be taken. **The following courses are required prior to enrolling in ECPY 674**

Practicum in School Counseling:

- ECPY 619: Empirical & Theoretical Foundations of Counseling and Psychotherapy
- ECPY 624: Foundations of School Counseling
- ECPY 630: Theories and Techniques of School Counseling
- ECPY 650: Group Process and Practice
- ECPY 730: Social, Ethical, Legal Issues in Counseling

The following are other courses that also require prerequisites:

- ECPY 540 Evaluation & Measurement (prerequisite for ECPY 640 Assessment Methods for Counselors)
- ECPY 674 Practicum in School Counseling (prerequisite for ECPY 684 [1st] Internship)
- ECPY 684 Internship in School Counseling Internship [1st] (prerequisite for 2nd Internship)

Practicum and Internship Experiences

Both the Clinical Mental Health Counseling and School Counseling programs require one semester of practicum and two semesters of internship. This includes a total of 700 hours of clinical experience at a school or community site. The following information describes the specific requirements for each program.

Clinical Mental Health Counseling

To complete the Clinical Mental Health Counseling program, the student must complete a total of 700 hours of clinical work including 280 direct contact hours in one counseling practicum (ECPY 672) and two counseling internships (ECPY 682). The practicum (ECPY 672) includes a minimum of 100 hours with at least 40 hours of direct service. The two internships (ECPY 682) include a minimum of 600 hours with at least 240 hours of direct service. (These requirements are consistent with CACREP requirements for Clinical Mental Health Counseling programs). Two clinical experiences cannot be taken in one semester.

Practicums and internships are offered fall, spring, and summer semesters. You must apply for practicum and internship the semester before you intend to enroll in the course (fall for spring placement, spring for summer and/or fall placement). The ECPY Placement Coordinator will match you with a field site.

The state of Kentucky requires 600 hours of clinical experience to qualify for the LPCA credential. If you are interested in being credentialed in another state, you should check that state's licensing law and regulations to ascertain academic requirements and hour requirements for clinical work and supervision.

Professional Liability Insurance. You must have liability insurance coverage during your practicum and internships. ECPY requires insurance for our students above what may be provided by the clinical site. You will be required to secure insurance prior to beginning practicum or internship. You can purchase insurance through other organizations or insurance providers that make liability insurance available to students.

ECPY 672 Practicum in Clinical Mental Health Counseling

CMHC students take ECPY 672 Practicum in Clinical Mental Health Counseling after completing the prerequisite courses (ECPY 601, ECPY 619 Empirical and Theoretical Foundations of Counseling and Psychotherapy, ECPY 629 Theories and Techniques of Counseling and Psychotherapy, ECPY 621 Differential Diagnosis, and ECPY 730 Social, Legal, and Ethical Issues in Counseling). Students must apply for practicum a semester in advance of placement and may indicate a preference for a community-based mental health facility and/or client population. The ECPY Placement Coordinator places the student.

The ECPY Placement Coordinator notifies students about their placements and provides contact information so the student can schedule an interview with the potential site. An orientation to practicum is scheduled soon after placement by the Clinical Mental Health Counseling faculty to educate students about practicum requirements and to respond to questions about the placement, requirements.

ECPY 672 students spend the semester (at least 15 weeks) at the site. Consistent with CACREP standards, students are expected to complete at least 100 clock hours with a minimum of at least 40 clock hours of direct service at the site during the semester; however, many sites require at least 10 hours per week so most students end the semester with over 100 hours. Students accrue these hours in a number of ways (e.g., intake interviews, co-therapy sessions with their supervisor, leading psycho-educational groups, and family sessions). Generally, supervisors closely oversee the student's work and move them along in terms of case difficulty, as both the student and the supervisor feel more comfortable and confident in the student's skills. Students are only allowed to meet with clients when an appropriately licensed supervisor is onsite and available in case the student needs assistance.

Expectations for the site supervisor and for the student, including responsibilities at the site and responsibilities related to the University-based portion of the practicum or internship, are explicitly laid out in the two-part (student and site supervisor) practicum or internship agreement and the course syllabus. Both the site supervisor and the student review and sign the practicum or internship agreement, which includes individual student goals developed by the student in collaboration with the site supervisor. The University-based supervisor (faculty member assigned to ECPY 672 Practicum in Clinical Mental Health Counseling) prepares and distributes a course syllabus to both students and site supervisors that outlines student responsibilities for both the site and the University-based group supervision. Students must complete all requirements stipulated at the site and by the University-based supervisor in order to complete practicum. On some occasions, doctoral students completing supervision training may supervise students in addition to the University-based practicum class.

As part of the site supervisor-student agreement, the site supervisor agrees to provide one hour of individual supervision each week on a schedule mutually agreeable to the student and supervisor. During the semester, the University supervisor maintains regular communication with the site supervisor (usually by phone or email) in order to check student progress and address issues that may arise at the site. This communication is also stipulated in the supervisor portion of the practicum agreement.

As stipulated in the student-supervisor agreement, students may be required by their course instructor to make audio and/or video recordings at their sites in accordance with policy regarding taping at the site. Students are required to obtain permission from the client or client parent/guardian in order to record sessions. Site supervisors often view the recordings and provide feedback during onsite supervision. In this first clinical experience, many of the supervisors engage in co-therapy with the student until they believe the student is ready to see a client on his/her own. This provides an opportunity for the supervisor to observe the counselor live during the session and provide supervision afterwards.

During the semester, students meet weekly with a University faculty member (and in some cases a doctoral student supervisor) for group supervision (15 weeks X 1.5 hours per week = 22.5 hours). Group supervision is devoted to discussing issues that have surfaced during the week, examining counselor strengths and areas for growth, case presentations with review of audio/video recordings, and discussion of special topics relevant to beginning practitioners (e.g., working with client resistance, working with children), and reflection on learning. Students are usually required to do at least one formal case presentation with accompanying recording in group supervision during the course of the semester.

The student's performance is formally evaluated at two points during the semester (e.g., midterm and end of semester) using the M.Ed. in Clinical Mental Health Counseling Practicum/Internship Midterm Evaluation and the M.Ed. in Clinical Mental Health Counseling Practicum/Internship Final Evaluation.

The following areas are included on both the midterm and final evaluations: (1) assessment, diagnosis, and case conceptualization; (2) interventions; (3) crisis intervention; (4) consultation and outreach; (5) personal characteristics; (6) relationships and interpersonal issues (e.g. colleagues, agency); (7) use of supervision; (8) management and administration; (9) individual and cultural diversity; (10) ethical and legal standards. The student provides copies of the evaluation forms to the site supervisor at the beginning of the semester and is responsible for returning them to the University-based supervisor by the designated dates. Both the student and the supervisor sign the evaluations.

At the end of the practicum, the student is required to submit a summary of hours (e.g., Practicum Summary Sheet) signed by the site supervisor that indicates how and how much time was spent at the site. This signed verification of hours completed is retained in the student's advising file in the ECPY office. It is important for students to retain copies of all forms that verify hours completed during practicum.

ECPY 682 Internship in Clinical Mental Health Counseling

Clinical Mental Health Counseling students take two semesters of ECPY 682 Internship in Clinical Mental Health Counseling after completing ECPY 682 Practicum in Clinical Mental Health Counseling. Students must apply for internship a semester in advance even if they intend to remain at the same site.

The ECPY Placement Coordinator notifies students about their placements and provides contact information, if it's a new site, so the student can schedule an interview with the potential site. An orientation to internship is scheduled soon after placement by the Clinical Mental Health Counseling faculty to educate students about internship requirements and to respond to questions about the placement, requirements.

ECPY 682 students spend at least 30 weeks at the site over the two semesters of internship. Some remain at the site between semesters in order to accrue additional hours and provide continuous client care. If this occurs, the student receives an X grade in order to stay officially enrolled in internship over the semester break. The student continues to be supervised at the site and is required to check in weekly with the University-based supervisor.

Consistent with CACREP standards, students are expected to complete at least 600 clock hours, including a minimum of 240 clock hours of direct service, at the site during the two semesters of internship. Students are expected to participate in all professional duties at the site that are required of counselors at the site and accrue direct service hours in a number of ways (e.g. intake interviews; individual, group, and family counseling; leading psychoeducational groups, consulting with family members and other mental health professionals). Leading groups is stipulated in the student/supervisor agreement; it is also a standard part of the array of services commonly provided by the student. Typical groups led by students include groups for clients with a particular problem or diagnosis (e.g. groups for children diagnosed with ADHD), groups related to a particular topic (e.g. grief groups), and psychoeducational groups (e.g., life skills training). As students gain more experience at the site, supervisors give them more responsibility and autonomy. For example, in some cases, students have been given the opportunity to help staff develop the curriculum or program for a particular therapeutic purpose (e.g. grief group, group counseling for the elderly, Girls Group). Such experiences often involve research to discover what work has been done in that area and the empirical support for the work. Students are only allowed to meet with clients when an appropriately licensed supervisor is onsite and available in case the student needs assistance.

As part of the site supervisor-student agreement, the site supervisor agrees to provide one hour of individual supervision each week on a schedule mutually agreeable to the student and supervisor. During the semester, the University supervisor maintains regular communication with the site supervisor (usually by phone or email) in order to check student progress and address issues that may arise at the site. This communication is also stipulated in the supervisor portion of the practicum agreement.

As stipulated in the student-supervisor agreement, students may be required by their course instructor to make audio and/or video recordings at their sites in accordance with policy regarding taping at the site. Students are required to obtain permission from the client or client parent/guardian in order to record sessions. Site supervisors often view the recordings and provide feedback during onsite supervision. In this first clinical experience, many of the supervisors engage in co-therapy with the student until they believe the student is ready to see a client on his/her own. This provides an opportunity for the supervisor to observe the counselor live during the session and provide supervision afterwards.

During the semester, students meet weekly with a university faculty member for group supervision (15 weeks X 1.5 hours per week = 22.5 hours). Group supervision is devoted to discussing issues that have surfaced during the week, examining counselor strengths and areas for growth, case presentations with review of audio/video recordings, and discussion of special topics relevant to practitioners, and reflection on learning. Students are usually required to do at least one formal case presentation with accompanying recording in-group supervision during the course of the semester.

The student's performance is formally evaluated at two points during the semester (midterm and end of semester) using the M.Ed. in Clinical Mental Health Counseling Practicum/Internship Midterm Evaluation and the M.Ed. in Clinical Mental Health Counseling Practicum/Internship Final Evaluation. The following areas are included on both the midterm and final evaluations: (1) assessment, diagnosis, and case conceptualization; (2) interventions; (3) crisis intervention; (4) consultation and outreach; (5) personal characteristics; (6) relationships and interpersonal issues (colleagues, agency); (7) use of supervision; (8) management and administration; (9) individual and cultural diversity; (10) ethical and legal standards. The student provides copies of the evaluation forms to the site supervisor at the beginning of the semester and is responsible for returning them to the university-based supervisor by the designated dates. Both the student and the supervisor sign the evaluations.

At the end of the internship, the student is required to submit a summary of hours (Internship Summary Sheet) signed by the site supervisor that indicates how and how much time was spent at the site. This signed verification of hours completed is retained in the student's advising file in the ECPY office. It is important for students to retain copies of all forms that verify hours completed during internship.

Comprehensive Examination

All students are required to take the Counselor Preparation Comprehensive Examination (CPCE) during their second internship. The CPCE is utilized by over 300 universities and colleges and is designed to assess counseling students' knowledge of the core curriculum areas: 1.) human growth and development; 2.) social and cultural foundations; 3.) helping relationships; 4.) group work; 5.) career and lifestyle development; 6.) appraisal; 7.) research and program evaluation; 8.) professional orientation & ethics. The National Counselor Examination (NCE), used as the licensing examination in many states, including Kentucky, also assesses knowledge in the core curriculum areas. UofL students have reported that taking the CPCE was helpful to them in preparing for the NCE. The fee for taking the CPCE is \$45.

School Counseling

The School Counseling program requires the completion of one semester of practicum and two semesters of internship. The practicum (ECPY 674) includes a minimum of 100 hours of school-based experiences with at least 40 hours of direct client/student services. The two internships (ECPY 684) include a minimum of 600 hours in a school-based setting with at least 240 hours of direct client/student service. (These requirements are consistent with CACREP requirements for School Counseling programs.)

Practicums and internships are offered in the fall and spring semesters to coincide with the P-12 school schedule and to allow for site and university-based supervision. Students must apply for practicum and internship the semester before they intend to enroll in the course (e.g., fall for spring placement, spring for fall placement). The School Counseling Program Coordinator aids students in identifying an appropriate site.

Professional liability insurance. Students must have liability insurance coverage during their practicum and internships. ECPY department requires insurance for our students above what may be provided by the school. Students will be required to provide proof of insurance to ECPY department before they can begin working in the school setting. The ACA and the ASCA offer policies to student members, or students can purchase insurance through other organizations or insurance providers that make liability insurance available to students.

ECPY 674 Practicum in School Counseling

School Counseling students take ECPY 674 Practicum in School Counseling after completing the prerequisite courses (ECPY 619 Empirical & Theoretical Foundations of Counseling and Psychotherapy, ECPY 630 Theories and Techniques of School Counseling, ECPY 624 Foundations of School Counseling, ECPY 650 Group Counseling, and ECPY 730 Social, Legal, and Ethical Issues in Counseling). Students must apply for practicum a semester in advance of placement. Students can identify a school site to complete their practicum

or they can meet with the School Counseling Program Coordinator who will aid them in identifying a site.

The School Counseling Program Coordinator is responsible for the coordination of practicum and internship experiences for students in the School Counseling program. All students who are eligible for practicum and internship are assisted in identifying a placement. There are two options for identifying a practicum site:

1. Students investigate probable sites based on their site preferences (for example, some students want to work with a particular school counselor, at a particular school, and/or in a particular geographical area). In this case, students are to notify the School Counseling Program Coordinator about their choice of school(s). Students are asked to contact the guidance department at the school to discuss their practicum/internship needs and identify a potential site supervisor. If the potential site supervisor agrees to supervise the student, the program coordinator sends the supervisor a letter explaining the expectations for supervision and the practicum/internship requirements that the student must meet.
2. Students may work directly with the School Counseling Program Coordinator to identify a potential site. Students are asked to provide information to the coordinator about the type of practicum/internship experience they wish to have (school level, population they wish to work with, private or public school setting, and/or geographic location). Based on the student's criteria, the program coordinator identifies a suitable site and contacts the site's school counselor or guidance director to determine if they are available/interested to serve as a site supervisor. Potential supervisors are provided with information on the requirements for practicum/internship and the criteria for serving as a site supervisor. The student follows through by contacting the potential site supervisor to schedule an interview to determine whether they are a good fit for the site and whether the student will be able to meet their practicum/internship goals/requirements at the site. Once a site has agreed to supervise a student, the School Counseling Program Coordinator sends the site supervisor a letter explaining the expectations for supervision and the practicum/internship requirements that the student must meet.

Note: Site supervisors must hold a current school guidance/counseling certification and have two years of counseling experience.

ECPY 674 students spend the semester (e.g., approximately 15 weeks) at the site. Students are expected to coordinate their time at the site with the site's schedule, making adjustments for breaks (e.g., holidays, spring break, professional development days, and/or snow days), and coordinate their time at the site to align with the university schedule (e.g., students are not allowed to work at the site when the university is not in session due to a lack of university-based supervision). Consistent with CACREP standards, students are expected to complete at least 100 clock hours with a minimum of at least 40 clock hours of direct service at the site during the semester. Students accrue direct and indirect hours in a number of ways (e.g. individual and group counseling, attending meetings and site trainings, conducting classroom and/or guidance lessons). The site supervisor oversees the student's activities at the site. Students are not to provide direct services unless their supervisor is at the site and available to provide supervision and support as needed.

Expectations for the site supervisor and for the student, including responsibilities at the site and responsibilities related to the university-based portion of the practicum, are explicitly laid out in the two-part, student and site supervisor practicum agreement and the practicum course syllabi. Both the site supervisor and the student review and sign the practicum agreement, which includes individual student goals, developed by the student in collaboration with the site supervisor. The university-based supervisor (e.g., faculty member assigned to ECPY 674 Practicum in School Counseling) prepares and distributes a course syllabus to both students and site supervisors that outlines student responsibilities for both the site and the university-based group supervision. Students must complete all requirements stipulated at the site and by the university-based supervisor in order to complete practicum.

As part of the site supervisor-student agreement, the site supervisor agrees to provide one hour of individual supervision each week on a schedule mutually agreeable to the student and supervisor. During the semester, the university supervisor maintains regular communication with the site supervisor (usually by phone or email)

in order to check student progress and address issues that may arise at the site. This communication is also stipulated in the supervisor portion of the practicum/internship agreement.

As stipulated in the student-supervisor agreement, students may be required by their course instructor to make audio and/or video recordings at their sites in accordance with policy regarding taping at the school site or district. Students are required to record individual, small group, and classroom guidance sessions. Students are required to obtain permission from the parent/guardian of minors prior to recording sessions. Site supervisors may view the recordings and provide feedback during onsite supervision. Furthermore, the recordings will be viewed during the practicum and internship courses where students will be provided feedback about their counseling and guidance skills.

