



**MASTER OF ARTS DEGREES IN
SCHOOL COUNSELING
AND
CLINICAL MENTAL HEALTH COUNSELING**

A Handbook for Students

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Introduction

The Master's Program *Handbook for Students* is designed to be used in conjunction with The University of Toledo *College of Graduate Studies Catalog* and the *Graduate Student Handbook*. The *Handbook for Students* is not intended to be used in place of these documents. Copies of the *College of Graduate Studies Catalog* are available through the College of Graduate Studies office or online at <http://catalog.utoledo.edu>. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

Mission, Vision, and Values

Mission. The mission of the Counselor Education Program is to provide training, professional leadership, and to conduct research in clinical mental health counseling, school counseling, and counselor education and supervision consistent with the mission of the College of Health and Human Services and The University of Toledo in which it resides.

Vision. The Counselor Education Program will remain the pre-eminent program in Northwest Ohio and Southeast Michigan for training, professional leadership, and research in community counseling, school counseling, and counselor education and supervision, and will continue to expand its national reputation and prominence.

Values.

1. Human diversity, respect for the individual, and freedom of expression.
2. Student-centered programs that integrate learning, discovery, and engagement, so that both traditional and nontraditional students may achieve their highest potential.
3. Excellence in our profession through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and partnerships with community schools, agencies, and healthcare providers.

School Counseling Program Objectives

After successfully completing the program, school counseling students will be expected to:

1. Understand ethical and legal considerations specifically related to the practice of school counseling.
2. Know the roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
3. Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

4. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
5. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
6. Identify various forms of needs assessments for academic, career, and personal/social development.
7. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
8. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
9. Know how to design, implement, manage, and evaluate a comprehensive school counseling program.

Clinical Mental Health Counseling Program Objectives

After successfully completing the program, clinical mental health counseling students will be expected to:

1. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.
2. Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
3. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
4. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
5. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
6. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
7. Apply relevant research findings to inform the practice of clinical mental health counseling.

8. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

Program Descriptions

The Counselor Education Program offers a Master of Arts degree in Counselor Education with specialized study in both School Counseling and Clinical Mental Health Counseling. Both programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling Program is accredited by CACREP as a Community Counseling Program. Graduates of the 60-semester hour School Counseling Program will meet the academic requirements for licensure as a School Counselor. Students enrolled in the 60-semester hour Clinical Mental Health Counseling Program will meet the academic requirements for licensure as a professional counselor (LPC) or professional clinical counselor (LPCC) in the State of Ohio and will receive training necessary to permit them to function in a wide-range of community service agencies.

Admission to the Program

Applicants for master's study in the Counselor Education Program must be eligible for admission to the College of Graduate Studies at The University of Toledo. Following are the requirements for admission to The University of Toledo College of Graduate Studies.

1. Earned Degree: All graduate applicants must possess a bachelor's degree from a regionally accredited college or university.
2. Cumulative GPA: A 2.70 cumulative GPA for all previous academic work. All applicants with less than a 2.70 cumulative GPA on all undergraduate work are required to forward results of the GRE.
3. GRE requirement: It is within the discretion of the various departments to require the GRE (general test-institution code 1845) for all applicants. Please refer to the department website to determine if the GRE is required of all applicants. All international applicants who do not have a degree earned from a U.S (United States). regionally accredited institution will be required to submit GRE scores for all graduate programs.
4. Letters of Recommendation: Depending on the program, letters of recommendation are required. Refer to the specific program's admission criteria for the required number of letters of recommendation.
5. Transcript requirement: The College of Graduate Studies requires **official transcripts** from all universities/colleges you are currently attending or have attended. Official transcripts are those sent directly from the institution to the College of Graduate Studies. Transcripts not received directly from the institution will be considered unofficial. Only official transcripts will be acceptable for final admission to the program.

5. TOEFL requirement: In addition to the requirements for regular admission, all applicants whose native language is not English must submit scores from a standardized test of English as a foreign language unless the applicant has graduated from a U.S., regionally accredited college or university or completed at least one full time academic year of study from a regionally accredited institution earning a 3.0 or greater GPA. Language instruction courses do not fulfill this requirement. *Test scores for TOEFL cannot be older than 2 years from the first day of the term that the student begins their program.*
6. International Applicants, Financial Responsibility: All international students must also demonstrate that they have adequate financial resources for their graduate education upon recommendation for admission. The College of Graduate Studies will initiate a request for documentation when appropriate.

The Counselor Education Program, in keeping with the counseling profession's learned societies, requires that all applicants demonstrate the personal and academic qualities necessary to successfully complete graduate study and go on to competently function in the counseling profession. Consequently, in addition to the College of Graduate Studies requirements, the Program requires that applicants:

1. Possess an undergraduate degree in an appropriate foundational field with a 3.0 or equivalent accumulated grade point average on a 4-point scale for all undergraduate study at all institutions attended.
2. Submit a typed, written personal statement (suggested length 2-3 pages) detailing significant personal and professional experiences that relate to the applicant's decision to pursue a career in counseling (e.g., rationale for seeking degree, commitment to counseling as a profession). The personal statement should also address such topics as the applicant's skills or knowledge, preparation through education and/or experience, strengths and weaknesses, rationale for academic deficiencies, etc.
3. Submit a professional résumé.
4. Submit three letters of recommendation. It is preferred that at least one letter addresses the applicant's academic potential (i.e., from a university faculty member).