During the semester, students meet weekly with a University faculty member for group supervision (15 weeks X 1.5 hours per week = 22.5 hours). Group supervision is devoted to discussing issues that have surfaced during the week, examining counselor strengths and areas for growth, case presentations with review of audio/video recordings, and discussion of special topics relevant to beginning practitioners (e.g., crisis intervention, collaborating with teachers, and/or running group sessions), and reflection on learning. Students are usually required to do at least one formal case presentation with accompanying recording in-group supervision during the course of the semester.

The student's performance is formally evaluated at two points during the semester (midterm and end of semester) using the M.Ed. in School Counseling Practicum/Internship Midterm Evaluation and the M.Ed. in School Counseling Practicum/Internship Final Evaluation. The following areas are included on both the midterm and final evaluations: (1) program planning and evaluation; (2) collaboration; (3) preparing P-12 students for transition; (4) individual counseling skills; (5) group counseling skills; (6) consultation; (7) collaboration; (8) identifying referral resources; (9) assessment, interpretation, and communication of assessment results; (9) adherence ethical and legal standards; (10) knowledge of school-based information systems; (11) cultural competency; (12) self-awareness; (13) constructive use of supervision; and (14) professionalism. The evaluations are provided to the site supervisor electronically and the supervisor is e-mailed a notification requesting that they complete the evaluation.

Students are required to keep a weekly log of the hours and activities that they complete at their site. The practicum instructor provides students with a form for tracking their hours and activities. The log is to be reviewed by the site supervisor on a weekly basis to ensure that students are completing the required number of hours and are engaging in the necessary number of direct services hours. Further, upon completion of their practicum hours, students are required to turn in a final hours and activities log that is signed by their site supervisor, as verification of completion of their hours. This signed verification of hours completed is retained in the student's advising file in the ECPY office. It is important for students to retain copies of all forms that verify hours completed during practicum.

ECPY 684 Internship in School Counseling

School Counseling students take two semesters of ECPY 684 Internship in School Counseling after completing ECPY 674 Practicum in School Counseling. Most students remain at the site where they completed their practicum, which allows them to move readily into providing direct services as soon as the internship semester begins. Students beginning their internship directly upon the completion of practicum do not need to complete an application for internship. However, students who do not enroll in internship the following semester (e.g., spring or fall) after they have completed the practicum course are required to complete an internship application. Applications can be obtained through the ECPY office. Furthermore, all students are required to obtain permission from the internship instructor prior to enrolling in the internship course.

The School Counseling Program Coordinator works with students to ensure that they secure a placement for internship. Students who do not plan to complete their internship at the same site where they completed their practicum or who wish to complete their second semester of internship at a different site are required to

contact the School Counseling Program Coordinator prior to the beginning of the semester to explore site options.

ECPY 684 students spend at least 30 weeks at the site over the two semesters. Students must be sure to plan the time at their site according to both the site's calendar (when the school is in session) and the university calendar. Students are only allowed to be at the site when the university is in session due to the need for university-based supervision and support.

Expectations for the site supervisor and for the student, including responsibilities at the site and responsibilities related to the university-based portion of the internship, are explicitly laid out in the two-part (student and site supervisor) internship agreement and the internship course syllabi. Both the site supervisor and the student review and sign the internship agreement, which includes individual student goals, developed by the student in collaboration with the site supervisor. The university-based supervisor (e.g., faculty member assigned to ECPY 684 Internship in School Counseling) prepares and distributes a course syllabus to both students and site supervisors that outlines student responsibilities for both the site and the university-based group supervision. Students must complete all requirements stipulated at the site and by the university-based supervisor in order to complete practicum.

Consistent with CACREP standards, students are expected to complete at least 600 clock hours, including a minimum of 240 clock hours of direct service, at the site during the two semesters of internship. Students are expected to participate in all professional duties at the site that are required of school counselors and are able to accrue direct service hours in a number of ways (e.g. individual and group counseling, classroom guidance, and/or consultation with parents). As part of their 240 direct service hours, students are required to lead a certain number of groups and a certain number of classroom guidance sessions. The amount of hours spent conducting groups and leading classroom guidance sessions are stipulated by the instructor for ECPY 684 Internship in School Counseling and are identified in the course syllabus.

As part of the site supervisor-student agreement, the site supervisor agrees to provide one hour of individual supervision each week on a schedule mutually agreeable to the student and supervisor. During the semester, the university supervisor maintains regular communication with the site supervisor and this is usually by phone or email in order to check student progress and address issues that may arise at the site. This communication is also stipulated in the supervisor portion of the practicum agreement.

As stipulated in the student-supervisor agreement, students are required to make audio and/or video recordings at their sites in accordance with policy regarding taping at the school. Students are required to record individual, small group, and classroom guidance sessions. Students are required to obtain permission from the parent/guardian of minors prior to recording sessions. Site supervisors may view the recordings and provide feedback during onsite supervision. Furthermore, the recordings will be viewed during the practicum and internship courses where students will be provided feedback about their counseling and guidance skills.

During the semester, students meet weekly with a University faculty member for group supervision (15 weeks X 1.5 hours per week = 22.5 hours). Group supervision is devoted to discussing issues that have surfaced during the week, examining counselor strengths and areas for growth, case presentations with review of audio/video recordings, and discussion of special topics relevant to beginning practitioners (e.g., crisis intervention, collaborating with teachers, and/or running group sessions), and reflection on learning. Students are usually required to do at least one formal case presentation with accompanying recording in-group supervision during the course of the semester.

The student's performance is formally evaluated at two points during the semester (e.g., midterm and end of semester) using the M.Ed. in School Counseling Practicum/Internship Midterm Evaluation and the M.Ed. in School Counseling Practicum/Internship Final Evaluation. The following areas are included on both the midterm and final evaluations: (1) program planning and evaluation, (2) collaboration; (3) preparing P-12 students for transition; (4) individual counseling skills; (5) group counseling skills; (6) consultation; (7) collaboration; (8) identifying referral resources; (9) assess, interpret, communicate assessment results; (9)

ethical and legal standards; (10) knowledge of information systems; (11) cultural competency; (12) self-awareness; (13) constructive use of supervision; and (14) professionalism. The evaluations are provided to the site supervisor electronically and the supervisor is e-mailed a notification requesting that they complete the evaluation.

Students are required to keep a weekly log of the hours and activities that they complete at their site. The practicum instructor provides students with a form for tracking their hours and activities. The log is to be reviewed by the site supervisor on a weekly basis to ensure that students are completing the required number of hours and are engaging in the necessary number of direct services hours. Further, upon completion of their internship hours, students are required to turn in a final hours and activities log that is signed by their site supervisor, as verification of completion of their hours. This signed verification of hours completed is retained in the student's advising file in the ECPY office. It is important for students to retain copies of all forms that verify hours completed during practicum.

Comprehensive Examination

All students are required to take the Counselor Preparation Comprehensive Examination (CPCE) during their second internship. The CPCE is utilized by over 300 universities and colleges and is designed to assess counseling students' knowledge of the core curriculum areas: 1.) human growth and development; 2.) social and cultural foundations; 3.) helping relationships; 4.) group work; 5.) career and lifestyle development; 6.) appraisal; 7.) research and program evaluation; 8.) professional orientation & ethics . The National Counselor Examination (NCE), used as the licensing examination in many states, including Kentucky, also assesses knowledge in the core curriculum areas. UofL students have reported that taking the CPCE was helpful to them in preparing for the NCE. The fee for taking the CPCE is \$45.

Portfolio

Students enrolled in ECPY 674 Practicum in School Counseling are required to complete a program portfolio prior to the end of the practicum course. The portfolio serves as documentation of each student's experiences, knowledge, and skills throughout their coursework in the School Counseling program. Further, the portfolio is an endpoint assessment required by the College of Education and Human Development and is aligned with the Kentucky Standards for Guidance and Counseling Programs and several areas of the CACREP Standards to ensure that school counseling students have an understanding of the practices necessary to serve as a competent counseling professional and the skills necessary to create and implement comprehensive counseling and guidance programs. Students must demonstrate competency in the following ten areas: 1) Plan, implement, and evaluate a comprehensive school counseling program; 2) Implementation of developmental and preventative guidance programs for all students; 3) Conduct individual and group counseling to assist student in overcoming barriers to learning; 4) Collaboration and consultation with parents, faculty, staff, administrators and others to meet the needs of students; 5) Demonstration of knowledge and skills to coordinate people and resources from the school and community to meet students' academic, career, and personal needs; 6) Design and coordinate a school assessment program and communicate assessment results; 7) Demonstrate knowledge of legal and ethical guidelines of the school counseling profession; 8) Demonstrate the ability to apply information systems and technology; 9) Demonstrate knowledge and skills for working with culturally diverse populations; and 10) Demonstrates an understanding of the identity of professional school counselors and engage in advocacy for the profession. Students are provided with information and guidance in completing their portfolio throughout their practicum coursework.

Information Related to Graduate Education

Graduate Catalog and School of Interdisciplinary and Graduate Studies (SIGS) website: All policy related to graduate education, including *Guidelines for Graduate Education in the College of Education and Human Development* and the *Graduate Catalog*, can be accessed through the SIGS website at <http://graduate.louisville.edu>. The SIGS webpage provides information links for graduate students related to policies and procedures relevant to graduate students ([Academic Grievance Procedure](#), [Student Family and Medical Leave Act policy](#), [deadlines for master's and doctoral degrees](#), deadlines for submitting applications for degree programs, [Honorary Degree Guidelines](#), [Residency Policy](#)), student resources ([Graduate Student Orientation Handbook](#), [Graduate Student Life Handbook](#), [Graduate Student Council website](#)), guidelines for the preparation of theses and dissertations, and [commencement](#) information.

Registration

The University of Louisville uses an on-line web registration system. The schedule of courses for each term may be reviewed at <http://htmlaccess.louisville.edu/classSchedule/setupSearchClassSchedule.cfm>. Students must first contact their graduate advisor or graduate program director to discuss course selections. Students in good standing and admitted without conditions may proceed with the registration process. If, however, a student has been admitted with conditions, or is in probationary status, the student must contact the graduate program director regarding the implications of the admission status.

Full-Time Study

Full-time study is defined as enrollment in:

1. Nine credit hours during the Fall semester, OR
2. Nine credit hours during the Spring semester, OR
3. Six credit hours during the Summer semester, OR
4. In degree candidacy status.

Continuous Enrollment

Continuous enrollment is defined as being registered in both Fall and Spring if registering for course work. If a student has been admitted to either masters or doctoral degree candidacy, continuous enrollment in candidacy status is required for the Fall, Spring and Summer terms (only one term of registration is required in summer terms). Students must be enrolled during the semester in which they wish to graduate.

Course Loads

Normally, the maximum number of hours that may be taken in a regular semester is 12. The maximum number of hours that may be taken in the Summer session (both terms) is 12, including research hours.

Overloads

A student who wishes to enroll in more than the maximum number of hours must petition the unit dean to obtain permission.

Transfer of Credit

Earned graduate credit may be transferred from accredited institutions that offer advanced degrees. The number of semester hours transferable, upon request, is six. Up to six additional transfer hours may be petitioned, provided that these additional hours are not credits earned by extension, thesis or practicum and provided also that the residency requirement of 24 semester hours is maintained by the addition of University of Louisville credits to the total program. Course work taken more than three years prior to the student's application to a graduate program will not normally be considered for transfer; however, such requests will be reviewed by the Vice Provost for Graduate Affairs upon recommendation by the department chair and the unit dean. The course work being considered for transfer must have been taken while the student was enrolled in an accredited graduate or professional school and must be evaluated for transfer by the director of the graduate program in which the student is seeking additional graduate work. Six hours may be transferred from

a previously earned master's degree toward a doctoral degree or a second master's degree, subject to the approval of the degree program and the unit dean. Hours earned toward a culminating experience such as a thesis, practicum, or internship shall not be transferable to the second master's degree. Only courses in which the student earned grades of "B" or better will be considered for transfer. Hours and quality points earned at other institutions are not included in the calculation of a student's grade point average. Courses in which grades of "P" were earned must have the approval of the unit dean in order to be transferred. Transfers of credit from constituent schools and colleges of the University of Louisville are not subject to the above limitations on transfers but require the recommendation of the department chair and the approval of the unit dean.

Satisfactory Progress

All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than 12 months will be considered to have withdrawn from the program. Students who seek to return after such a period of time must contact the graduate program director. Based on the request of the graduate program, the unit dean will consider the student for readmission.

Satisfactory progress also requires maintaining the standards of academic and professional integrity expected in a particular discipline or program and, in some disciplines, may include demonstration of the ability to function as a professional practitioner. Failure to maintain these standards or demonstrate such abilities may result in the student's termination from the program.

Time Limitations for Degree-Seekers

Master's students must complete the degree requirements within six (6) years of beginning the program of study. Doctoral students have four (4) years after passing the qualifying exams and entering Degree Candidacy to finish all other degree requirements. While granting an extension of time is rare, requests for extension of time must be submitted in writing to the graduate program director of the student's department. Once reviewed by the department, the request is forwarded to the unit dean, and then to the Vice Provost for Graduate Affairs with supporting documentation for review. Students must be considered in good standing for the request to be considered.

Academic Standing

Good Standing: A graduate student is in good standing when his/ her graduate grade point average is 3.0 on a 4-point scale or higher. A student must be in good standing in order to receive a degree. **Academic**

Probation: Any student with a point standing below 3.0 will be placed on academic probation until the student regains a 3.0 average or is dismissed. Students are ordinarily not permitted to continue on academic probation for more than one semester. Upon request of the student's graduate program, the unit dean may approve continuation beyond a single semester.

Application for Degree

Degrees are awarded in August, December, and May. Candidates who expect to receive degrees on a particular award date must complete the application for degree on ULink before the deadline specified in the University calendar (see Schedule of Courses). The University holds two commencement ceremonies each year. For specific information regarding the ceremonies, apparel, dates, etc. please visit the Commencement web-site: <http://www.louisville.edu/commencement/>

Financial Aid

The College of Education & Human Development (CEHD) in conjunction with the University of Louisville provides qualified students an array of financial aid, including scholarships, grants, graduate assistantships, fellowships, and tuition remission opportunities. For initial and general information on financial aid resources and advice, contact the University of Louisville Student Financial Aid Office at 502-852-5511 and visit <http://louisville.edu/financialaid> or investigate financial aid opportunities (scholarships, graduate assistantships, and fellowships) offered through the College of Education and Human Development at <http://louisville.edu/education/financialaid>.

Credentialing and Employment After Graduation

Clinical Mental Health Counseling

Practicing as a mental health professional requires a professional credential. The M.Ed. in Clinical Mental Health Counseling meets the requirements for licensure in Kentucky and other states. If you wish to be licensed in a state other than Kentucky, you should become familiar with the requirements for licensure in the state where you wish to be licensed. The ACA provides a webpage with links to the licensure boards in all states:

<http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx>

ACA describes licensed clinical mental health counselors as follows: “Licensed professional counselors (LPCs) are master’s-degreed mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders. LPCs make up a large percentage of the workforce employed in community mental health centers, agencies, and organizations, and are employed within and covered by managed care organizations and health plans. LPCs also work with active duty military personnel and their families, as well as veterans.”

Find more information at: <http://www.counseling.org/PublicPolicy/WhoAreLPCs.pdf>

State licensing board requirements include coursework in specified academic areas as well as supervised clinical practice both during the degree program and during initial practice as a clinician. Most states, including Kentucky, require coursework in the core curriculum areas endorsed by the ACA, the National Board for Certified Counselors (NBCC), and CACREP.

The following chart shows how the courses in the Clinical Mental Health Counseling program meet the curriculum areas/standards for **licensure in Kentucky**. The two elective courses taken in the program must also meet these standards (e.g., reflect the content of at least one of the curriculum areas). The following table exhibits the curriculum area coverage for each course in the program.

CURRICULUM AREA/STANDARD	COURSE(S)
The helping relationship, including counseling theory and practice	ECPY 601, ECPY 619, ECPY 629, ECPY 672, ECPY 682
Human growth and development	ECPY 605
Lifestyle and career development	ECPY 670
Group dynamics, process, counseling, and consulting	ECPY 650
Assessment, appraisal, and testing of individuals	ECPY 540, ECPY 640
Social and cultural foundations, including multicultural issues	ECPY 663
Principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior	ECPY 621, ECPY 629, ECPY 639
Research and evaluation	ELFH 600
Professional orientation and ethics	ECPY 730

Your practicum and internship experiences in the program will provide you with the hours, including direct contact hours, that meet CACREP standards for counselor training and that you will need to be licensed in most states.

In addition, during internship (ECPY 682 Internship in Clinical Mental Health Counseling), you will:

- Take the CPCE, which will provide you with feedback on how to prepare for the NCE, which is used in many states, including Kentucky, for licensure as a mental health counselor.
- Assemble a folder of relevant counselor licensure information, examine applications for counselor licensure in the state(s) where you intend to practice, and make a plan for collecting information (including signatures and recommendations) needed to apply for licensure after graduation.
- Discuss strategies for finding employment including resume preparation and preparing for job interviews.

Clinical Mental Health Counseling faculty will, for any student who successfully completes the program, provide recommendations for both licensure and employment including providing verification of hours, direct service hours, and individual and group supervision hours.

Please stay in contact with program faculty after graduation so we can help you in your job search and licensure efforts.

Opportunities for Graduates. Graduates of the program find employment in various human service and counseling agencies including school settings, mental health agencies, residential treatment centers, drug/alcohol treatment facilities, family resource and youth service centers, hospitals, crisis intervention services, employee assistance programs, and career placement centers. Graduates perform a variety of job tasks including individual, family, and group counseling, intake assessments, crisis intervention, program development, consultation, and administration. Graduates find employment working with a variety of client populations with an array of problem areas across all age groups. Many of our graduates remain in the Louisville area, but many have found employment in other states across the country.

School Counseling

Requirements for becoming a certified school counselor vary according to the regulations of each state. Those seeking certification outside of Kentucky need to contact the education regulatory board of the state that they wish to seek certification. The ASCA provides state certification requirements for each state and can be accessed at: <http://www.schoolcounselor.org/content.asp?contentid=242>.

Certification Requirements for Kentucky

Information about obtaining certification as a Guidance Counselor in the state of Kentucky can be accessed through the Kentucky Education Professional Standards Board (EPSB) (<http://www.kyepsb.net/index.asp>).

Kentucky has two levels of certification, (1) Provisional Guidance Counseling, Primary-Grade 12 and (2) Standard Guidance Counseling, Primary-Grade 12.

Provisional Certification: The Provisional Certificate for Guidance Counseling, P-12 is a five year provisional certificate and is granted to those who have completed an approved master's level program in school/guidance counseling and is valid for the position of school/guidance counselor for all grade levels, primary through grade twelve. The provisional certification may be renewed after five years using the "Form TC-2, Application for Certificate Renewal Duplicate" (available through the EPSB website) and submission of proof of the completion of a minimum of nine (9) semester hours of graduate credit in the areas of counseling or guidance counseling.

Standard Certification: The Standard Certificate for Guidance Counseling, Primary-Grade 12 is granted to those who have met one of the following options:

Option 1

1. Successful completion of an approved master's level program in guidance counseling;
2. Successful completion of an additional three to six credit hours from an approved graduate level counseling or guidance counseling program;
3. One year of full time employment as a provisionally certified guidance counselor in an accredited public or private school;
4. Hold a valid Kentucky Professional teaching certificate, and
5. Have a minimum of one year of fulltime classroom teaching experience.

Option 2

1. Successful completion of an approved master's level program in guidance counseling
2. Successful completion of an additional three to six credit hours from an approved graduate level counseling or guidance counseling program
3. Have a minimum of two year of successful employment as a Provisional fulltime certified guidance counselor.

Upon completion of the M.Ed. program, students should contact the College of Education and Human Development's Education Advising Center and the Education Professional Standards Board of Kentucky to complete the appropriate paper work to seek certification.

Participation in Professional Organizations

Students are strongly encouraged to join the ACA as a student member as well as any of the ACA divisions that are related to their professional interests. Students in the Clinical Mental Health Counseling program often become members of the AMHCA. Students in the School Counseling program join the ASCA.

Students also join and often become actively involved in the affiliated state associations (KCA, KSCA, KMHCA) including making presentations at professional conferences, often with faculty members. Students should talk to their advisor about how to get involved. You may to join the following associations: Kentucky Counseling Association at <http://www.kyca.org/> and Kentucky School Counselor Association at <http://www.kyschoolcounselor.org/>.

Visit the ACA website (<http://www.counseling.org>) for an introduction to our profession and to get acquainted with the many resources that are available to mental health professionals. In particular, see the following:

Student membership in ACA is available at: <http://www.counseling.org/Counselors/MemberJoin.aspx>

The ACA Code of Ethics, the professional code of ethics followed by members of our profession, is available at:
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Liability insurance, required for practicum and internship, can be obtained through ACA. See:
<http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp>

M.Ed. Student Annual Review

Annual reviews of all students in the Clinical Mental Health Counseling and School Counseling programs take place in late spring at the end of the academic year according to procedures developed by the Counselor Education programs. The purposes of the annual review are to track student progress, inform students about their progress in the program, and take appropriate action if there is concern about a student's progress.

Students submit a summary of their professional development activities over the past academic year to be used by the Counselor Education faculty during the review process (M.Ed. Programs in Clinical Mental Health Counseling and School Counseling Student Annual Review Professional Development Activities Report). Other sources of information are the student's academic transcript, the student's annual review from the previous year, and faculty assessments of the student based upon experience with the student in program-related situations (e.g., classroom, academic advising). Counselor Education faculty meet as a group to review all students.

Process for Clinical Mental Health Counseling and School Counseling M.Ed. students: Faculty review students using the information sources listed above. As a result of the assessment, students are categorized as follows: student should continue in the program, student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program, and process should be initiated to determine whether student should be dismissed from the program. All students receive a letter indicating the results of the annual review. If a student is rated other than "student should continue in the program," the student's academic advisor is responsible for initiating action to address the concern based upon remediation determined by the faculty during the annual review deliberations. If faculty determine that there is probable cause for a student's dismissal from the program, the student's advisor is responsible for initiating action based on the Department of Counseling and Human Development Student Review and Retention Policy.

Department of Counseling and Human Development Student Review and Retention Policy

Successful completion of a program of study in the Department of Counseling and Human Development (ECPY) is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. ECPY faculty member have a professional responsibility to evaluate the academic, professional, and personal development of students in the academic programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the faculty with information about the progress of students which will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables ECPY faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly-scheduled program or department faculty meetings. The discussions of student performance and progress will be held in executive session. At that time, any questions about students may be raised for faculty consideration.

Once a year, a department faculty meeting is set aside for student review. At this meeting, the progress of students in the department is assessed. The faculty will determine one of five possible outcomes for each student and proceed utilizing appropriate protocols specified:

1. The student is demonstrating exceptional skill and progress in their program. A letter addressing specific unique accomplishments of the student will be given to the student by their advisor and placed in the student's permanent department file.
2. The student is making satisfactory progress in the program.

3. The student is not demonstrating satisfactory progress but the issues are not judged serious enough to be placed on probation. This student is notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student.
4. If, in the professional judgment of the department faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty may either place the student on probation and create a remediation program, or,
5. Dismiss the student from the program.

A. Probation and Remediation. The student will be placed on probation, and a remediation plan will be developed by the student and the advisor with the approval of the ECPY retention committee. The Retention committee is composed of three faculty from the ECPY faculty appointed by the Department Chair, and does not include the advisor of the student. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's ECPY file.

Probation and Remediation Steps. If the department faculty determine that the student can benefit from a period of remediation, the following steps will be taken:

1. The department chair will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and/or the Retention Committee develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.
3. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the ECPY office. Both copies of the plan will be signed and dated by the student, the student's advisor, and the department chair.
4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
5. The faculty has three options of recommendation:
 - a. **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c. **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
6. The student will be notified in writing, by the department chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.

7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file in the ECPY office.
8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
9. If dismissal from the program is recommended by the faculty, the department chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the ECPY office.
10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
12. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
13. Written notification of the decision will be provided to the student by the department chair.
14. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the Dean of the College of Education and Human Development and the Dean of the U of L Graduate School.

If the student is not satisfied with the department faculty's decision, the student may file a grievance in accordance with the procedures outlines in Chapter 6 of the Redbook and further published in the Student Handbook.

B. Dismissal from Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the department faculty, the department chair will forward an immediate dismissal recommendation to the student by certified mail.

1. The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
2. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step B(1), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
3. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, and (c) render a decision as to whether the dismissal recommendation is to be upheld.
4. Written notification of the decision will be provided to the student by the department chair.

5. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the Dean of the College of Education and Human Development and the Dean of the U of L Graduate School.

Dismissal Policy

Dismissal of a student from the program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical and professional conduct. Program initiation of action toward the dismissal of a student is generally the final outcome when several informal and formal communications with the student regarding his or her unsatisfactory progress through the program have resulted in no improvement. When appropriate, special efforts at helping the student meet program requirements and training objectives are initiated. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty, within the parameters set by the Graduate School.

University of Louisville and the faculty of the department are committed to principles of fairness and due process in the implementation of dismissal actions. The University's *Graduate Student Handbook* as well as the *Graduate Student Catalog* describes the rights of each student at the University. Students should make themselves aware of their rights, as well as their responsibilities. Students should be aware of all policies and procedures relevant to students that are located on the School of Interdisciplinary and Graduate Studies (SIGS) website at <http://graduate.louisville.edu/sigs/policies-procedures.html> for links to the following information: [Student FAQ](#) (Answers to Student Questions), [Academic Grievance Procedure](#), [Graduate Catalog](#), Student Family and Medical Leave Act, SIGS By-Laws and Minimum Guidelines for Graduate Education, Minimum Guidelines for Graduate Education for Individual Units, and The RedBook: Policies and general guidance)

Reasons for Dismissal from the Program

A student's advancement through his or her academic program from one year to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are formally reviewed by program faculty once each academic year; however, faculty retain the right and responsibility to review any student circumstances or personal performances that may negatively affect the student's completion of the program, competencies for individual professional practice, or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica courses (labs, field experiences, practica) or internship
- Academic misconduct or dishonesty
- Criminal conviction of misconduct that affects ability to practice or be licensed
- Failure to comply with established University or program timetables and requirements
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client welfare

The following subsections are offered to clarify the aforementioned listed bases for student dismissal.

1. Failure to maintain minimum academic standards

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program (see definitions of these terms in the UofL Graduate Catalog). The Graduate School places a student on academic probation whenever her/his cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Normally, students receive a letter informing them of their probationary status; however, students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one semester to bring up their GPA. Students should be aware that all + and - grades are averaged on a fractional bases except for an A+, which is averaged as 4.0. Students on probation have one semester to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the Dean of the College of Education and Human Development. As a matter of departmental policy, no incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In the ECPY programs, grades of A+ to A- and B+ to B- are considered passing, whereas grades lower than B- are considered failing. Also as a matter of departmental policy, students may not accrue more than two "C's" or lower in their graduate program--whether those courses are courses within the department or courses taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average. Students must retake all courses (up to two) in which they earned a C or less. Students may take up to two program electives on a PASS/FAIL basis. No program subspecialty areas may be taken on PASS/FAIL bases.

2. Unsatisfactory performance in counseling practica courses or internship

Upon the recommendation of the student's clinical supervisor at their practicum or internship site, The University faculty supervisor, and/or in conjunction with the ECPY Clinical Training Director and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or internship, may be recommended to the ECPY department faculty for review for dismissal as outlined in the Student Review and Retention Plan.(beginning on p. 20).

3. Academic misconduct or dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulation or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the ECPY Department. If suitable solutions are not reached, the case shall be reported to the Dean of the College of Education and Human Development. (A copy of the grievance procedures used by the College of Education and Human Development can be found at:

<http://louisville.edu/education/eass/student-concerns>

Full document available at:

<https://sharepoint.louisville.edu/sites/SIGS/graddocs/Guidelines/Forms/AllItems.aspx>

4. Criminal conviction of misconduct that affects ability to practice or be licensed

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Kentucky as a psychologist (including a certified psychological associate) may be dismissed from the program by action of faculty.

5. Failure to comply with established University or program timetables and requirements

Graduate School policy permits doctoral students four years from the time of elevation to candidate status (conferred when students pass their comprehensive examinations) to completion of the dissertation. Where more than four years are needed to complete the degree, the appropriate appeals body of the Graduate School will consider petitions for further extensions and where evidence of continuing progress, currency of knowledge and other reasons are compelling, may grant further extensions. Doctoral students may initiate the petition process to the Graduate School through their doctoral program or dissertation chair for a leave of absence during either the pre- or post- comprehensive period to pursue full-time professional activities related to the student's doctoral program and long-range goals. Leaves of absence also may be granted because of illness or other emergency. Ordinarily a leave of absence is granted for one (1) year, with the possibility of extension upon request. After an absence of five (5) years, however, a doctoral student loses matriculation status and, in order to continue, must apply for readmission to the program and to the Graduate School. By graduating a student from one of its programs, the department is certifying that a student is current with respect to his/her field of study. When granting extension, the department may, at its discretion, stipulate that a student retake or supplement coursework in order to maintain currency in the field.

6. Unethical practices and/or unprofessional conduct

Faculty and students are referred to the ethical code and principles of the student's program (ACA Code of Ethics, APA Ethical Principles of Psychologists and Code of Conduct). Dual relationship issues are considered serious matters by the faculty; close personal monitoring is suggested.

7. Behavioral impairments that obstruct the training process and/or threaten client welfare

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

College of Education and Human Development Student Grievance Procedures from Guidelines for Graduate Education in the College of Education and Human Development, University of Louisville (May 11, 2009)

<http://louisville.edu/education/eass/student-concerns>

Full document available: <https://sharepoint.louisville.edu/sites/SIGS/graddocs/Guidelines/Forms/AllItems.aspx>

E. Conflict resolution

Any student who believes that he or she has been treated unfairly, discriminated against, or has had rights abridged may seek resolution of this conflict. Students, faculty, and administrators shall first seek to resolve the matter through informal discussion, administrative channels, and the University Student Grievance Officer. Should this approach fail, a student may initiate a grievance at the unit level within one year of the event giving rise to the complaint. The Graduate Student Academic Grievance Committee (Graduate Bylaws 2.3.5) will hold original jurisdiction for students enrolled in the School of Interdisciplinary and Graduate Studies and appellate jurisdiction for all other graduate students. All grievance procedures shall be conducted in accord with Redbook Section 6.8. The College of Education and Human Development follows the procedures for academic grievance as published in the University governance document, The Redbook, Chapter 6, Article 8.

Any student considering filing such a grievance is advised to consult with the Student Advocate for advice and information. The College of Education and Human Development Academic Grievance Committee is the committee of original jurisdiction for issues involving graduate students enrolled for graduate credit.

Section 1: Introduction

This procedure is designed to provide fair means of dealing with student complaints regarding a specific action or decision made by the faculty or a faculty member. "Students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance" (The Redbook, Section 6.8.1). The College of Education and Human Development Academic Grievance Committee has the power to hear all grievances of College of Education and Human Development graduate students involving academic matters other than substantive grade appeals. "Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instruction or affecting academic freedom" (The Redbook, Section 6.8.3). Because the "authority for the determination of grades in any course shall rest with the faculty of the academic unit offering the course" (The Redbook, Section 6.6.2), appeals over individual grades must be made to the faculty member, department chair, and/or dean of the academic department in which the course is offered. Grievance over grades can only be filed by students who "believe they have been treated unfairly, discriminated against, or have had their rights abridged" after they have used the academic unit's appeals procedures. The Graduate School Academic Grievance Committee may review allegations that a course grade has resulted from an unfair procedure. However, the committee should not substitute its judgment on the merits of such allegations regarding unfairness or discrimination as an evaluation of academic performance in the course. All grievances should be pursued, if possible (assuming procedures are available), in the Academic Department or Unit where the student's program is housed before approaching the Graduate School Academic Grievance Committee.

To assist the student, a Student Grievance Officer is provided, who is responsible for "informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Student Grievance Officer shall seek to resolve informally as many grievances as possible" (The Redbook, Section 6.8.2). Students are encouraged to seek the assistance of the Student Grievance Officer at any stage of the grievance process.

The procedures established for the Graduate School Academic Grievance Committee are described below:

Section 2: Preliminary Steps

To pursue a grievance concerning academic matters within the academic unit, the following steps of the grievance procedure should be observed:

The student should first discuss the matter with the person(s) directly involved and attempt to resolve the grievance through informal discussion.

If there is no resolution, the student should discuss the matter with that person's supervisor or the person to whom such person reports (e.g. department chair and/or dean), who should attempt to mediate a resolution.

If the student has not been able to obtain a resolution, he or she may request the Student Grievance Officer (S.G.O.) to attempt informal mediation of the problem.

If the matter has not been satisfactorily resolved through the informal process, the student shall submit a written statement of the grievance to the College of Education and Human Development Academic Grievance Committee through the Office of the Dean. Dr. Margaret Pentecost serves as the ex officio of the Student Grievance Committee and is the initial contact for students seeking to file a grievance:

The statement shall contain:

A complete narrative of the condition giving rise to the grievance;
Identification of the parties involved indicating those to be designated as respondents; and Statement of the specific remedy requested.

Section 3: Committee Action

Upon receipt of the written statement, the Academic Grievance Committee, or its representatives, shall:

Contact the student and the Student Grievance Officer to obtain assurance that all steps of the above informal process were completed and that those issues in the statement were discussed at all levels.

Notify the parties named in the statement of the grievance naming them; and send a copy of the statement to the named parties and to all committee members.

Notify the grievant and the respondent(s) of the right to challenge committee members for the cause, and request early notification of challenge(s) to expedite the grievance procedure. Challenges or notification that no challenges will be made must be received from the grievant in order for the grievance process to go forward. Challenges from respondents must be received no more than ten (10) working days after the right to challenge notification(s) is mailed. Included in this notification will be a list of the names of all current, regular grievance committee members. The Assistant Dean of Student Services, in consultation with the Chair of the Graduate Academic Grievance Committee, will determine if sufficient cause is represented in any challenge to exclude a committee member from participating in the grievance process.