No applicant's materials will be reviewed for admission as a regular student until the applicant's file is complete and forwarded to the Program by the College of Graduate Studies. **It is the applicant's responsibility to ensure that all test scores, letters of recommendation, transcripts, and other supporting materials have been received by the Program prior to consideration for admission. The Program must receive all application materials by September 15, January 15, or May 15.** The program cannot guarantee that late applications will be considered during the semester in which they are received. This means application materials must be submitted to the College of Graduate Studies for processing at least six weeks prior to the above program deadlines.

The Program Applicant Screening Committee will screen applicants who meet academic admission criteria. The Applicant Screening Committee will evaluate and rate each applicant for

(a) academic achievement and potential, (b) letters of recommendation, (c) related work or volunteer experience, (d) writing skills, and (e) educational background. In addition, faculty may review prospective students' social media presences and interactions for purposes of admission. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .) The Committee will then recommend the best overall qualified applicants for an interview with the Program Admissions Committee.

The Admissions Committee is comprised of program faculty. The purpose of the interview is to provide applicants with additional information about the program, ensure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, and to assess the applicants' ability in the following areas:

1. Academic Criteria

- a. Clarity and appropriateness of personal and professional goals.
- b. Match between applicant's goals and program offerings.
- c. Realistic plans for completing the degree.
- d. Relevant counseling-related experiences.
- e. Relevant academic background.
- f. Experience or training in cultural differences/diversity and inclusion.
- g. Demonstrate accountability, integrity, and honor in all course-related activities.

2. Counseling Skills

- a. Ability to establish rapport.
- b. Appropriate nonverbal/attending behaviors.
- c. Concrete and focused communications.
- d. Appropriate level of responsibility during the interview.

3. Personal Characteristics

- a. Good judgment in sharing personal feelings, thoughts, and experiences.
- b. Adequate personal awareness and growth through life experiences.
- c. Appropriate interpersonal and communication skills.
- d. Emotional maturity and stability.
- e. Considerate of the thoughts and ideas of others.
- f. Treat every individual with kindness, dignity, and respect.

The Program Admissions Committee will make a final determination regarding an applicant's admission usually within a few days following the interview. Applicants will be notified of the committee's decision by mail.

It should be noted that admission to the Counselor Education master's degree programs is selective and competitive. Meeting minimum program criteria does not guarantee that an

applicant will be invited for an interview and being invited for an interview does not guarantee admission. Program instructional and advising resources are limited and this places restrictions on the number of students we can admit and effectively serve in each term. Consequently, the Program may be unable to offer interviews or admission to otherwise qualified applicants.

Ohio, Michigan, and most other states do not require school counselors to be licensed/certified as teachers. They do require a master's degree in school counseling including a 600-clock hour internship in a school under the supervision of a licensed school counselor. It is the student's responsibility to find a school or schools in which to complete practicum and internship. Most schools require a police background check. It is also the responsibility of the student to arrange for qualified supervision. Applicants expecting to practice outside of Ohio should consult that state's department of education to determine the current certification requirements. **For information on School Counseling licensure in Ohio, contact the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215-4183, telephone (877) 644-6338. In Michigan contact the Michigan Department of Education, 608 W. Allegan Street, P.O. Box 30008, Lansing, MI 48909, telephone (833) 633-5788.**

Students interested in Professional Counselor licensure (LPC or LPCC) should contact their state's licensing board to determine current requirements. **In Ohio contact the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, 77 South High Street, 24th Floor, Room 2468, Columbus, OH 43215-6171, telephone (614) 466-0912. In Michigan contact the Michigan Board of Counseling, P.O. Box 30670, Lansing, MI, 48909, telephone (517) 335-0918.** Most agencies and credentialing bodies require a police background check. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency.

The Counselor Education Program has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran status, the presence of a disability, familial status, political affiliation, and participation in protected activities. It is a policy of the Counselor Education Program to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission. Prior to admission applicants are required to read the American Counseling Association *Code of Ethics* (2014) and attest to their intention to follow this Code while enrolled in the program. The Code can be found here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

The Counselor Education Program welcomes inquiries into its programs. Persons interested in discussing the School Counseling Program or the Clinical Mental Health Counseling Program should contact the Admissions Coordinator, Dr. John Laux at john.laux@utoledo.edu. Interested persons are encouraged to review the application information and guidance provided here: <https://www.utoledo.edu/hhs/counselor-education/4applicants.html>

The University of Toledo and the Counselor Education Program is committed to a policy of equal opportunity in education, employment, membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran status, the presence of a disability, familial status, political

affiliation, and participation in protected activities. The University will take affirmative action as required by federal or state law.