Meet within twenty (20) working days after receiving both the written statement of any grievance and the grievant's response to the right to challenge committee members and recommend to the Dean of the Graduate School whether sufficient grounds exist to accept a case for hearing. If the Committee recommends against holding a hearing and the Dean concurs, the grievance process is ended. If the Committee recommends against holding a hearing and the Dean does not concur, the Dean can instruct the Committee to hold a hearing. If the Committee recommends that a hearing be held, the Committee shall hear the case. The Committee shall notify, in writing, all persons directly involved as to the reasons for its recommendation. If a grievance statement is received less than fifteen (15) working days before the end of the spring semester and the grievance committee is unable to convene a meeting due to the absence of some of its members from campus during the summer term, the Grievance Committee will meet within ten (10) working days after the beginning of the fall semester.

If a hearing will be held, notify in writing all the parties involved, including any witnesses, of the date, time, and place of the hearing at least ten (10) days prior to the hearing date (which shall be within thirty (30) working days of receipt of the written grievance).

Request in writing from all parties involved any pertinent material deemed necessary for review by the committee prior to the hearing. These materials, and any additional materials either party chooses to submit, must be submitted to the committee not later than four (4) days prior to the hearing. Any person named in a grievance may submit a written statement to the committee outlining issues from that person's perspective. Maintain confidentiality throughout the entire grievance process.

If a hearing will be held, request in writing from all parties involved to indicate if they wish to bring an advisor with them to the hearing and whether or not that advisor is an attorney. Note: If present during the hearing, an

advisor may act only as a consultant to the grievant or respondent and is not permitted to speak on behalf of the grievant or respondent, ask any questions of any involved parties, or present any evidence. This information should be submitted to the committee at least seven (7) days prior to the hearing.

If a hearing will be held, request in writing from all parties involved a list of the name(s) of any witness(es) they wish to invite to the committee at least seven (7) days prior to the hearing date.

The action of the grievance committee as to whether to grant a hearing when accepted by the Dean shall be final and binding on all parties except when subject to the condition of appeal, as described in Sections 6 and 7.

All communications among the committee, the grievant(s), and the person(s) named in the statement of grievance will be confidential.

Section 4: Hearing Process

All hearings conducted by the College of Education and Human Development Academic Grievance Committee shall be conducted confidentially in the following manner: The grievant(s) and the respondent(s) must be present during the information-gathering portion of the hearing. Witnesses will be available and will be called when needed. The committee reserves the right to allow the presence of a secretary or a technical assistant.

A grievant or respondent may have one advisor present at the hearing. An advisor may act only as a consultant to the grievant or respondent and is not permitted to speak on behalf of the grievant or respondent, ask any questions of any involved parties, or present any evidence. The grievant or respondent must notify the committee no less than seven (7) days prior to the hearing whether or not the advisor is an attorney. If the grievant chooses to have an attorney present, the University may decide to retain an attorney to act as an advisor to the Committee members or to the respondent(s).

All statements during the information-exchange phase of the hearing will be tape recorded. This record will be preserved in the University Archives for a minimum of five years and shall be confidential.

Any committee member may question any of the participants at the hearing.

The grievant will present his or her statements and/or witnesses to the committee.

The respondent will have the opportunity to question the grievant(s) and the witnesses about their statements.

The respondent will present his or her statements and/or witnesses to the committee.

The grievant will have the opportunity to question the respondent(s) about their statements.

After all information is exchanged, all persons except the committee members and the recording secretary will leave the committee room.

The grievant(s), the respondent(s), and the witnesses will continue to be available to the committee should further information be needed.

The Committee will meet in closed session to decide upon its recommendation(s) to the Dean.

The student's grievance will not be included as part of the student's record, unless it results in a change in student status or the student voluntarily inserts the information. Until the grievance is resolved, the student may continue the natural academic progression through the academic unit, subject to the requirements of Article 6.6, "Academic Review, Advancement, Probation, and Dismissal of Students," and Article 6.7, "Nonacademic Disciplinary Procedures," of The Redbook.

Section 5: Decision

The Dean shall approve or reject the committee's recommendation(s) within twenty-eight (28) days after receiving it (them). If the decision of the Dean is not in accord with the committee's recommendation(s), the Dean shall state the reasons for that decision, in writing, to all persons directly involved in the grievance and to the committee. The Dean shall then take appropriate action to implement his or her decision after the time for appeal has elapsed.

Section 6: Rehearing

A grievance committee, within twenty-one (21) days after delivery of its report, may be petitioned to reconsider its decision upon the basis of evidence of misrepresentation of materials, facts, or upon the basis of newly discovered evidence clearly not available at the original hearing.

Section 7: Appeal

Any party to the grievance may appeal to the SIGS Student Grievance Committee within twenty-one (21) days from the date of the final decision if the Dean does not concur with the recommendation of the grievance committee.

Approved May 11, 2009

University of Louisville Student Grievance Procedures

<http://louisville.edu/dos/campus-resources/student-grievance-officer.html>

(from The Redbook*)

Sec. 6.8.1 Individual Recourse

Any students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance within one year from the event giving rise to the complaint. The students shall first seek to have the matter resolved through informal discussion and through administrative channels.

As used herein the phrase "persons directly involved" means the grievant and those who are alleged to have brought about the condition upon which the grievance is based.

Sec. 6.8.2 Student Grievance Officer

There shall be a Student Grievance Officer nominated from a list of three persons other than students by the Student Senate and appointed by the President. The representatives of the Student Senate shall meet with the Office of the President to establish and review the duties and functions, the term and structure of the office, and budgetary arrangements necessary for the effective functioning of the Student Grievance Officer.

The Student Grievance Officer is responsible for informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Student Grievance Officer shall seek to resolve informally as many grievances as possible.

Sec. 6.8.3 Unit Level Academic Grievance Procedure

The faculty of each academic unit specified in The Redbook shall, in consultation with the Student Council of that unit, establish a unit Academic Grievance Committee and procedures for processing student grievances concerning academic matters. Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instruction or affecting academic freedom. Each unit's student grievance committee shall receive and make recommendations on formal grievances to its dean.

Sec. 6.8.4 Nonacademic Grievance Procedure

The Vice President for Student Affairs, in consultation with the Student Senate, shall establish the Nonacademic Grievance Committee to hear and make recommendations to the Vice President on formal student grievances concerning nonacademic matters which include all matters not covered by 6.8.3. A student may not file a grievance under this procedure involving matters arising in University housing. A student may not file a grievance which affects students as a class. On each grievance filed under the nonacademic procedures, the Student Grievance Officer shall recommend to the committee whether sufficient grounds exist to justify a hearing. Student disciplinary appeals are covered by Section 6.7.3 and may not be the subject of student grievances filed under this section.

Sec. 6.8.5 Hearing Procedures in Original Jurisdiction

Each grievance committee shall recommend to the dean of the unit within twenty working days of receipt of a written statement of any grievance whether to accept a case for hearing. The committee shall hear the case when the dean concurs. The written statement shall contain the following:

- A brief narrative of the condition giving rise to the grievance;
- A designation of the parties involved; and
- A statement of the remedy requested.

The grievant or any person directly involved shall have the right to challenge any member of the committee for cause. In the event of challenge, the committee shall consider and rule on the challenge. The challenged member shall not vote on the challenge. In the case of disqualification, absence, or other inability to serve, alternates shall serve when possible.

The grievance committee shall recommend to the dean of the unit whether there are sufficient grounds to accept a case for hearing. The committee shall notify, in writing, all persons directly involved as to the reason for its recommendation. The action of the grievance committee as to whether to grant a hearing when accepted by the dean of the unit shall be final and binding on all parties except when subject to the conditions of appeal. If a case is to be heard, such hearing shall be granted within thirty working days of receipt of the written statement of grievance, although such hearing may be subject to reasonable delay caused by availability of parties, or vacations, unless the grievance committee determines that delay would cause hardship to one or more of the parties to the grievance.

Sec. 6.8.6 Unit Academic Grievance Committee Report

Each Unit Academic Grievance Committee shall make its report, with recommendations for settlement of the case, to the dean of the unit with copies to the persons directly involved in the grievance. In the event that the final decision of the dean is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the dean, the report of the grievance committee shall be referred for decision to the University Provost. The dean shall also receive a copy of the report.

Sec. 6.8.7 Nonacademic Grievance Committee Report

The Nonacademic Grievance Committee shall make its report, with recommendations for settlement of the case, to the Vice President for Student Affairs with copies to the persons directly involved in the grievance and to the proper administrative officer. In the event that the final decision of the Vice President for Student Affairs or of the proper administrative officer is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the Vice President for Student Affairs, the report of the grievance committee shall be referred to the President or his designee. The Vice President for Student Affairs shall also receive a copy of the report.

When the desired remedy lies outside the jurisdiction of the Vice President for Student Affairs, the vice president shall forward the decision to the appropriate vice president or an administrator designated by the President as having a role comparable to that of a vice president for appropriate action. If the recommended remedy is not implemented, the responsible administrator shall state the reasons in writing to the Vice President for Student Affairs and all persons directly involved in the grievance.

Sec. 6.8.8 Rehearing

A grievance committee, within twenty-one working days after the delivery of its report, may be petitioned to reconsider its decision upon the basis of evidence of misrepresentation of material facts or upon the basis of newly discovered evidence clearly not available at the original hearing.

Sec. 6.8.9 University Student Grievance Committee

The University Student Grievance Committee shall consist of four faculty members and three student members. The President of the University shall select one of the committee's faculty members to serve as chair of the committee. The chair shall vote only in the case of a tie in the voting by the other members of the committee. The committee shall also have three alternate faculty members and three alternate student members. The faculty members shall be elected for staggered three-year terms by the Faculty Senate. The student members shall be elected for one-year terms by the Student Senate. Insofar as possible, the faculty and student members shall be selected in such a manner as to be representative of the broad range of academic units at the University of Louisville.

Sec. 6.8.10 Original Jurisdiction of the University Student Grievance Committee

The University Student Grievance Committee shall have original but not exclusive jurisdiction over grievances which involve two or more academic units or involve issues which either the Unit Academic Grievance Committee or Nonacademic Grievance Committee can show that it is unable to consider, or are outside its jurisdiction, or involve disagreement among two or more student grievance committees.

Sec. 6.8.11 Appellate Jurisdiction of the University Student Grievance Committee

If the final decision of a dean, vice president, or an administrator designated by the President as having a role comparable to that of vice president is not in concurrence with the recommendation of the grievance committee, any party directly involved in a grievance may appeal to the University Student Grievance Committee within twenty-one working days from the date of the final decision of the responsible administrator.

An appeal to or a hearing by the University Student Grievance Committee shall be based upon the record established by the Unit Academic Grievance Committee or the Nonacademic Grievance Committee. The committee then may request additional information.

Sec. 6.8.12 Formal Procedure

Both the appellate and the original jurisdiction of the University Student Grievance Committee shall be initiated through a written grievance to the chair of the University Student Grievance Committee with a copy sent to the Office of the President. The University Student Grievance Committee shall decide whether there are sufficient grounds for a hearing and in doing so it shall consult with the Student Grievance Officer.

Sec. 6.8.13 Hearing Procedure

If a grievance is to be heard involving original jurisdiction, the University Student Grievance Committee shall first hear evidence presented by the grievant. The committee shall not be bound by strict rules of evidence and may admit any evidence of probative value in determining the issues involved. Every possible effort shall be made to obtain the most reliable evidence available. All parties in a grievance shall have the right of one peremptory challenge with reference to the membership of the committee.

Sec. 6.8.14 Remedies

In a case involving original jurisdiction the University Student Grievance Committee shall render a finding of fact and, where appropriate, recommend a remedy after hearing all of the evidence.

In a case involving appellate jurisdiction the University Student Grievance Committee must not substitute its judgment on the merits for that of any faculty body or administrator whose decision is being considered. The committee may affirm the decision of a faculty body or administrator whose decision is the subject of the grievance, but should the committee find that the decision being appealed was not based on proper consideration, it may direct that a reconsideration be made, indicating specifically the errors it believes have been committed. After such reconsideration, the committee shall recommend affirmation, modification, or reversal of the decision as reconsidered, and shall submit same as the committee report.

Reports of the University Student Grievance Committee involving grievances concerned with academic matters shall be sent to the vice president responsible for the academic unit involved. Reports of the University Student Grievance Committee involving a grievance against a vice president or involving a grievance of a nonacademic nature shall be sent to the Office of the President. The vice president and the Office of the President shall act upon the committee's report in the following manner:

The appropriate vice president or the Office of the President may accept the remedy recommended by the University Student Grievance Committee within twenty-eight working days, in which case the appropriate vice president or the Office of the President shall take action to implement the remedy.

The appropriate vice president or the Office of the President may remand the case once if in its judgment the finding of facts was clearly contrary to the weight of the credible evidence.

The appropriate vice president or the Office of the President may disagree with the recommendation in whole or in part, and in so doing it shall state its recommendations and reasons therefor, in writing, to the University Student Grievance Committee and to all persons directly involved, and shall provide an opportunity for response before taking final action. The appropriate vice president or the Office of the President is responsible for taking final action.

Student Grievance Officer

Professor Brenda Hart from the Speed School of Engineering was appointed as the Student Grievance Officer. Professor Hart was chosen by the Office of the President from a list of names submitted by the Student Government Association. Professor Hart has served at UofL since 1975 and brings a wealth of knowledge and experience to the position. The main role of the Student Grievance Officer is to inform students of their rights and obligations under the University grievance procedures as listed in the Redbook.

Professor Brenda G. Hart

brenda@louisville.edu

852-6102

* The Redbook of the University of Louisville is the basic governance document of the University.

University Policies Relevant to Graduate Education

This section of the Handbook alerts you to important University policies and where you can find more extensive information on the UofL website.

Student Handbook <http://louisville.edu/dos/students/policies-procedures/student-handbook.html>

The University of Louisville's *Student Handbook* informs students of academic matters, opportunities for involvement, and describes programs/services to help improve the quality of each student's educational experience. The *Handbook* also provides information about the policies governing students during their tenure at the University. These policies express expectations of behavior and protect the rights of the individual. Each student or student group is held responsible for the policies and procedures of the University currently in effect or put into effect by the appropriate authorities of the University of Louisville.

Code of Student Conduct <http://louisville.edu/dos/students/code-of-student-conduct.html>

The Code of Student Conduct is the University's policy regarding non-academic misconduct and discipline of students. The primary purpose for the imposition of non-academic discipline in the University campus setting is to preserve and protect a quality educational environment. The Code of Student Conduct is published in the Student Handbook and is also available on the worldwide web at campuslife.louisville.edu/policies/studentconduct.html and through the Student Life Office, Student Activities Center, Room W302. If you have any questions or would like information pertaining to reporting an alleged incident of non-academic misconduct, please contact the Associate Director of Student Life at 852-5787. Academic related misconduct of students is not covered by the *Code of Student Conduct*, and falls within the jurisdiction of the individual academic units of the University.

Code of Student Rights and Responsibilities <http://louisville.edu/dos/policiesprocedures/student-rights-and-responsibilities-1-1.html> The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of their rights and responsibilities at the University of Louisville

Code of Student Rights and Responsibilities (sections most relevant to graduate education)

Section 1. Purpose: The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of their rights and responsibilities at the University of Louisville. Further rights and responsibilities are set forth in other University rules and policies, including the Code of Student Conduct, Residence Hall contracts, and academic unit bulletins. It is the students' responsibility to be aware of all University rules and policies; students should check with the office of the Assistant Vice President for Student Life and with their academic units if they have any questions about the purposes or intent of these policies.

The University is a public educational institution for adults rather than a custodial institution. Consistent with the role of the University to educate its students and to stimulate student autonomy and independence, University regulation and supervision of student life on and off campus is limited. The University does not assume responsibility or liability for the conduct of its students; responsibility and liability for student conduct rests with the student as inherent attributes of his or her adult status, concurrently with the student's freedom of choice regarding his or her presence at the University and his or her own conduct and associations.

Section 4. Classroom Rights and Responsibilities.

1. A student shall be evaluated on demonstrated knowledge and academic performance, and not on the basis of personal or political beliefs or on the basis of race, color, national origin, religion, sex, age, or handicap not affecting academic performance.
2. A student has freedom of inquiry, of legitimate classroom discussion, and of free expression of his or her opinion, subject to the teacher's responsibilities to maintain order and to complete the course requirements.

3. A student is responsible for fulfilling the stated requirements of all courses in which he or she is enrolled.
4. A student has the right:
 - a. To be informed in reasonable detail at the first or second class meeting about the nature of the course and to expect the course to correspond generally to its description in the appropriate University catalog or bulletin;
 - b. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;
 - c. to be informed in writing and in reasonable detail at the first or second class meeting of standards and methods used in evaluating the student's academic performance;
 - d. to be informed in writing of any necessary changes in assignments, requirements, or methods of grading during the semester with the reasons for such changes.
5. A student has the right to confidentiality in the student/teacher relationship regarding the student's personal or political beliefs. Disclosures of a student's personal or political beliefs, expressed in writing or in private conversation, shall not be made public without explicit permission of the student.