LPCs or LPCCs Seeking Licensure as a School Counselor

Any licensed or license-eligible professional counselor or professional clinical counselor who wants school counselor licensure but is not seeking admission to the master's degree in School Counseling, must apply for admission to the **School Counseling Licensure Certificate Program**. The applicant must hold a CACREP-accredited master's degree in counselor or be admitted to the UT counselor education program. The application shall consist of an application form, official transcripts of graduate work in counseling, three letters of recommendation, and a personal statement clarifying why the applicant wishes to become a licensed school counselor. The application is submitted to the College of Graduate Studies. Faculty members will review the application and the applicant may be required to appear for an interview. Applicants will be notified if they are admitted. If they are not admitted they will not be permitted to take COUN 6/8940 Counseling Internship, and they will not be endorsed for school counselor licensure. Upon admittance to the certificate program the student will be assigned a program advisor.

The application should be filed before taking any courses as a non-degree student but must be filed by the student before the end of the first semester in which the student is enrolled as a non-degree student. Under no circumstances will a non-degree student be allowed to enroll in COUN 6/8940 Counseling Internship without having first been admitted to the School Counseling Licensure Certificate Program. Once admitted to the certificate program the student will meet with their assigned advisor to fill out a Certificate Plan of Study. The advisor will specify which courses and the number of courses the student needs to complete to be endorsed for school counselor licensure. Courses completed more than six years ago may have to be retaken. The student may be required to complete a school counseling practicum in addition to the school counseling internship. **It is the student's responsibility to find a school or schools in which to complete the internship, and to arrange for qualified supervision in accordance with policies outlined in the UToledo Counselor Education Clinical Handbook and with guidelines set forth by the program's Clinical Coordinator.** The advisor and the program director must approve the Certificate Plan of Study. The advisor and program director must provide written approval for any changes to the Certificate Plan of Study to be filed with the College of Graduate Studies.

School Counselors Seeking Licensure as a LPCs or LPCCs

Persons with a CACREP-accredited master's degree in School Counseling who want to be licensed as a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC) in Ohio must complete all coursework currently required for LPC or LPCC licensure that was not completed as part of their master's degree in School Counseling. They do not have to complete another master's degree. Final determination of what coursework they need to take to become eligible to sit the licensure examination for LPC is made by the Ohio Counselor, Social Worker, Marriage, and Family Therapist Board (OCSWMFT). According to the Ohio Revised Code, Sec. 4757.22 the individual must complete a minimum of sixty (60) semester hours of graduate credit in counselor training acceptable to the committee, including a minimum

of twenty (20) semester hours of instruction in the five clinical areas with at least one course in each area. Typically, graduates of UT's School Counseling master's degree would apply for the **Certificate in Clinical Mental Health Counseling** and to take COUN 5020 Professional Orientation to Clinical Mental Health Counseling, COUN 6210 Psychopathology (Area 1), COUN 7540 Advanced Personality Assessment (Area 2), COUN 7240 Diagnosis and Mental Health Counseling (Area 3), and two additional courses, one that meets Area 4 and one that meets Area 5. A list of courses that meet Areas 4 and 5 is posted on our website. In addition, they will take a 600-clock hour internship in a clinical mental health counseling setting where they diagnose and treat mental and emotional disorders under the supervision of a LPCC-S. Students will not be allowed to enroll in COUN 6940 Counseling Internship without permission of the instructor.

Non-Degree Students Seeking LPC or LPCC Licensure

Only state counselor licensing boards have the authority to accept coursework toward licensure. If a non-degree student wishes to take coursework toward meeting licensure requirements, it is up to the student to contact the state licensure board to determine which courses or areas of coursework are required. The student must submit the formal written response from the state licensure board to the program. Non-degree students can enroll in those courses if space permits with the following exception. Non-degree students wishing to enroll in Counseling Internship must provide to the Clinical Coordinator transcripts showing successful completion of a counseling practicum from a CACREP-accredited program, and the name and contact information for the practicum instructor. The Counselor Education Program reserves the right to refuse non-degree students from enrolling in Counseling Internship.

Advising

Upon admission to a Counselor Education Master's Degree program or Certificate program, students will be assigned an advisor from among one of the faculty members within the program. This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing, submitted to the counselor education program director. Students who are interested in changing their advisor should first meet with their advisor to discuss the request and to initiate the process. The assigned advisor can assist the student in making the request for the change to another advisor.

Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress. Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice from the College of Graduate Studies and their advisor assignment information. Information related to courses of study, sequencing of courses, scheduling, practicum reservations, internships, and other pertinent information is available through the advisors. Faculty advisors will assist students in submitting their master's degree Plan of Study by the end of the first semester of enrollment. **Students' advisors will reserve a place in the practicum at the time they submit their completed plan of study.** Information about advisors' telephone numbers and office hours can be obtained at our Program website: <https://www.utoledo.edu/hhs/counselor-education/faculty.html>.

Student Annual Evaluations

To ensure successful progress in and completion of the program, in accordance with CACREP (2016) standards, students will be evaluated yearly, starting one calendar year after admission to the program (e.g., if you are admitted in the fall term, you will be evaluated in the subsequent fall term). To complete this annual evaluation the student will meet with their program advisor to complete the master's student annual student evaluation (see Appendix A). These evaluations are based on expected program outcomes and competencies, along with professional dispositions, outlined below.