Charges of violations of these classroom rights and responsibilities shall be handled through the appropriate academic unit level procedures.

Section 5. Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville and all of its programs. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Academic dishonesty includes, but is not limited to, the following:

1. **Cheating:**
 - a. Using or attempting to use books, notes, study aids, calculators, or any other documents, devices, or information in any academic exercise without prior authorization by the teacher.
 - b. Copying or attempting to copy from another person's paper, report, laboratory work, computer program, or other work material in any academic exercise.
 - c. Procuring or using tests or examinations, or any other information regarding the content of a test or examination, before the scheduled exercise without prior authorization by the teacher.
 - d. Unauthorized communication during any academic exercise.
 - e. Discussing the contents of tests or examinations with students who have not yet taken the tests or examinations if the instructor has forbidden such discussion.
 - f. Sending a substitute to take one's examination, test, or quiz, or to perform one's field or laboratory work; acting as a substitute for another student at any examination, test, or quiz, or at a field or laboratory work assignment.
 - g. Conducting research or preparing work for another student, or allowing others to conduct one's research or prepare one's work, without prior authorization by the teacher.

Except when otherwise explicitly stated by the teacher, examination questions shall become public after they have been given.

2. **Fabrication:** Inventing or making up data, research results, information, or procedures, such as:
 - a. Inventing or making up data, research results, information, or procedures.
 - b. Inventing a record of any portion thereof regarding internship, clinical, or practicum experience.
3. **Falsification:** Altering or falsifying information, such as:
 - a. Changing grade reports or other academic records.
 - b. Altering the record of experimental procedures, data, or results.
 - c. Altering the record of or reporting false information about internship, clinical, or practicum experiences.
 - d. Forging someone's signature or identification on an academic record.
 - e. Altering a returned examination paper in order to claim that the examination was graded erroneously.
 - f. Falsely citing a source of information.

4. **Multiple Submissions:** The submission of substantial portions of the same academic work, including oral reports, for credit more than once without prior authorization by the teacher involved.
5. **Plagiarism:** Representing the words or ideas of someone else as one's own in any academic exercise, such as:
 - a. Submitting as one's own a paper written by another person or by a commercial "ghost writing" service; b. Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference; c. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference; d. Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge". Clear examples of "common knowledge" include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as "common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.
6. **Complicity in Academic Dishonesty:** Helping or attempting to commit an academically dishonest act. The academic units may have additional guidelines regarding academic dishonesty. It is the student's responsibility to check with their teachers and academic units to obtain those guidelines.

Section 6. Discipline Procedures for Academic Dishonesty

Charges of academic dishonesty shall be handled through the appropriate academic unit level procedures. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. A student has no right to appeal the final decision of an academic unit. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the academic unit may file a grievance with the Unit Academic Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the Unit Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the academic unit. An academic unit that suspends or expels a student from the academic unit because the student has been found guilty of academic dishonesty may recommend to the University Provost in writing that the student also be suspended or expelled from all other programs and academic units of the University. Within four weeks of receiving such a recommendation, the Provost shall issue a written decision. Neither the student nor the academic unit shall have the right to appeal the Provost's decision. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the issuance of a decision by the Provost may file a grievance with the University Student Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the University Student Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the Provost.

Section 7. Campus Expression

1. Students have the right of freedom of expression to the extent allowed by law.
2. Students may picket or demonstrate for a cause, subject to the following conditions:
 - a. The students must act in an orderly and peaceful manner.
 - b. The students must not in any way interfere with the proper functioning of the University.
 - c. Where students demonstrate in an area not traditionally used as an open public forum, the University reserves the right to make reasonable restrictions as to time, place, and manner of the student demonstrations.
3. Students may distribute written material on campus without prior approval, providing such distribution does not disrupt the operations of the University or violate University rules.
4. Students may invite to campus and hear on campus speakers of their choice on subjects of their choice; approval will not be withheld by any University official for the purpose of censorship.

Section 12. Student Records

The privacy and confidentiality of all student records shall be preserved in accordance with applicable laws. The University shall establish and adhere to a clear and definitive records policy.

The following policies are found on the UofL Dean of Students website <http://louisville.edu/dos/students>

Absence Notification <http://louisville.edu/dos/students/absence-notification.html>

Students and instructors are encouraged to deal directly with one another concerning all student absences. However, in the event students find they must be away from classes due to a sudden illness, emergency, or death in the family *and* are unable to make contact with their instructor(s), they may request an Instructor Notification by contacting the Dean of Students Office (DOS).

Missing Persons Policy <http://louisville.edu/housing/policies/standards/missing-persons-policy.html>

This policy has been designed to comply with the Higher Education Opportunity Act of 2008 for colleges and universities to establish a missing person policy for its on-campus residents.

Social Media Guidelines <http://louisville.edu/dos/students/policies-procedures/social-media-guidelines.html/>

The website provides a list of considerations for social media use.

Alcohol Policy <http://louisville.edu/dos/policiesprocedures/policy-for-hosting-events-with-alcohol.html>

If UofL students at least 21 years of age decide to drink alcohol, the University explicitly counsels only low risk use and condemns the misuse and abuse of alcohol.

Classroom Disruption Policy <http://louisville.edu/dos/policiesprocedures/classroom-disruption-policy-1.html>

Classroom Disruption is considered a violation of the Code of Student Conduct.

Emergency Procedures <https://louisville.edu/dehs/emergency/procedures.html>

The University's police, health and safety officials work with agencies throughout the community to review Louisville's readiness for natural or man-made emergencies. The emergency procedures listed on the website are designed to assist and guide members of the U of L community when emergencies occur.

The Redbook <http://louisville.edu/provost/redbook>

The Redbook is a basic governance document of the University.

Speech and Literature Distribution Policy <http://louisville.edu/dos/policiesprocedures/speech-and-literature-distribution-policy-1.html>

This procedure applies to individuals and groups, not part of the campus community, who wish to engage in speech activities (including leafleting) within the demarcated boundaries of the University.

Program, Department, College, and University Resources

ECPY Counseling Skills and Research Lab

The ECPY Counseling Skills and Research Lab, reserved for use by ECPY, is located in the in the 372 Porter Building Suite, which consists of the 372 classroom and the four adjoining lab rooms (373, 374, 375, 376). The primary purposes of the lab are to provide physical facilities for counseling skills practice and space to enhance in counseling and supervision. Phone 502-852-6884 for information.

CEHD Graduate Student Association <http://louisville.edu/education/org/gsa/cehd-graduate-student-association>

The College of Education and Human Development Graduate Student Association (GSA) represents and serves all masters and doctoral students enrolled in the College.. GSA goals are to provide information, resources, professional development events, and mutual support for students both on-campus and at a distance. The GSA represents the College on the Graduate Student Council (GSC). In addition, the GSA is a Recognized Student Organization (RSO) at the University of Louisville. As a graduate student in the College of Education and Human Development, you are automatically a member of this organization. There are NO dues or fees to pay! This may be the only time in your graduate student career that you are offered something for nothing!

ERTC (Education Resource Technology Center) <http://louisville.edu/education/ertc>: The ERTC, a unit in the College of Education and Human Development, provides readily-available technology services that support academic learning and research for faculty, staff, and students in the College of Education and Human Development. The Center in 201 Porter provides a quiet space for students to study and is equipped with computers (with student-relevant software) for student use. The ERTC also provides printing, faxing, copying, laminating, and die cutting services to faculty, staff, and students. Phone: 502-852-6437

University Libraries <http://louisville.edu/library>

The University of Louisville Libraries & Archives offer a broad range of special collections and primary source materials. Most of the libraries within the system are located on the Belknap Campus, just south of downtown Louisville. The William F. Ekstrom Library, located on the Belknap campus, is the library most often frequented by ECPY faculty and students. It contains more than 1.5 million volumes and 5,658 journal subscriptions supporting research and teaching in the humanities, social sciences, life sciences, business, education, physical sciences, engineering and technology. The Ekstrom Library also provides quiet study space and group areas for faculty and student meetings and discussions. The student UofL identification card (Cardinal Card) serves as a library card providing access to library services.

Student Health and Insurance

The University of Louisville offers a Comprehensive Medical Plan to meet student health care needs. This Comprehensive plan is a major medical and hospitalization plan which has coverage for both inpatient and outpatient services. Similar to an HMO, the Health Services Office serves as the primary care provider and a referral is necessary for most services rendered outside of the Student Health Services. Purchase of the Comprehensive Plan provides coverage for physician visits at the Health Services Office (HSO) which has two clinical locations.

To be eligible for coverage under the Comprehensive Plan, students must be one of the following: an undergraduate student taking 6 or more credit hours or a graduate student taking 3 or more hours or degree candidate. GTA, GTS and GRA students receiving a stipend check from the University receive the Comprehensive Plan coverage as a benefit of their employment. If you believe you are eligible for this benefit please check with your department to verify coverage. Dependents of insured students are eligible for the Comprehensive Medical benefits for an additional premium. Insured spouses are eligible for coverage at the Health Service Office facilities. Children under the age of 18 are not eligible for the Health Services benefit and cannot be seen in the Health Services Office.

The Health Service Offices operate 12 months of the year. The Belknap Office is located on the main Campus, 2207 South Brook Street, in the Student Health & Counseling Building, between the Student Activities Center and the Post Office. The Health Sciences Center (HSC) Office is located at 550 South Jackson Street, Ambulatory Care Building (ACB) 1st Floor. For more information and appointments, please call the Belknap Office at (502) 852-6479 or the HSC Office at (502) 852-6446. The Insurance Advocate can be reached at (502) 852-6519.

Cardinal Success Program @ Shawnee

<http://louisville.edu/education/cardinal-success>

ECPY launched The Cardinal Success Program @ Shawnee. The Cardinal Success Program @ Shawnee is an innovative partnership between the University of Louisville's College of Education and Human Development (CEHD), ECPY, and the Academy @ Shawnee (a traditionally low-performing high school in a highly challenged area of the city) and the west Louisville community. By design, it brings access to quality counseling services to students from a traditionally underserved area of the community. Services are provided by graduate level school counseling and clinical mental health counseling students, along with students from the other respective disciplines in the department (e.g., counseling psychology, art therapy, college student personnel) working under the direct supervision of a licensed psychologist who is also a faculty member with the CEHD. The Cardinal Success Program @ Shawnee is fully integrated into the daily activities of The Academy @ Shawnee and employs a collaborative approach to service delivery by creating a team comprised of teacher, parent, and counselor to support the social-emotional development of each student referred. Services offered include consultation, individual, group, and family counseling, career and college readiness services and psychological assessment.

University of Louisville Counseling Center <http://louisville.edu/counseling/counselingservices/>

The University Counseling Center provides mental health services to students without cost. Information about Center services is readily available on the Center website. All currently enrolled University of Louisville students are eligible for no-cost services at the University Counseling Center. Services include individual counseling, group counseling, couples counseling if both individuals are currently enrolled students, and referral services. In addition, the Counseling Center conducts mediation for students who are experiencing a non-academic personal dispute with other students or with faculty/staff. Use of University Counseling Center services is confidential. For an appointment call the Counseling Center at 852-6585.

The Disability Resource Center (DRC) <http://louisville.edu/disability/mission-goals-outcomes>

The Disability Resource Center (DRC) staff is committed to the provision of effective accommodations and advocacy for students with disabilities. Services are tailored to meet the needs of individual students based on their specific disabilities. The services provided by the DRC include, but are not limited to: testing accommodations, supplemental note-takers, interpreters, access to assistive technology, and assistance in obtaining textbooks in alternate format. Phone: 502-852-6938

The Office for LGBT Services <http://louisville.edu/lgbt>

The Office for Lesbian, Gay, Bisexual, and Transgender (LGBT) Services works to strengthen and sustain an inclusive campus community at the University of Louisville, one that welcomes people of all sexual orientations, gender identities, and gender expressions through support, educational resources, and advocacy. The Office for LGBT Services is part of the Intersection, a space where LGBT and other students come together to explore social justice issues and work across their differences to support the university's broadest vision for a diverse, welcoming campus. All students, regardless of sexual orientation or gender identity/expression, are welcome at the Intersection! If you are looking for a place where you can be yourself and meet new friends, come see us. The Center offers support for LGBT members of the university and their allies, including students, faculty, staff, alumni, and visitors; consultation about LGBT issues; educational, social, and supportive programming; coordination for LGBT-related groups and clubs on campus; and comfortable, accessible space for anyone interested in a place to talk, listen, or find support. Phone: 502-852-0695

Career Development Center <http://louisville.edu/career>

The primary purpose of the Career Development Center is to assist students and alumni in developing, evaluating, and/or implementing career, education and employment decisions. The Center assists students in finding part-time employment. Phone 502-852-6701

Student Activities Center <http://louisville.edu/studentactivities/student-activities-center>

The Student Activities Center, or SAC, is the main hub for student activities on the University of Louisville campus. The west wing of the SAC houses the campus bookstore, campus food services, a fast-food court, the Cardinal Corner Game Room, SAC Multipurpose room as well as the Student Activities and Dean of Students offices. The east wing of the SAC includes the Athletics and Intramurals offices and the student recreation center. This facility includes a weight room, cardio equipment, four full size basketball courts, racquetball courts and an aerobics room. The student recreational center offers other services that keep University of Louisville students happy, healthy, and engaged.

Cardinal Card <http://louisville.edu/cardinalcard>

The Cardinal Card is the official identification card for University of Louisville students, faculty, and staff. It serves as an identification card, library card, vehicle for [Cardinal Cash purchases](#) (printing and copying, dining locations on and off-campus, vending, etc.), facilities/door access, access to athletic facilities, discounts, and free TARC Service.

**M.Ed. Program in Clinical Mental Health Counseling
Pre-Practicum Professional Dispositions & Clinical Skills Evaluation Form**

**THIS FORM IS FILLED OUT BY THE ECPY 629 INSTRUCTOR
AT THE END OF THE SEMESTER.**

Student _____ Semester/Year _____

Evaluator _____

For each of the following items, please indicate the degree to which the skill has been demonstrated by the student. Level 2 is considered acceptable.

- 4 Highly developed: helpful, well-timed, and consistently well-performed
- 3 Well developed: helpful and well-timed when performed, not yet consistent or always smooth
- 2 Developed skills: usually helpful, demonstrates ability, but occasionally misses opportunities
- 1 Continue practice: not yet helpful or well-timed, or no skill existent when it should be
- 0 Major adjustment needed: not implemented, not helpful or well-timed

	0	1	2	3	4
Understands and is sensitive to diversity related to race, class, gender, ethnicity, sexual orientation, language, religion, family, dis/ability, as these have emerged during the course					
Demonstrates commitment to ensuring client success					
Communicates interest and acceptance of the client					
Is aware of personal issues (counter-transference/defensiveness) that might impact counseling					
Seeks, accepts, and uses constructive criticism and supervision to enhance self-development and counseling skills					
Recognizes own competencies and skills and shares these with peers and supervisors					
Recognizes own deficiencies and actively works to overcome them with peers and supervisors					
Is aware of own impact on others					
Listens carefully and communicates an understanding of others					
Uses interpersonal strengths appropriately, including humor and self-disclosure					
Demonstrates a personal commitment in developing interpersonal competencies					
Establishes appropriate professional relationships					
Behaves in an ethically appropriate manner					
Applies legal guidelines, professional codes of ethics, and knowledge of general professional standards					
Is appropriate regarding the cultural context of the individual/group					
Considers culture/diversity in assessment and interventions					
Is able to recognize normative from problematic behavior					
Demonstrates ability to work with clients who have exceptional needs (those with disabilities and those who are highly capable)					
Demonstrates ability to be appropriate regarding the developmental context of the individual/group					

	0	1	2	3	4
Considers developmental issues in assessment and interventions					
Explains the nature and objectives of counseling when appropriate					
Facilitates client expression of concerns and feelings					
Uses questions skillfully					
Uses reflections and restatements skillfully					
Recognizes and deals with positive and negative affect of the client					
Can deliver confrontations, challenges, and immediacy skillfully					
Can direct the session in a meaningful manner					
Identifies appropriate process goals					
Facilitates realistic goal setting with the client					
Encourages appropriate action-step planning with the client					
Initiates periodic evaluation of goals, action steps, and process during counseling					
Tracks the main issues presented by the client					
Is able to identify themes and patterns beyond the surface					
Is able to organize session data into meaningful frameworks					
Is able to consider the different components (cognitive, affective, behavioral, systemic) and sequences that make up and sustain problems					

Overall Assessment:

Comments relevant to areas of strength:

Comments relevant to areas for growth:

Student

ECPY 629 Instructor

Date

PRACTICUM/INTERNSHIP SITE REQUEST FORM

All ECPY Clinical Mental Health Counseling students planning to enroll in practicum or internship in a future semester must complete this form and return it to **Karen Barnes** (ECPY Office, Room 320). Prior to submitting this form to Karen Barnes it must be signed by the Clinical Mental Health Counseling Program Coordinator, **Dr. Lisa Hooper** (Office 325B)

As part of the application process, it is essential that you provide your current U of L e-mail address and check your email frequently for information about your placement site. Students should NOT contact any practicum or internship site on their own unless given prior approval. Students will be contacted via e-mail some time before the beginning of the semester. At that time, information will be disseminated and interviews will be scheduled.