Professional Dispositions

Beyond the ethical and academic expectations of the program outlined above it is expected that students embody the dispositions of professional counselors. Faculty are responsible for evaluating students' **Professional Dispositions** (outlined below) throughout their time in the program. This can include courses, meetings, and the student's annual evaluation as described below. These dispositions include students' professional ethics and behaviors, attitudes, and values that are observed through personal interactions with faculty, program staff, and peers, to include verbal and non-verbal communications. The dispositions outlined below are grounded in the five core values of ethical practice (ACA, 2014): autonomy, beneficence, non-maleficence, justice, and fidelity. **Candidates must receive a rating of "Meets expectations" in each of the following areas prior to being eligible for graduation on their annual student evaluation (see below).**

Key Professional Dispositions:

1. Ethics
2. Communication
3. Respect for others
4. Diversity & Multicultural Awareness
5. Problem resolution
6. Receptivity to and use of feedback
7. Expression of Emotions
8. Professional Appearance
9. Work Ethic

*Adapted from Wright State University Professional Dispositions

Curriculum

The duties and responsibilities of counselors imply the development of certain knowledge, values, attitudes, and skills in several areas of competency. The areas of competency covered by this curriculum correspond to those required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling curriculum leading to eligibility to take the Ohio Department of Education examination for School Counselors consists of 60 semester hours of training in specific areas as outlined below. The curriculum for the Clinical Mental Health Counseling Program is a 60-semester hour program. Licensure as a professional counselor (LPC) or professional clinical counselor (LPCC) in the State of Ohio requires 60 semester hours of coursework.

The School Counselor Course of Study (Effective August 1, 2022)

The purposes of the School Counselor Program are to provide high standards of preparation enabling counselors to provide professional counseling services relevant to the needs of students K-12 in today's schools; assist students in acquiring the knowledge, skills, attitudes, and values underlying the ability to provide those services; and impart high standards of ethical practice and professional commitment. This program meets current academic requirements for eligibility to sit for the school counselor licensure examination for the Ohio State Department of Education School Counselor License.

Required School Counseling Major Courses (54/55 cr.)

COUN 5010	Professional Orientation to School Counseling*	4 hrs.
COUN 5110	Career Counseling and Development	3 hrs.
COUN 5120	Individual and Group Assessment	3 hrs.
COUN 5130	Group Counseling*	4 hrs.
COUN 5140	Counseling Theories and Applications*#	4 hrs.
COUN 5150	Counseling Across the Lifespan	3 hrs.
COUN 5160	Cultural Diversity-Counseling & School Psychology	3 hrs.
COUN 5180	Counseling Skills	4 hrs.
COUN 5190	Counseling Practicum***	4 hrs.
COUN 6000	Counseling Research and Program Evaluation	3 hrs.
COUN 6100	Comprehensive School Counseling Programs	3 hrs.
COUN 6240	Diagnosis & Mental Health	4 hrs.
COUN 6/8940	Counseling Internship	8 hrs.
SPSY 5040	Legal & Ethical Issues for School Psych & Counselors OR	4 hrs.
SPED 5000	Issues in Special Education**	3 hrs.

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum. Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5010, 5130, and 5140). **Students are advised to pre-register for practicum well in advance with their program advisor.**

** SPED 5000 not required for students with Special Education Teacher Licensure.

*** All students who can be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of 1 month prior to the beginning of the practicum semester.

This course is a prerequisite for COUN 5130 Group Counseling

Elective School Counseling Courses (5/6 credit hours):

Courses listed below are suggested electives for school counselors. Other courses may be used but must be approved by your advisor.

COUN 6210	Psychopathology	4 hrs.
COUN 6220	Child, Adolescent, and Family Therapy	3 hrs.
COUN 6230	Crisis Intervention Counseling	3 hrs.

COUN 6960	Master's Research Thesis (Seminar Request Required)	3 hrs.
COUN 6990	Master's Independent Study (Seminar Request Required)	3 hrs.
COUN 8460	Substance Abuse Counseling	4 hrs.
COUN 6/8470	Drugs and Mental Health Counseling	4 hrs.
EDP 5210	Child Behavior and Development	3 hrs.
EDP 5220	Adolescent Behavior and Development	3 hrs.

Total: 60 credit hours

The Clinical Mental Health Counseling Course of Study (Effective August 1, 2021)

Required Clinical Mental Health Counseling Major Courses (55 cr.)

COUN 5020	Prof. Orientation to Clinical Mental Health Couns.*	4 hrs.
COUN 5110	Career Counseling and Development	3 hrs.
COUN 5120	Individual and Group Assessment	3 hrs.
COUN 5130	Group Counseling*	4 hrs.
COUN 5140	Counseling Theories and Applications*#	4 hrs.
COUN 5150	Counseling Across the Lifespan	3 hrs.
COUN 5160	Cultural Diversity-Counseling & School Psychology	3 hrs.
COUN 5180	Counseling Skills	4 hrs.
COUN 5190	Counseling Practicum**	4 hrs.
COUN 6000	Counseling Research and Program Evaluation	3 hrs.
COUN 6/8940	Counseling Internship	8 hrs.
COUN 6210	Psychopathology	4 hrs.
COUN 6240	Diagnosis and Mental Health Counseling*	4 hrs.
COUN 7540	Advanced Personality Assessment	4 hrs.