Please complete the following information in the spaces provided below. Be sure to **PRINT CLEARLY**.

Date: _____

Please indicate the future semester that you plan to enroll in a practicum or internship:

Spring 20 _____ Summer 20 _____ Fall 20 _____

Name: _____

Student ID #: _____ UofL e-mail Address: _____

Home Phone: _____ Cell or Work Phone: _____

1. Semester (month and year) when you began your program of study:

2. Faculty Advisor: _____

3. Do you have an undergraduate degree in psychology or sociology? Yes _____ No _____

4. Are you seeking a practicum/internship where you work? Yes _____ No _____

If yes, where do you work? _____ Job Title: _____

5. Check which ECPY course you are seeking to take for the semester:

- ECPY 672 (CMH Practicum): _____
- ECPY 682 (CMH Internship): _____

6. Are you currently at a practicum/internship? Yes _____ No _____

If yes, list name of current site: _____

Name of Site Supervisor: _____ Supervisor's e-mail: _____

7. Would you like to continue at this site? Yes _____ No _____

If no, why?

8. Please list previous practicum/internship experiences: _____

9. Some of our sites require driving 30 to 45 minutes. Do you have transportation to get to sites outside of Metro-Louisville?

Yes _____ No _____

There are a variety of types of practicum/internship counseling experiences offered in the area. Some of the populations with whom you could be working are inpatient, outpatient, children/adolescents, and adults. We cannot guarantee that every student will get the population or site they prefer; however, we will do our best to accommodate you.

10. Would you like to work with children (under 13 yrs old)? Yes _____ No _____ Unsure _____

11. Would you like to work with adolescents (over 13 yrs old)? Yes _____ No _____ Unsure _____

12. Would you like to work with adults? Yes _____ No _____ Unsure _____

13. Would you like to work in a residential setting? Yes _____ No _____ Unsure _____

14. Would you like to work in an in-patient hospital setting? Yes _____ No _____ Unsure _____

15. Would you like to work in community mental health setting? Yes _____ No _____ Unsure _____

16. Would you like to work in a college counseling setting? Yes _____ No _____ Unsure _____

17. Would you like to work with children with developmental disorders (e.g., autism)?
Yes _____ No _____ Unsure _____

18. Would you like to work within a school setting (e.g., high school)? Yes _____ No _____ Unsure _____

19. Would you like to work within forensic setting (e.g., prison)? Yes _____ No _____ Unsure _____

20. Would you like to work with refugees? Yes _____ No _____ Unsure _____

21. Would you like to work with military personnel or veterans? Yes _____ No _____ Unsure _____

22. Any other information that would be helpful for placing you at a site:

IF YOU ARE CURRENTLY WORKING, practicum/internship placements require 16 to 20 hours per week. ALL sites require these hours to be done during business hours (e.g., 8am to 5pm)

23. Will you be able to adjust your work schedule to accommodate 16 to 20 hours during typical business hours?

Yes _____ No _____

24. Please describe in writing what your plans are for your future. That is, please describe where you plan to work and what population you want to work after you graduate. (Please attach no more than 1 page.)

COURSES LISTED BELOW ARE PREREQUISITES FOR PRACTICUM (672)

Indicate the semester when the courses listed below were completed. Example: S13, U13, F13

- _____ ECPY 601 Introduction to Clinical Mental Health Counseling
- _____ ECPY 619 Empirical & Theoretical Foundations of Counseling Psychotherapy
- _____ ECPY 621 Differential Diagnosis & Treatment in Counseling
- _____ ECPY 629 Theories & Techniques of Counseling Psychotherapy
- _____ ECPY 730 Social, Legal, & Ethical Issues in Counseling

COURSE LISTED BELOW ARE PREREQUISITES FOR INTERNSHIP (682)

Students should have no greater than three classes remaining when they begin their internship

Indicate the semester when the courses listed below were completed. Example: S13, U13, F13

- _____ ECPY 633 Multicultural Issues
- _____ ECPY 650 Group Process & Practice
- _____ ECPY 640 Assessment Methods for Counselors
- _____ ECPY 672 Practicum in Clinical Mental Health Counseling

ALL PRACTICUM STUDENTS MUST TURN IN PROOF OF PROFESSIONAL LIABILITY INSURANCE PRIOR TO OR ON THE FIRST DAY OF YOUR PRACTICUM/INTERNSHIP CLASS. PROOF OF INSURANCE MUST BE SUBMITTED TO KAREN BARNES, CEHD, ROOM 320 (THE ECPY MAIN OFFICE).

ATTACH A CURRENT CURRICULUM VITA

CMHC Program Coordinator Signature: _____ Date: _____

Student Signature: _____ Date: _____

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**ECPY 672 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING
SITE SUPERVISOR PRACTICUM AGREEMENT**

Practicum Site Supervisor: _____ Student: _____
Practicum site:

On behalf of my agency, I agree to the following:

- ✓ My agency will provide a minimum of 100 hours per semester of practicum experience for the student listed above.
- ✓ I will provide a minimum of one hour of person-to-person individual supervision weekly.
- ✓ I will complete a midterm and end-of-semester evaluation of the student using forms provided by the University of Louisville by the following dates. I understand that the student will provide me with the forms.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Date for Midterm evaluation:	October	February	June
Date for Final evaluation:	December	April	August

- ✓ My agency will provide a safe environment for the practicum student. Any safety hazards or potential risks to the student's health or well-being will be made known to the student and the ECPY Department in advance, in writing, before placement.

I am aware that:

- ✓ The student is enrolled in the Clinical Mental Health Counseling M.Ed. program at the University of Louisville.
- ✓ The student has completed all prerequisites for ECPY 672 Practicum in Clinical Mental Health Counseling (ECPY 601, ECPY 619, ECPY 629, ECPY 621, and ECPY 730).
- ✓ The student is required to complete a minimum of 100 clock hours of practicum experience during the semester.
- ✓ The student is required to accumulate a minimum of 40 direct service clock hours. This may include individual, couple, family, or group counseling (including co-therapy with a supervisor); crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- ✓ The student should function as a professional at my site and follow ethical standards for performance including those related to confidentiality. This applies to all interactions with clients and client records including video or audio tapes and notes.
- ✓ The student is required to have a minimum of one hour of individual supervision with me

weekly.

- ✓ The student is expected to participate in all the professional activities at the site that I determine are appropriate including staff meetings, case consultations, and trainings.
- ✓ The student is required to be covered by malpractice insurance before working with clients at the site. If the site provides insurance that covers students, the student must also have insurance that he/she purchases to cover practice at the site.
- ✓ The student is required to be aware of any safety issues at the site. It is the responsibility of the site to inform ECPY and the student, in advance of placement and in writing, about any hazards or potential risks to the student's health or well-being at the site. In addition, the student should be expected to attend any safety training provided to staff at the site.
- ✓ The student should be oriented to the site in a manner that enables him/her to become involved in services at the site as soon as possible during the practicum. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively the student should do the following:
 - a. tour the practicum site
 - b. understand the functions performed at the site and how the site operates within a broader system of mental health care
 - c. understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
 - d. complete any training required by the site
 - e. set a weekly work schedule
 - f. establish a consistent time for individual supervision
 - g. understand the responsibilities/roles/activities required of the student at the site
 - h. understand record keeping responsibilities
 - i. work with me to establish a system for client referral to the student
 - j. work with me to understand policies and procedures for taping client sessions to be used to evaluate the student's work as a counselor
- ✓ The student is required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
- ✓ The student is required to attend 2.5 hours of group supervision with the University faculty supervisor each week as part of the requirements to complete ECPY 672 Practicum in Mental Health Counseling.
- ✓ The student must complete all site and University requirements in order to complete the practicum.

I will work to ensure that the student is able to fulfill the responsibilities listed above. As an integral part of my responsibility as a supervisor I will:

- ✓ Establish a consistent time for individual supervision
- ✓ Provide feedback to the student on all aspects of his/her work at the site
- ✓ Assist the student in taping counseling sessions as governed by policy at the site
- ✓ Review all case notes, treatment plans, written reports, and other case documents

- ✓ Ensure a professional qualified to supervise is onsite when the student is working with clients
- ✓ Contact the University faculty supervisor if I have concerns about the student

MY INFORMATION:

Licensure:

License: _____ License #: _____ State: _____

Field of Study: _____ Academic degree: _____

Years of experience: _____

I have received formal training in supervision (e.g., course, seminar, board training):

YES NO

Contact Information:

Agency: _____

Address: _____

Phone (with extension): _____

Email address: _____

The student and I have developed goals for practicum that are listed on the student's Practicum Agreement. I agree to help the student achieve the goals.

I have read and understand the supervisory expectations listed above and agree to fulfill them during the student's practicum.

I agree to ongoing communication with the student's University-based faculty supervisor to assess student development. I also agree to contact the supervisor if I am aware of any issues with the student that would keep him/her from successfully completing practicum.

I have kept a copy of this agreement for future reference.

Supervisor Name

Signature

Date

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

ECPY 672 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING
STUDENT PRACTICUM AGREEMENT

Student: _____ Practicum Site: _____

- ✓ I am enrolled in the Clinical Mental Health Counseling M.Ed. program at the University of Louisville.
- ✓ I have completed all prerequisites for ECPY 672 Practicum in Clinical Mental Health Counseling (ECPY 601, ECPY 619, ECPY 629, ECPY 621, and ECPY 730).
- ✓ I am required to complete a minimum of 100 clock hours of practicum experience during the semester.
- ✓ I am required to accumulate a minimum of 40 direct service clock hours. This may include individual, couple, family, or group counseling (including co-therapy with a supervisor); crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- ✓ I will function as a professional at my site and follow the ethical standards of my profession including those related to confidentiality. I understand this applies to all interactions with clients and client records including video or audio tapes and notes.
- ✓ I am required to have a minimum of one hour of individual supervision with my on-site supervisor weekly.
- ✓ I am expected to participate in all the professional activities at my site that are deemed appropriate by my site supervisor including staff meetings, case consultations and staffings, and trainings.
- ✓ I am required to be covered by malpractice insurance before working with clients at my site. If my site provides insurance that covers students, I must also have insurance that I purchase myself to cover my practice at the site.
- ✓ I am required to be aware of any safety issues at my site. It is the responsibility of the site to inform ECPY and me, in advance of placement and in writing, about any hazards or potential risks to my health or well-being at the site. In addition, I should expect that any safety training provided to staff at the site will be provided to me.
- ✓ I am required to be oriented to the site in a manner that enables me to become involved in services at the site as soon as possible during the practicum. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively as a practicum student, I will do the following:
 - a. tour the practicum site
 - b. understand the functions performed at the site and how the site operates within a

broader system of mental health care

- c. understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
 - d. complete any training required by the site
 - e. set a weekly work schedule
 - f. establish a consistent time for individual supervision with my practicum supervisor
 - g. understand the responsibilities/roles/activities required of me at the site
 - h. understand my record keeping responsibilities
 - i. work with my supervisor to establish a system for client referral to me
 - j. work with my supervisor to understand policies and procedures for taping client sessions to be used to evaluate my work as a counselor
- ✓ I am required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
 - ✓ I am required to attend 2.5 hours of group supervision with my University faculty supervisor each week as part of the requirements to complete ECPY 672 Practicum in Mental Health Counseling.
 - ✓ I must complete all site and University requirements in order to complete the practicum.

My site supervisor and I have established the following goals for my practicum work at the site (improvement of specific counseling skills, application of specific approach or techniques, access to specific client populations, expectations from supervision, etc.). The goals are appropriate given that this is my first semester of clinical practice:

I have read and understand the expectations listed above and agree to fulfill them during the course of my practicum.

I have kept a copy of this agreement for future reference.

Student Name

Signature

Date

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

ECPY 672 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING OR

ECPY 682 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING OR

ECPY 780 ADVANCED PRACTICUM

PROOF OF MALPRACTICE INSURANCE

I have obtained malpractice insurance through: _____

Name of organization: _____

Name of policy provider: _____

Street

City

State

Zip

Telephone

Policy Number

Practicum Student Name

Signature

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**ECPY 682 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING
SITE SUPERVISOR INTERNSHIP AGREEMENT**

Internship Site Supervisor _____ **Student:** _____

Internship site: _____

On behalf of my agency, I agree to the following:

- ✓ My agency will provide a minimum of 300 hours per semester of internship experience for the student listed above.
- ✓ I will provide a minimum of one hour of person-to-person individual supervision weekly.
- ✓ I will complete a midterm and end-of-semester evaluation of the student using forms provided by the University of Louisville by the following dates. I understand that the student will provide me with the forms.

	Fall	Spring	Summer
Date for Midterm evaluation:	October	February	June
Date for Final evaluation:	December	April	August

- ✓ My agency will provide a safe environment for the internship student. Any safety hazards or potential risks to the student's health or well-being will be made known to the student and the ECPY Department in advance, in writing, before placement.

I am aware that:

- ✓ The student is enrolled in the Clinical Mental Health Counseling M.Ed. program at the University of Louisville.
- ✓ The student has completed ECPY 672 Practicum in Clinical Mental Health Counseling as a prerequisite to ECPY 682 Internship in Clinical Mental Health Counseling.
- ✓ The student is required to complete a minimum of 600 clock hours in two internships across two semesters.
- ✓ The student is required to accumulate a minimum of 240 direct service clock hours across two semesters of internship. This may include individual, couple, family, or group counseling (including co-therapy with a supervisor); crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- ✓ The student should function as a professional at my site and follow ethical standards for performance including those related to confidentiality. This applies to all interactions with clients and client records including video or audio tapes and notes.
- ✓ The student is required to have a minimum of one hour of individual supervision with me weekly.
- ✓ The student is expected to participate in all the professional activities at the site that I

determine are appropriate including staff meetings, case consultations, and trainings.

- ✓ The student is required to be covered by malpractice insurance before working with clients at the site. If the site provides insurance that covers students, the student must also have insurance that he/she purchases to cover practice at the site.
- ✓ The student is required to be aware of any safety issues at the site. It is the responsibility of the site to inform ECPY and the student, in advance of placement and in writing, about any hazards or potential risks to the student's health or well-being at the site. In addition, the student should be expected to attend any safety training provided to staff at the site.
- ✓ The student should be oriented to the site in a manner that enables him/her to become involved in services at the site as soon as possible during the internship. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively the student should do the following:
 - a. tour the internship site
 - b. understand the functions performed at the site and how the site operates within a broader system of mental health care
 - c. understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
 - d. complete any training required by the site
 - e. set a weekly work schedule
 - f. establish a consistent time for individual supervision
 - g. understand the responsibilities/roles/activities required of the student at the site
 - h. understand record keeping responsibilities
 - i. work with me to establish a system for client referral to the student
 - j. work with me to understand policies and procedures for taping client sessions to be used to evaluate the student's work as a counselor
- ✓ The student is required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
- ✓ The student is required to attend 2.5 hours of group supervision with the University faculty supervisor each week as part of the requirements to complete ECPY 682 Internship in Clinical Mental Health Counseling.
- ✓ The student must complete all site and University requirements in order to complete the internship.

I will work to ensure that the student is able to fulfill the responsibilities listed above. As an integral part of my responsibility as a supervisor I will:

- ✓ Establish a consistent time for individual supervision
- ✓ Provide feedback to the student on all aspects of his/her work at the site
- ✓ Assist the student in taping counseling sessions as governed by policy at the site
- ✓ Review all case notes, treatment plans, written reports, and other case documents
- ✓ Ensure a professional qualified to supervise is onsite when the student is working with clients
- ✓ **Contact the University faculty supervisor if I have concerns about the student**

MY INFORMATION:

Licensure:

License: _____ License #: _____ State: _____

Field of Study: _____ Academic degree: _____

Years of experience: _____

I have received formal training in supervision (course, seminar, board training, etc.):

YES NO

Contact Information:

Agency: _____

Address: _____

Phone (with extension): _____

Email address: _____

The student and I have developed goals for internship that are listed on the student's Internship Agreement. I agree to help the student achieve the goals.

I have read and understand the supervisory expectations listed above and agree to fulfill them during the student's internship.

I agree to ongoing communication with the student's University-based faculty supervisor to assess student development. I also agree to contact the supervisor if I am aware of any issues with the student that would keep him/her from successfully completing internship.

I have kept a copy of this agreement for future reference.