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum. Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5020, 5130, 5140, and 6240). **Students are advised to pre-register for practicum well in advance with the program secretary.**

** All students who can be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of 1 month prior to the beginning of the practicum semester.

This course is a prerequisite for COUN 5130 Group Counseling

Elective Clinical Mental Health Counseling Courses (5 cr.):

The courses listed below are suggested electives for community counselors. Other courses may be used but must be approved by your advisor. Students should choose a minimum of ten hours of electives.

COUN 6220	Child, Adolescent, Family Therapy	3 hrs.
COUN 6230	Crisis Intervention Counseling	3 hrs.

COUN 6960	Master's Research Thesis (Seminar Request Required)	3 hrs.
COUN 6990	Master's Independent Study (Seminar Request Required)	3 hrs.
COUN 8460	Substance Abuse Counseling	4 hrs.
COUN 6/8470	Drugs and Mental Health Counseling	4 hrs.

Total: 60 credit hours

Elective Professional Clinical Counselor Courses:

The following courses may be taken while a student is completing master's study or following graduation. While these courses may be used to meet academic requirements for LPCC licensure, these courses are considered part of the doctoral program and **should not** be included in a master's plan of study.

COUN 7510	Supervision in Counseling and School Psychology (Prerequisite: completion of COUN 5190 Practicum or instructor consent)	4 hrs.
COUN 7530	Advanced Theories of Counseling and Consultation (Prerequisite: completion of COUN 5140 counseling theories)	4 hrs.

Transfer Credit

Transfer Credit—Degree in Progress

Students can transfer up to one-third of the hours required for their University of Toledo graduate degree (i.e., up to 20 hours). In all transfer cases, applicant graduate transcripts will be evaluated by the respective advisor, who will determine the number of transferable credit hours. If the prospective student is transferring from a non-CACREP accredited program **Group Counseling, Counseling Theories and Techniques, Counseling Practicum, Counseling Internship, and, Diagnosis and Mental Health Counseling must be taken at The University of Toledo.** If the prospective student is transferring from a CACREP-accredited program **Counseling Practicum and Counseling Internship must be taken at The University of Toledo.** When credit is transferred, it affects how much time students must complete their degree. Students have six years to complete the master's degree, starting from the time they completed their first course. The six-year time limit begins with the earliest course listed on the Plan of Study. For example, if a student transfers in credits that are four years old, they only have two years to complete the master's or they will have to petition for an extension with the College of Graduate Studies.

Transfer Credit—From Previously Completed Degrees

A student who has obtained a master's degree at The University of Toledo and elects to enroll in a second master's degree at UT may transfer in up to twelve (12) semester hours from the first master's degree if the coursework is appropriate and the student's advisor approves. The time for completion of the degree starts with the earliest course listed on the Plan of Study, including any courses transferred from a previous degree. For students who have completed a

master's degree from another institution, none of the coursework from that degree can count toward a degree at The University of Toledo.

Supervised Experiences

The Counselor Education Program provides for a variety of supervised experiences at the master's level. Included are COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship in which students work under supervision while providing individual and group counseling and consultation services to a limited number of clients in the same settings in which they anticipate employment (e.g., elementary, middle, or secondary schools; mental health centers; substance abuse treatment facilities; crisis centers; hospital inpatient programs; family service agencies; and other settings). COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship must be taken through the Counselor Education Program (i.e., transfer credit cannot be substituted for these courses). All students who can be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of one month prior to the beginning of the practicum semester. The background check results should not be sent to the Program or any faculty member.

All students entering the COUN 5190 Counseling Practicum must have completed COUN 5130 Group Counseling, and COUN 5140 Counseling Theories and Techniques with a final grade of B or better and obtain the instructor's permission. Students enrolled in the Clinical Mental Health Counseling Program should have completed COUN 5020 Professional Orientation to Clinical Mental Health Counseling and COUN 6240 Diagnosis & Mental Health Counseling with a final grade of B or better prior to entering COUN 5190. Students enrolled in School Counseling should have completed COUN 5010 Professional Orientation to School Counseling with a final grade of B or better prior to entering COUN 5190. **Students should reserve a place in COUN 5190 Counseling Practicum at the time they submit their plans of study with their advisor. All students must provide evidence that they are covered by liability insurance before they will be permitted to participate in COUN 5190 Counseling Practicum.** Liability insurance is available at modest cost through professional associations such as the American Counseling Association (see below).

COUN 6940 Counseling Internship includes all the activities the student will be expected to perform as an employed counselor. The student receives on-site supervision by a field supervisor as well as faculty supervision. Prerequisites to the internship include successful completion of COUN 5190 Counseling Practicum and permission of the instructor. Students cannot accumulate internship hours while they are still enrolled in Practicum, and they cannot accumulate Practicum hours prior to the beginning of the semester in which they are enrolled in the Practicum. Likewise, students cannot accumulate Internship hours until the first day of the semester in which they start their internship. Once a student begins Internship, the student can continue to accumulate Internship hours, including during breaks between semesters, until the final day of the last semester in which the student is enrolled in Internship. **Students must**

provide evidence that they are covered by professional liability insurance before they will be permitted to participate in the COUN 6940 Counseling Internship.