Supervisor Name

Signature

Date

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

ECPY 682 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING
STUDENT INTERNSHIP AGREEMENT

Student: _____ Internship site: _____

- ✓ I am enrolled in the Clinical Mental Health Counseling M.Ed. program at the University of Louisville.
- ✓ I have completed ECPY 672 Practicum in Clinical Mental Health Counseling as a prerequisite for ECPY 682 Internship in Clinical Mental Health Counseling.
- ✓ I am required to complete a minimum of 600 clock hours of experience during two internships.
- ✓ I am required to accumulate a minimum of 240 direct service clock hours (including experience leading groups) during two semesters of internship. This may also include individual, couple, or family counseling (including co-therapy with a supervisor); crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- ✓ I will function as a professional at my site and follow the ethical standards of my profession including those related to confidentiality. I understand this applies to all interactions with clients and client records including video or audio tapes and notes.
- ✓ I am required to have a minimum of one hour of individual supervision with my on-site supervisor weekly.
- ✓ I am expected to participate in all the professional activities at my site that are deemed appropriate by my site supervisor including staff meetings, case consultations and staffings, and trainings.
- ✓ I am required to be covered by malpractice insurance before working with clients at my site. If my site provides insurance that covers students, I must also have insurance that I purchase myself to cover my practice at the site.
- ✓ I am required to be aware of any safety issues at my site. It is the responsibility of the site to inform ECPY and me, in advance of placement and in writing, about any hazards or potential risks to my health or well-being at the site. In addition, I should expect that any safety training provided to staff at the site will be provided to me.
- ✓ I am required to be oriented to the site in a manner that enables me to become involved in services at the site as soon as possible during the internship. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively as an internship student, I will do the following:

- a. tour the internship site
- b. understand the functions performed at the site and how the site operates within a broader system of mental health care
- c. understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
- d. complete any training required by the site
- e. set a weekly work schedule
- f. establish a consistent time for individual supervision with my internship supervisor
- g. understand the responsibilities/roles/activities required of me at the site
- h. understand my record keeping responsibilities
- i. work with my supervisor to establish a system for client referral to me
- j. work with my supervisor to understand policies and procedures for taping client sessions to be used to evaluate my work as a counselor

- ✓ I am required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
- ✓ I am required to attend 2.5 hours of group supervision with my University faculty supervisor each week as part of the requirements to complete ECPY 682 Internship in Clinical Mental Health Counseling.
- ✓ I must complete all site and University requirements in order to complete the internship.

My site supervisor and I have established the following goals for my internship work at the site (improvement of specific counseling skills, application of specific approach or techniques, access to specific client populations, expectations from supervision, etc.). The goals are appropriate given that I have previous clinical practice in my practicum:

I have read and understand the expectations listed above and agree to fulfill them during the course of my internship.

I have kept a copy of this agreement for future reference.

Student Name

Signature

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**ECPY 672 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING OR
ECPY 682 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING OR
ECPY 780 ADVANCED PRACTICUM**

PROOF OF MALPRACTICE INSURANCE

I have obtained malpractice insurance through:

Name of organization: _____

Name of policy provider: _____

Street

City

State

Zip

Telephone

Policy Number

Internship Student Name

Signature

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

M.Ed. in CLINICAL MENTAL HEALTH COUNSELING

PRACTICUM/INTERNSHIP MIDTERM EVALUATION

Student Name: _____ Date of Evaluation: _____

Number of Previous Practicum/Internship Experiences: _____

Supervisor Name: _____ Semester: _____

Practicum/Internship Site: _____

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.): _____

The areas of competency listed below are considered to be important areas of knowledge, awareness, and skills for the practice of counseling and psychotherapy. Student development varies depending upon individual differences and previous clinical training. Please provide the student with feedback based on his/her level of professional development.

Please use the following scale to rate your supervisee on the 10 items below:

- +3 Strongly Above Expectations: The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.
- +2 Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.
- +1 Slightly Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent
- 0 Meets Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.
- 1 Slightly Below Expectations: This is an emerging knowledge, awareness, and/or skill for trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.
- 2 Below Expectations: Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.
- 3 Extremely Below Expectations: Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.
- N/A Not applicable for this training experience or not assessed by this supervisor.

Training Area	Rating
<p>1. Assessment, Diagnosis & Case Conceptualization (e.g., gathers critical information, formulates meaningful case conceptualizations, develops appropriate treatment goals, flexible and knowledgeable about theoretical approaches, knowledgeable about DSM-5, incorporates cultural considerations) Comments:</p>	
<p>2. Intervention (e.g., uses basic interviewing skills, forms working alliance with clients, tolerates difficult emotions with clients, knowledgeable and flexible with interventions and takes into consideration cultural factors, develops appropriate plan to address treatment goals, is respectful and nonjudgmental with clients, maintains professional boundaries, deals with ruptures effectively) Comments:</p>	
<p>3. Crisis Intervention (e.g., assess and intervenes during crisis situations appropriately, ability to conduct suicidal and homicidal assessments effectively, assess potential of child and elder abuse and/or neglect effectively, follows up appropriately, demonstrates ability to remain calm during crisis situations) Comments:</p>	
<p>4. Consultation and Outreach (e.g., knowledgeable about when to consult, collaborates with colleagues and other departments professionally, conducts clear, professional, and effective outreach programs that are relevant to student populations) Comments:</p>	
<p>5. Personal Characteristics (e.g., ability to assess own strengths and weaknesses, empathizes with others, ability to identify personal distress, understands impact of self on others, demonstrates professionalism, actively participates in seminars) Comments:</p>	
<p>6. Relationships and Interpersonal Issues (Colleagues, Agency) (e.g., works collaboratively with colleagues including support staff and peers, provides constructive feedback and support to peers, willing to take risks and be transparent with peers, receives feedback non-defensively, willing to acknowledge and work through interpersonal conflict with colleagues) Comments:</p>	

<p>7. Use of Supervision (e.g., open and non-defensive to supervisory evaluation and feedback, self-reflects and self-evaluates regarding clinical skills and use of supervision, demonstrates good judgment as to when supervisory input is necessary, transparent with supervisor, willing to take risks and acknowledge mistakes, applies what is discussed in supervision to interactions with clients) Comments:</p>	
<p>8. Management and Administration (e.g., completes delegated and administrative tasks in a timely manner, follows agency's policies and operating procedures, maintains organized and timely notes and client records) Comments:</p>	
<p>9. Diversity – Individual and Cultural Differences (e.g., knowledgeable about one's cultural worldview, recognizes biases and stereotypes, willing and open to work through emotional responses regarding cultural diversity, willing and open for self-reflection, knowledgeable about the impact of diversity in clinical situations, advocates for positive change in system, infuses culture and diversity into all aspects of professional work) Comments:</p>	
<p>10. Ethical and Legal Standards (e.g., Knowledgeable about ethical principles and legal mandates, recognizes and analyzes ethical dilemmas and legal issues appropriately, seeks appropriate information and consultation when faced with ethical issues, behaves ethically across all aspects of professional work) Comments:</p>	

Additional Supervisor Comments:

Trainee Comments/Response:

Trainee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**M.Ed. in CLINICAL MENTAL HEALTH COUNSELING
PRACTICUM/INTERNSHIP FINAL EVALUATION**

Student Name: _____ Date of Evaluation: _____

Number of Previous Practicum/Internship Experiences: _____

Supervisor Name: _____ Semester: _____

Practicum/Internship Site: _____

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.): _____

The areas of competency listed below are considered to be important areas of knowledge, awareness, and skills for the practice of counseling and psychotherapy. Student development varies depending upon individual differences and previous clinical training. Please provide the student with feedback based on his/her level of professional development.

Please use the following scale to rate your supervisee on the items below:

- +3 Strongly Above Expectations: The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.
- +2 Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.
- +1 Slightly Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent.
- 0 Meets Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.
- 1 Slightly Below Expectations: This is an emerging knowledge, awareness, and/or skill for trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.
- 2 Below Expectations: Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.
- 3 Extremely Below Expectations: Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.
- N/A Not applicable for this training experience or not assessed by this supervisor.

I. Assessment / Diagnosis / Case Conceptualization	Rating
1. Effectively gathers information about the nature and severity of clients' presenting concerns.	
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
3. Develops treatment goals that are appropriate.	
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.	
5. Knowledgeable about when to seek further information to conceptualize the client.	
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.	
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
OVERALL RATING	
Comments:	

II. Intervention	Rating
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
2. Ability to form a working alliance with clients.	
3. Tolerates difficult emotions and explores clients' feelings.	
4. Deals with ruptures effectively and negotiates differences with clients.	
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.	
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.	
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
8. Considers empirically supported treatments or evidence-based treatments.	
9. Prepares clients for termination of treatment appropriately and sensitively.	
10. Understands and maintains appropriate professional boundaries with clients.	
OVERALL RATING	
Comments:	

III. Crisis intervention	Rating
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	
3. Conducts suicidal and homicidally assessments thoroughly, effectively and appropriately. Elicits relevant information.	
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	
5. Seeks appropriate consultation or supervision when encountering crisis situations.	
6. Follows-up with client needs related to the crisis and provides case management when appropriate.	
7. Demonstrates ability to remain calm during a crisis situation.	
OVERALL RATING	
Comments:	

IV. Consultation and Outreach	Rating
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
2. Knowledgeable about when to consult with other professionals or supervisors.	
3. Knowledgeable about didactic learning strategies that take into consideration developmental	

and individual differences during outreach programs.	
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
5. Demonstrates clear and effective communication skills in both consultation and outreach.	
OVERALL RATING	
Comments:	

V. Personal Characteristics	Rating
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
5. Understands impact of self on others including colleagues and clients.	
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	
OVERALL RATING	
Comments:	

VI. Relationships and Interpersonal Issues (Colleagues, Agency)	Rating
1. Works collaboratively with peers and colleagues.	
2. Provides constructive feedback and support to peers.	
3. Receives feedback non-defensively from peers.	
4. Respects support staff roles and persons.	
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.	
OVERALL RATING	
Comments:	

VII. Use of Supervision	Rating
1. Open and non-defensive to supervisory evaluation and feedback.	
2. Self-reflects and self-evaluates regarding clinical work with clients.	
3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
4. Communicates self to the supervisor when appropriate (i.e., transparency)	
5. Willing to take risks and acknowledge troublesome areas and make mistakes.	
6. Applies what is discussed in supervision to interactions with clients.	
OVERALL RATING	
Comments:	

VIII. Management and Administration	Rating
1. Follows agency's policies and operating procedures.	
2. Documents crisis assessments appropriately.	
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
OVERALL RATING	
Comments:	

IX. Diversity – Individual and Cultural Differences		Rating
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.		
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.		
3. Open to exploring one's feelings and reactions to power and diversity issues.		
4. Knowledge about the nature and impact of diversity in different clinical situations.		
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.		
6. Infuses culture and diversity into all aspects of professional work.		
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.		
OVERALL RATING		
Comments:		

X. Ethical and Legal Standards		Rating
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.		
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.		
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.		
4. Behaves ethically across all aspects of professional work.		
OVERALL RATING		
Comments:		

Additional Supervisor Comments:

Trainee Comments/ Response:

Trainee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**SCHOOL COUNSELING
PRACTICUM/INTERNSHIP AGREEMENT**

ECPY 674, Practicum _____ ECPY 684, Internship _____

Student Name _____ Student ID# _____

Site _____

Site Address _____

Phone _____ Email _____

This agreement is valid for two (2) consecutive semesters when the student maintains the same practicum/internship supervisor for both semesters. This agreement will have to be resubmitted again if a student is in a new site and/or has a new supervisor.

I, (student name) _____, certify that:

1. I have completed all prerequisites for the counseling practicum/internship and am pursuing a Master's Degree from the Department of Counseling and Human Development with an emphasis in school counseling.
2. I understand that the purpose of practicum/internship is to provide students with an on-site experience in school counseling; to introduce or advance training in interviewing and other counseling techniques within a school setting; and to help students choose and apply appropriate counseling techniques relative to sound theory and school counseling practices with a comprehensive developmental guidance and counseling program.
3. I am committed to gaining personal and professional knowledge, awareness, sensitivity and skills pertinent to working with a diverse client population.
4. I will actively participate in a minimum of 1 hour per week of individual face-to-face supervision with a site supervisor.
5. I will actively participate in face-to-face supervision with my practicum instructor on a regular basis during the semester.
6. I will actively participate in a minimum of 1 ½ hours per week in group supervision with other students at the University of Louisville.
7. I will be both formally and informally evaluated throughout the practicum/internship and that I will be informed of all evaluations at the beginning of the semester.
8. I am required to complete a minimum of 100/600 hours per semester of practicum/internship experience. Further, a minimum of 40/240 hours of this will be in direct service (with at least ¼ of direct service hours in group work; 60 hours of group work for internship).
9. I will conduct myself in an ethical, legal, and professional manner at all times as specified by the code of ethics of the American Counseling Association and the American School Counselor Association (included in this handbook).
10. I am required to complete at least one case study report for each practicum/internship.

11. I have a professional liability insurance policy with minimum \$500.00/\$500,000 coverage.
12. I am aware that the practicum/internship site and practicum/internship supervisor are expected to provide a safe environment for the practicum/internship student and will make known to me and the ECPY Department in advance, in writing, before placement, any hazards or potential risks to my health or wellbeing.
13. I have established a consistent time for supervision with my practicum/internship supervisor.

GENERAL INFORMATION

Practicum: The purpose of the school counseling practicum is to provide students with an on-site tutorial experience in school counseling; to introduce or advance training in interviewing and other counseling techniques within a school setting; and to help students analyze and apply appropriate counseling techniques relative to sound theory and school counseling practices within a comprehensive developmental guidance and counseling program.

Through assigned readings, class participation, case processing, case study, observation and (peer) tape critiquing, student will be able to:

- a. Identify and practice within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience.
- b. Demonstrate a commitment to gain personal and professional knowledge, awareness, sensitivity and skills pertinent to working with a diverse client population.
- c. Identify strengths and weaknesses of counseling interviews and other guidance activities.
- d. Each complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides from the development of individual counseling and group work skills under supervision. The student's practicum includes the following:
 - i. A minimum of 40 hours of direct service (at least $\frac{1}{4}$ of these hours should be group work)
 - ii. Minimum of one hour per week of individual supervision over a minimum of one academic term
 - iii. A minimum of 1 and $\frac{1}{2}$ hours per week in group supervision with other students
 - iv. Formal and informal evaluation of the student's performance throughout the practicum.
- e. Identify appropriate approaches and techniques to be used with various clients.
- f. Practice evaluating counseling approach against ethical and legal standards.
- g. Develop criteria for writing case studies.
- h. Learn innovative techniques for supervision.

Practicum can be viewed as a succession of experiences in which you are prepared to perform all of the major functions and roles of a school counselor. It is not possible to learn all the details of a work situation, as they vary from one place to another. However, the following general areas need attention: individual counseling, small group counseling, consultation with administrators, teachers and parents, coordinating peer facilitator, teacher-as-advisor and other programs, classroom or large group guidance.

Internship: The school counseling internship provides experience in school counseling under the supervision of a Certified School Counselor. Six hundred (600) hours of service is required and can be achieved either in one semester (40 hours/week in a K-12 school setting) or over several semesters by serving at least 300 hours in a school setting and the remaining hours in a setting serving K-12 school aged children. The purpose of the internship is to provide students with an on-site experience in school counseling; to introduce or advance training in interviewing and other counseling techniques within a school setting; and to help students analyze and apply appropriate counseling techniques relative to sound theory and school counseling practices within a comprehensive developmental guidance and counseling program.

To be recommended by the ECPY department for Kentucky guidance certification, students must earn a minimum grade of “B” in both practicum/internship and successfully complete a portfolio.

UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
SCHOOL COUNSELING

ECPY 674, Practicum _____

ECPY 684, Internship _____

STUDENT AGREEMENT

Student: _____ Practicum/Internship Site: _____

- 1) I have read and completed all of the above information and abide by the terms of this agreement.
- 2) I have made a copy of this completed agreement for my records.
- 3) I have arranged a regularly scheduled supervision meeting time with my site supervisor(s) on:

Day _____ from (beginning time) _____ to (ending time) _____.

- 4) The following is my professional liability insurance information:

Name of policy provider: _____

Address: _____

City: _____ State: _____, Zip: _____

Policy Number: _____

Signature of Student

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
SCHOOL COUNSELING**

ECPY 674, Practicum _____

ECPY 684, Internship _____

SITE SUPERVISOR AGREEMENT

Practicum/Internship Site Supervisor: _____ Student: _____

Practicum/Internship Site: _____

I, _____, verify that:

1) I hold Guidance Certification in ____KY ____IN ____Other (_____)

Years of experience: _____

I have received formal training in supervision (course, seminar, board training, etc.):

Yes _____ No _____

2) I will provide a minimum of one hour of face-to-face individual supervision weekly at the following time:

Day _____ from (beginning time) _____ to (ending time) _____.

3) I will complete an evaluation during the mid-term and at the end of each semester of the practicum/internship by the end of the following months:

	FALL	SPRING
Mid-term Eval	October	February
Final Eval	November	April

Note. On-line evaluations will be provided to you via e-mail.

- 4) I will review and verify student weekly practicum/internship logs (time sheets).
- 5) I will provide a safe environment for the practicum/internship student. Any safety hazards or potential risks to the student's health or wellbeing will be made known to the student and the ECPY Department in advance, in writing, before placement.

I am aware that:

- 6) During the semester, students need to perform both direct and indirect service to clients as described in the General Information section of this agreement.
- 7) The ECPY Department requires that some counseling sessions be audio-or video-taped, on a weekly basis, in order to facilitate supervision and insists upon strict confidentiality and professionalism on the part of the practicum/internship student in all client matters.
- 8) The practicum/internship student should be given access to and encouraged to attend case staffings and meetings and to be involved in activities within the school pertaining to professional growth.
- 9) Students are **REQUIRED** to be covered by professional liability insurance. This may be purchased by the student through American Counseling Association, American School Counselor Association, Kentucky Counseling Association, or privately. Insurance provided by the National Education Association (NEA) is **NOT** sufficient.
- 10) In addition to the above, I will provide the practicum/internship student with maximum exposure to this practicum/internship site by arranging for all required practicum/internship experience as delineated in this agreement.
- 11) If I experience any issues related to the student and his/her experiences under my supervision that need to be addressed, I will contact the ECPY Department at (502) 852-6884 as soon as possible to speak to the School Counseling Program Coordinator and/or the student's practicum/internship instructor.