Professional Associations

Counselor Education students should seek membership in the professional associations of their choice. Three associations are most appropriate for master's counseling students: the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), and the American School Counselor Association (ASCA). Each of these associations also has state and local affiliates you may wish to join. There are many reasons why membership in one of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available from the program secretary or from faculty members.

Financial Assistance

Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. Applications can be obtained from the College of Graduate Studies office.

Special appointments as graduate assistants to assist in Student Services are available. Appointments also are available as resident advisors.

Students interested in securing financial assistance should contact the **Rocket Solution Central Office, Rocket Hall Room 1200, 419-530-8700.**

Placement Services

Center for Experiential Learning and Career Services, (Room 1533 Student Union, 419-530-4341) coordinates placement in career positions for all colleges except the College of Law. Services include individual discussions with staff members to talk over career plans, employment information, resume preparation, application procedures and job prospects, as well as the opportunity to interview with recruiters representing a variety of employers. A resource center provides information on employers, government positions, schools and colleges, occupational fields, and specific position openings.

Students interested in career positions are encouraged to contact the Center for Experiential Learning and Career Services, but especially early in the year of graduation.

Faculty Endorsement

Counselor Education faculty members welcome the opportunity to assist students in obtaining employment in a field for which the student is trained and qualified. Students will only be endorsed for employment and/or licensure commensurate with their program of study. Most faculty members support students' efforts to obtain employment through writing letters of recommendation, endorsements, and the like. Students are encouraged to approach faculty members to solicit an endorsement, however, faculty members reserve the right to decline a student's request. Faculty members may also withhold endorsement if they feel a student is not trained or qualified for the position they are seeking.

Educational, Vocational, & Personal Counseling

The University of Toledo provides, by professionals other than program faculty and students, personal counseling services to students. The University Counseling Center (<http://www.utoledo.edu/studentaffairs/counseling/>), the Main Campus Medical Center (<http://www.utoledo.edu/healthservices/student/>), The University of Toledo Psychology Clinic (<http://www.utoledo.edu/al/psychology/clinic/>), and University Career Services (<http://www.utoledo.edu/utlc/career/>) provide educational, vocational, and personal counseling services for students.

Retention and Remediation Policy

To successfully navigate the program, students must complete the appropriate course work, clinical experiences, and display the professional dispositions outlined above. Failure to meet dispositional standards can lead to intervention by program faculty. The counselor education faculty are mandated by the American Counseling Association (ACA) *Code of Ethics* (2014) to act as gatekeepers and to ensure students who graduate from the program are ethical, professional, and prepared counselors. In cases where students do not meet the academic, professional, or dispositional standards set forth by the program above, students may be remediated. In some cases (such as unethical or illegal behaviors as outlined above) students may be recommended for immediate removal from the program as outlined below.

The purpose of remediation is to provide reasonable supports and interventions for students to successfully resolve their academic, professional, and/or dispositional concerns in concert with the ACA Code of Ethics (2014) and best practices in counselor education. Remedial procedures are outlined below.

In the cases where remediation plans are initiated, a variety of interventions may be utilized to support student development, success, and retention. These include but are not limited to repeating courses, slowing down program matriculation, delaying clinical experiences (e.g., practicum/internship), additional trainings or coursework beyond a student's plan of study, etc. A remediation plan can be found in Appendix B.

Academic Requirements

Regulations of the Graduate Faculty require that graduate students maintain (a) a grade point average of 3.0 on a 4-point system for all courses completed and (b) an average of 3.0 on a 4-point system for courses completed in the program of specialization. Students whose grade point average falls below 3.0 on the 4-point scale are subject to dismissal from the College of Graduate Studies. Any course in which a grade below a "C" (i.e., grades of "C-" or below) was achieved will not be accepted on a "Plan of Study." A limited number of courses are graded S or U upon completion. A grade of S will allow for graduate credit to be earned. Academic performance that is below the standards outlined by the College of Graduate Studies can lead to student remediation.

Non-Academic Requirements

Coursework, practica, and internships are times for students to determine if they are well-suited to the profession of counseling. Additionally, faculty will be utilizing this time to evaluate students' suitability and appropriateness for the counseling profession as well as their academic performance. Students who do not appear to possess those qualities or skills associated with effective counseling may be advised to withdraw from the program. In these cases, students shall be assisted in identifying an area of study or specialization that is more suited or appropriate to their talents and skills. These are further operationalized by the **Professional Dispositions** listed above.

Students are expected to behave in a responsible and professional manner while functioning in classes, practica, and internships. This includes students' presences and interactions on social media. Faculty may review former, current, and prospective students' social media presences and interactions. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .)

Failure to conform one's behavior to acceptable standards of practice shall be considered cause for discipline up to and including dismissal from the program. After admission to the program, cause for dismissal shall consist of, but not be limited to:

1. Any activity of a professional or counseling nature that is prohibited under the ethical standards and practices of the American Counseling Association (ACA). Students should obtain a copy of these Standards from the American Counseling Association's website (www.counseling.org).
2. Malicious disrespect, inappropriate sexual comments or gestures toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
3. The use of fraud or deceit to obtain admission to the program, a course, a practicum, or an internship.
4. Exploiting practicum or internship clients for personal gain or profit.