Contact information for the practicum/internship supervisor is:

Name _____

Address _____

City, State, Zip _____

Phone _____ Fax _____

E-mail Address _____

- I have read and completed all of the above information and I will abide by the terms of this agreement.
- I will return the mid-term and final evaluation forms at the times listed in this agreement.
- I have retained a copy of this agreement.

Signature of Site Supervisor

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
SCHOOL COUNSELOR PRACTICUM/INTERNSHIP
SUPERVISOR'S MID-TERM EVALUATION OF STUDENT**

Student Name _____ Instructor _____

School _____ Phone # _____

Supervisor _____ Semester _____

Please comment on the student's performance in the following areas by placing an X in the appropriate space. (4 = highest rating, 1= lowest rating)

Key:

1. Performs unsatisfactorily
 2. Needs improvement in performance
 3. Meets performance expectations
 4. Exceeds performance expectations
- N/A Not Applicable

A. PROFESSIONAL SKILLS	1	2	3	4	N/A
Ability to plan, implement and evaluate a comprehensive school counseling program based on student needs.					
Ability to collaborate with teachers to provide classroom guidance.					
Ability to prepare students for successful transitions.					
Ability to evaluate and modify the curriculum to meet the needs of students.					
Provides individual counseling for students to meet their personal and academic needs to overcome learning barriers.					

	1	2	3	4	N/A
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.					
Consults with community agencies as needed.					
Works with teachers and school personnel to meet the needs of students.					
Consults with community agencies as needed.					
Works with teachers and school personnel to meet the needs of students.					
Recognizes community agencies available for referrals.					
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.					
Ability to coordinate people and resources from the school and community.					
Ability to assess, interpret & communicate assessment results to stakeholders.					
Follows the ethical code of the counseling profession.					
Act in a role that clearly distinguishes him/her from any professional who administers disciplinary action.					
Ability to apply information systems and technology.					
Demonstrates positive human relationships for all students from all cultural backgrounds.					
Capacity for genuineness, openness and warmth with clients.					

B. APPROACH TO LEARNING	1	2	3	4	N/A
Awareness of own reactions to client and their implications for assessment and treatment.					
Ability to accept and make constructive use of supervision.					
Openness to feedback offered by supervisor.					
Willingness to try different approaches at the suggestion of supervisor.					
Willingness and capacity to evaluate self as a counselor and to assess quality of performance.					
C. PROFESSIONAL DEMEANOR					
Punctuality and attendance.					
Dependability.					
Willingness to assume duties and responsibilities.					
Ability to relate well to other staff.					

If "3" represents performance above that expected from students at this level, "2" represents adequate performance, and "1" represents real concern about the student's potential in the field, what score would you assign? _____

Has this evaluation been discussed with the student? Yes ____ No ____

We appreciate any additional comments you can provide regarding our students.

Comments:

Supervisor's Signature

Date

Student's Signature

Date

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
SCHOOL COUNSELOR PRACTICUM/INTERNSHIP
SUPERVISOR'S FINAL EVALUATION OF STUDENT**

Student Name _____ Instructor _____

School _____ Phone # _____

Supervisor _____ Semester _____

Please comment on the student's performance in the following areas by placing an X in the appropriate space. (4 = highest rating, 1= lowest rating)

Key:

1. Performs unsatisfactorily
 2. Needs improvement in performance
 3. Meets performance expectations
 4. Exceeds performance expectations
- N/A Not Applicable

A. PROFESSIONAL SKILLS	1	2	3	4	N/A
Ability to plan, implement and evaluate a comprehensive school counseling program based on student needs.					
Ability to collaborate with teachers to provide classroom guidance.					
Ability to prepare students for successful transitions.					
Ability to evaluate and modify the curriculum to meet the needs of students.					
Provides individual counseling for students to meet their personal and academic needs to overcome learning barriers.					

	1	2	3	4	N/A
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.					
Consults with community agencies as needed.					
Works with teachers and school personnel to meet the needs of students.					
Consults with community agencies as needed.					
Works with teachers and school personnel to meet the needs of students.					
Recognizes community agencies available for referrals.					
Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.					
Ability to coordinate people and resources from the school and community.					
Ability to assess, interpret & communicate assessment results to stakeholders.					
Follows the ethical code of the counseling profession.					
Act in a role that clearly distinguishes him/her from any professional who administers disciplinary action.					
Ability to apply information systems and technology.					
Demonstrates positive human relationships for all students from all cultural backgrounds.					
Capacity for genuineness, openness and warmth with clients.					

B. APPROACH TO LEARNING	1	2	3	4	N/A
Awareness of own reactions to client and their implications for assessment and treatment.					
Ability to accept and make constructive use of supervision.					
Openness to feedback offered by supervisor.					
Willingness to try different approaches at the suggestion of supervisor.					
Willingness and capacity to evaluate self as a counselor and to assess quality of performance.					
C. PROFESSIONAL DEMEANOR					
Punctuality and attendance.					
Dependability.					
Willingness to assume duties and responsibilities.					
Ability to relate well to other staff.					

If "3" represents performance above that expected from students at this level, "2" represents adequate performance, and "1" represents real concern about the student's potential in the field, what score would you assign? _____

Has this evaluation been discussed with the student? Yes ____ No ____

We appreciate any additional comments you can provide regarding our students.

Comments:

Supervisor's Signature

Date

Student's Signature

Date

Application Received __/__/__

School Counseling Program
Application for School Counseling Field Experience (Practicum & Internship)
Department of Counseling and Human Development

Notes:

- Applications must be submitted by March 1 in order to take practicum in the Fall, and October 1 in order to take practicum in the Spring.
- Students who are taking the practicum and internship courses consecutively only need to complete this application one time, prior to enrolling in practicum.
- Students who do not take internship 1 the following fall or spring semester after completing practicum are required to re-submit this application prior to enrolling in internship 1.
- Students who do not take internship 2 following fall or spring semester after completing internship 1 are required to re-submit this application prior to enrolling in internship 2.
- Students must have a 3.0 GPA to be considered for practicum or internship.
- Students must have a B or better in ECPY 630 to be eligible for practicum.
- Students must provide evidence of professional liability insurance prior to the first day of practicum/internship. Proof must be turned into the ECPY office (room 320).

I am applying for: Practicum_____ Internship 1_____ Internship 2_____

Term and Year:_____

Student Name:_____

UofL e-mail: _____

Address: _____

Phone: _____

Students are not required to have a site identified prior to applying for their field experience. However, if you have identified a site, please complete the following:

School Name:

Have you made contact with the counseling department or a school counselor at the site? Yes___

No___

Name of the site contact:

Phone and e-mail of the site contact:

- Upon turning in this form, please make an appointment with the School Counseling Program Coordinator so he/she can aid you in the process of identifying a site for your practicum/internship.

- The courses below must be completed prior to enrolling in practicum. Please indicate when you completed these courses (example SU 2014, FA 2015)

_____ ECPY 624 Foundations in School Counseling
_____ ECPY 630 Theories and Techniques of School Counseling
_____ ECPY 650 Group Counseling
_____ ECPY 730 Social, Legal, & Ethical Issues in Counseling

Return the completed form to the ECPY Office, 320

**Counselor Education Programs
Clinical Mental Health Counseling M.Ed. and School Counseling M.Ed.
Department of Counseling and Human Development**

ANNUAL REVIEW PROCEDURES

Annual reviews of all students in the Clinical Mental Health Counseling M.Ed. and School Counseling M.Ed. programs take place in late spring at the end of the academic year. The purposes of the annual review are to (1) track student progress, (2) inform students about their progress in the program, and (3) take appropriate action if there is concern about a student's progress.

In mid-spring semester, the following form should be distributed to all students with a due date that allows for review in late May or early June:

- M.Ed. Programs in Clinical Mental Health Counseling and School Counseling Student Annual Review PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

Dates should be set for the M.Ed. reviews. .

Before the annual review meetings, the following information should be assembled:

- For each student: transcript, annual review letter from previous year, any information related to concerns with the student in the previous year
- Copies of the annual review form, M.Ed. Programs in Clinical Mental Health Counseling and School Counseling Student Annual Review Summary of Student Assessment Information, to rate each student at the meeting
- Student enrollment list

Process for Clinical Mental Health Counseling and School Counseling M.Ed. students:

At the review meeting:

1. Faculty review each student using available information sources listed above.
2. Faculty fill out the annual review form for each student
3. Faculty make a recommendation (student should continue in the program, student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program, process should be initiated to determine whether student should be dismissed from the program) and indicated on the annual review form
4. Faculty discuss and make a decision about strategy for addressing students rated in the following categories: student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program, process should be initiated to determine whether student should be dismissed from the program. Decisions should be recorded on the annual review form.

After the review meeting (within two weeks):

Prepare annual review letters for all students rated “student should continue in the program”. Program coordinators are responsible for having the letters prepared and mailed.

Initiate appropriate action for any student rated in the following categories: student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program. Advisors are responsible for initiating action unless the faculty decide another strategy is warranted.

If for other than academic reasons or time limits for degree exceeded, initiate ECPY procedure for possible student dismissal using ECPY Retention and Dismissal Policy for any student rated “process should be initiated to determine whether student should be dismissed from the program.”

University of Louisville
M.Ed. Programs in Clinical Mental Health Counseling and School Counseling
Student Annual Review

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

The Counselor Education faculty review all students on an annual basis. Please provide the following information, which will be used by the faculty in your annual review. You will receive a letter from your academic advisor summarizing the results of your review.

Name: _____ Student #: _____

Academic program: _____

Academic Advisor: _____ Date: _____

List all professional memberships (e.g., local, state, regional, national, etc.).

List professional development activities in which you have participated during the past year (e.g., conference attendance, presentations and publications, community service, etc.).

Briefly describe your intended professional development activities for the coming year.

Briefly describe three areas in which you have developed as a mental health professional during the past year. What is your plan to continue developing during the coming year?

Identify and briefly describe three of what you believe will be your strengths as a future mental health professional.

Identify and describe three areas that you will focus on developing during the coming year.

Please provide us with any comments you wish to make about yourself, your academic program, the department, and your education at the University of Louisville.

Do you have any concerns about the program that you would like us to address? Please explain.

M.Ed. Programs in Clinical Mental Health Counseling and School Counseling

STUDENT ANNUAL REVIEW

Summary of Student Assessment Information*

The purpose of the Annual Review is to monitor student's progress during his/her trajectory in the program. This form will be completed by the program faculty at the annual review meeting. The assessment reflects the views of the program faculty.

Name: _____ Student #: _____

Academic Program: _____

Academic Advisor: _____

Date Began Program: _____ Date of Evaluation: _____

	Concerns	No concerns	Not applicable
ACADEMIC SKILLS			
Academic Ability			
Written Expression			
Verbal Expression			
Completion of Assignments			
Attitude			
Attendance			
Class Participation			
ETHICAL AND PROFESSIONAL BEHAVIOR			
Professional Development			
Ethical Conduct			
Professional Conduct			
PERSONAL CHARACTERISTICS			
Maturity			

Stability			
Flexibility			
Respect			
Initiative & Motivation			
Peer Relationships			
Reaction to Criticism			
Ability to Accept Personal Responsibility			
Ability to Manage Personal Stress			
CLINICAL SKILLS			
Basic Attending Skills			
Case Conceptualization			
Clinical Skills			
Accountability/Record Keeping			
Use of Appropriate Counseling Techniques			
Treatment Outcomes			
Openness & Ability to Utilize Feedback			

Additional comments/notes:

Faculty recommendation:

- Student should continue in the program.
- Student should be reviewed after another semester.
- Student should be offered remedial assistance.
- Student should be discouraged from continuing in the program.
- Process should be initiated to determine whether student should be dismissed from the program.

**COUNSELOR EDUCATION PROGRAM
ADVISING SURVEY**

What program are you in?

- Clinical Mental Health Counseling M.Ed.
- School Counseling M.Ed.
- Counselor Education & Supervision Ph.D.

Are you graduating this semester? Yes No

(If you are graduating, please evaluate your experience while you were in the program.)

Please rate your academic advisor by indicating your level of agreement with the following statements:

- SD = Strongly Disagree
- D = Disagree
- A = Agree
- SA = Strongly Agree
- DNA = Does not apply

	SD	D	A	SA	DNA
1. My advisor is available when it's important and makes appointments when needed.					
2. My advisor is well prepared and organized.					
3. My advisor responds in a timely way to my emails and phone calls.					
4. My advisor helps me plan for future semesters and for graduation.					
5. My advisor is knowledgeable about department and program policies and procedures that affect me.					
6. My advisor provides me with information and practical advice about my academic coursework.					
7. My advisor provides me with information and practical advice about practicum and internship placements					
8. My advisor provides me with information and practical advice about career options.					
9. My advisor provides me with information and practical advice about credentialing (licensure, certification).					
10. My advisor shows a genuine interest in my academic progress.					
11. My advisor is polite, respectful, and considerate.					
12. My advisor is understanding, supportive, and helpful.					
13. My advisor helps me balance school with other important parts of my life.					
14. I consider my advisor to be my mentor (mentor = a wise and trusted guide					

My overall experience with academic advising:

Poor Fair Good Excellent Outstanding

Did you attend an orientation when you first enrolled in the program? Yes No

If yes, was it helpful to you as you continued through the program? Yes No

Have you attended an orientation for practicum and/or internship? Yes No

If yes, was it helpful to you in preparing for practicum/internship? Yes No

Have you received an orientation to counseling licensure or certification? Yes No

If yes, was it helpful to you in understanding how to get licensed/certified after you graduate? Yes No

Please provide any comments that you would like to share about the academic advising and mentoring that you've received from program faculty:

UNIVERSITY OF
LOUISVILLE

**College of Education and Human Development
Department of Counseling and Human Development
Counselor Education Program**

**AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS
AGREEMENT**

Prior to enrollment in graduate studies in the Counselor Education Program at the University of Louisville, you must read the ACA Code of Ethics and sign this statement of consent. By signing this form (statement of consent) you agree to abide by the ACA Code of Ethics during your tenure in the program.

The Code can be accessed at the following site: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

I have accessed and read the American Counseling Association (ACA) Code of Ethics. I will adhere to the ACA Code Ethics (Code) and agree to use the Code to inform my actions with clients, student peers, fellow professional counselors and supervisors, and professors. If I have questions about the Code, I will confer with my Advisor during my tenure in the Counselor Education Program. Students who do not comply with the Code may not be allowed to continue in or graduate from the Counselor Education Program.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Note: The applicability of the Code throughout a student's trajectory in the program does not require her/his membership in ACA. In addition, a student's non-membership status in ACA does not affect a student's obligation to comply with the Code during her/his tenure in the program.

This form is to be signed and returned to Ms. Karen Barnes (Room #320) prior to registering for your first course in the Counselor Education Program



**College of Education and Human Development
Department of Counseling and Human Development
Counselor Education Program**

**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL
PERSONNEL
AGREEMENT**

Prior to enrollment in graduate studies in the Counselor Education Program at the University of Louisville, you must read the Professional Code of Ethics for Kentucky School Personnel and sign this statement of consent. By signing this form (statement of consent) you agree to abide by the Professional Code of Ethics for Kentucky School Personnel during your tenure in the program.

The Code can be accessed at the following site: <http://www.lrc.state.ky.us/kar/016/001/020.htm>

I have accessed and read the Professional Code of Ethics for Kentucky School Personnel. I will adhere to the Professional Code of Ethics for Kentucky School Personnel and agree to use the Code to inform my actions with clients, student peers, fellow professional counselors and supervisors, and professors. If I have questions about the Code, I will confer with my Advisor during my tenure in the Counselor Education Program. Students who do not comply with the Code may not be allowed to continue in or graduate from the Counselor Education Program.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

This form is to be signed and returned to Ms. Karen Barnes (Room #320) prior to registering for your first course in the Counselor Education Program

UNIVERSITY OF
LOUISVILLE

**College of Education and Human Development
Department of Counseling and Human Development
Counselor Education Program**

CRIMINAL BACKGROUND CHECK

I understand that during the course of the program, I may be required to undergo a Criminal Background check as a requirement of the Counselor Education Program and/or for select practicum and/or internship sites.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

This form is to be signed and returned to Ms. Karen Barnes (Room #320) prior to registering for your first course in the Counselor Education Program



**College of Education and Human Development
Department of Counseling and Human Development
Counselor Education Program**

CONFIRMATION OF STUDENT HANDBOOK

I have received and read a copy of the student handbook. I will adhere to the guidelines and policies outlined in the handbook while serving as a student in the Counselor Education Program at the University of Louisville. I have had an opportunity to ask questions about any information that is unclear.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

This form is to be signed and returned to Ms. Karen Barnes (Room #320) prior to registering for your first course in the Counselor Education Program