5. Students' presences and interactions on social media that are deemed inaccurate, inappropriate, offensive, vicious (e.g., cyberbullying), unethical, and/or illegal. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .)
6. The illicit use of alcohol or prescription drugs or the use of illicit drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a potential or actual threat to the welfare or safety of clients.
7. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
8. Conviction of an offense that is a felony.
9. Conviction of an offense involving moral turpitude.
10. Conviction for a misdemeanor offense committed during the practice of any counseling or psychological procedure or activity.
11. Any behavior, activity, procedure, or practice that is prohibited under either the Counselor Licensure or Psychologist Licensure laws of the State of Ohio.
12. A finding of "responsible" under the Student Code of Conduct, or for certain identified issues, constitutes a basis for remediation or dismissal from the program.

Remediation Procedures

The following procedures will be employed by faculty members in cases when a student's behavior fails to conform with acceptable standards of the program outlined above.

1. The issue is brought before the program faculty members for discussion as a retention matter during program faculty meetings or in some urgent cases, electronically. The issue, even if previously addressed through the University's Student Code of Conduct process, may still be examined under these program rules. While the University finding and imposition of penalties cannot be modified or reduced by the program, the program may impose additional sanctions through its process if it determines that compliance with program rules or requirements for remaining in the program have been called into question.
2. The student's program advisor and one other faculty member are assigned by the program director to meet with the student to discuss the concerns and the program standards or rules at issue.
3. The student, the advisor, the additional faculty member, and any student advocate that is invited by the student meet to discuss the matter and review any available evidence. A similar opportunity is to be provided to the complainant in any matter in which the student has been found responsible for sexual misconduct under the University's Student Code of Conduct. Following the meeting(s), the student(s) are provided with two weeks to prepare and submit an official response to the matter at hand to the advisor.

4. The advisor and additional faculty member report back to the entire faculty the results of the student meeting(s) and the student(s)' subsequent response(s). The faculty members present at the meeting will develop one of the following recommendations.
 - a. A written remediation plan (see Appendix B) is developed to address the specific identified issues. The student is given the option to accept and implement the remediation plan or withdraw from the program.
 1. If the student accepts the remediation plan, the student's advisor will monitor the student's progress toward completing the remediation plan and share the remediation plan with the program faculty members when the plan is completed. Assuming that the remediation plan's completion is acceptable, the student is free to return to the program and resume progress toward degree completion.
 2. If the student does not successfully complete the remediation plan or it is rejected by the faculty, the faculty members can recommend that the student be dismissed from the academic program, or an additional remediation plan can be developed.
 - b. The faculty members may recommend that the student be dismissed from the academic program rather than be allowed to complete a remediation plan and be advised about the viability of options in other UT graduate degree granting programs.
 - c. In either situation, in matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant will receive concurrent written notice of the outcome at the same time the student does (i.e., that the student is completing a remediation plan, that the student has withdrawn, or that the student is dismissed from the program).
 - d. In matters involving a Student Code of Conduct finding responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant has equal appeal rights.

Academic Grievance Procedure

If a graduate student has an academic grievance or wishes to appeal a retention decision, they should follow the College of Health and Human Services Grievance Policy, located here:

<https://www.utoledo.edu/hhs/student-services/docs/CHHS%20-%20Graduate%20Student%20Academic%20Grievance%20Process%20and%20Policy.pdf>

Appendix A Master's Student Annual Evaluation

**Master's Student Continuous Evaluation Form
 Counselor Education Program
 Department of Human Services
 College of Health and Human Services
 The University of Toledo**

Student Name:			
Entry Date:		6 Years Ends:	
Advisor:			
Assessment Period:			

Progress toward completing plan of study

Course ID & Title	Term	Grade	Cr Hrs
COUN Core Courses	--	--	--
COUN 5110 Career Counseling and Development			3
COUN 5120 Individual and Group Assessment			3
COUN 5130 Group Counseling			4
COUN 5140 Counseling Theories and Applications			4

COUN 5150 Counseling Across the Lifespan			3
COUN 5160 Cultural Diversity in Counseling and School Psychology			3
COUN 5180 Counseling Skills			4
COUN 6000 Counseling Research and Program Evaluation			
COUN 6240 Diagnosis and Mental Health			4
COUN Clinical Courses	--	--	--
COUN 5190 Counseling Practicum			4
COUN 6240 Counseling Internship			8
CMHC Concentration Courses (if applicable)	--	--	--
COUN 5020 Professional Orientation to Clinical MH Counseling			4
COUN 6210 Psychopathology			4
COUN 7540 Advanced Personality Assessment			4
SCH Concentration Courses (if applicable)			
COUN 5010 Professional Orientation to School Counseling			4
COUN 6100 Comprehensive School Counseling Programs			
SPSY 5040 Legal and Ethical Issues for School Psychologists and Counselors (4) OR SPED 5000 Issues in Special Education (3)			3 or 4
Electives	--	--	--
Specify			
Specify			
Total Credit Hours Completed at Time of Assessment (Minimum of 60 to graduate)			
Current GPA			

Professional Dispositions Evaluation

Rating

- 0 = Not Observed
- 1 = Below Expectations
- 2 = Needs Improvement
- 3 = Meets Expectations
- 4 = Exceeds Expectations

Student Demonstrates	0	1	2	3	4
Ethics					
Adheres to appropriate ethical standards (ACA, ASCA, etc.,)					
Accepts responsibility for behavior					
Seeks supervision when necessary					
Respects the privacy and rights of others					
Communication					

Written and verbal communication with peers, colleagues, and faculty is appropriate and professional. (This applies to both online and face-to-face interactions.)					
Is cooperative and positive					
Respect for Others Respects the views and opinions of others					
Demonstrates openness to new ideas					
Diversity & Cultural Awareness Demonstrates an awareness of self and how personal world view may differ from others					
Demonstrates cultural sensitivity when working with others					
Problem Resolution Adheres to Graduate Student Handbook policies on resolving student issues.					
Seeks to resolve issues first with the individual with whom there is a conflict.					
Uses discretion when discussing issues with other students and faculty who are not involved.					
Use of Feedback Is receptive to feedback and implements changes appropriately					
Refrains from becoming defensive					
Gives peers appropriate feedback					
Expression of Emotions/Emotional Intelligence Is aware of verbal and non-verbal displays of emotion and how they may be perceived by others					
Models appropriate emotional and behavioral responses in difficult situations.					
Professional Appearance Appearance, attire, and hygiene are appropriate in classroom and field placement					
Work Ethic Attends classes as scheduled					
Meets deadlines					
Is prepared and engages in classroom activities					
Shows initiative and motivation					
Demonstrates honesty and integrity in assignments and tests					

Progress Toward Program Objectives (CMHC)

*Complete only if enrolled in the CMHC program or the CMHC certificate

Student Demonstrates	0	1	2	3	4
-----------------------------	---	---	---	---	---

<p>Ethics Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling</p>					
<p>CMHC Functions Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams</p>					
<p>CMHC Services Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</p>					
<p>Diagnosis and Treatment Planning Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</p>					
<p>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</p>					
<p>Multicultural Treatment Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.</p>					
<p>Assessment Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.</p>					
<p>Evidence Based Practice Applies relevant research findings to inform the practice of clinical mental health counseling.</p>					

Counseling Skills Ability to establish rapport.					
Appropriate nonverbal/attending behaviors.					
Concrete and focused communications.					

Progress Toward Program Objectives (SCH)

*Complete only if enrolled in the SCH program or the SCH certificate

Student Demonstrates	0	1	2	3	4
Ethics To apply and adhere to appropriate ethical and legal standards.					
Prevention and Intervention For counseling, prevention and intervention needed to service all students and support their academic development.					
Advocacy To meet the needs of a culturally diverse student population, and to develop and implement advocacy plans that promote the welfare of the student population.					
Assessment To implement comprehensive assessment plans that evaluate students' academic, career, and personal/social needs.					
Program Evaluation To conduct program evaluation, analyze and assess data to inform decision making and accountability.					
Community Partnerships To design, implement, and evaluate consultations and collaborations for the family-school-community partnership.					
Comprehensive School Counseling Program To lead a comprehensive school counseling program.					
Counseling Skills Ability to establish rapport.					
Appropriate nonverbal/attending behaviors.					
Concrete and focused communications.					

Advisor Comments

Student Comments

Student Signature

Date

Advisor Signature

Date

Appendix B Remediation Plan



**University of Toledo
Counselor Education Program
Individual Remediation Plan**

Student:

Date:

Instructor/Advisor:

Course:

This student has been placed on a remediation for the following reasons:

Check all that apply.

Professionalism/Interpersonal Demeanor (ie: Receptive to feedback; boundary issues)

Counseling Skills (Theoretical knowledge; basic skills, ability to conceptualize/consult)

Non-clinical Issues (ie: Academic concerns/competence; Documentation)

Other:

The following issues have arisen during the course/semester:

Check Items within each Element of Individual Remediation Plan:	
1. Professionalism	
a. Open to supervision	___
b. Receptive to feedback	___
c. Open to self-examination	___
d. Boundary issues	___
e. Knowledge of procedures/policies	___
f. Identifies roles of counselor	___
g. Ethical Behavior	___
2. Counseling Skills	
a. Basic Skills	___
b. Consults with supervisor/instructor on skills	___
c. Intermediate/Advanced skills	___
d. Theoretical Orientation	___
e. Case Conceptualization	___
f. Session Management	___
3. Non-Clinical	
a. Documentation	___
b. Indirect client contact	___
c. Administrative duties	___

Individual Plan for Improvement

1. _____

2. _____

3. _____

Additional

Notes:

Plan of Action:

Remediation w/o Clinical Suspension ____

Remediation w/Clinical Suspension ____

Removal from Clin. Site/Retake Practicum ____

Removal from Program ____

Student's Signature: _____

Advisor/Instructor's Signature: _____

Appendix B Systematic Evaluation Sheet MA CMHC



University of Toledo Counselor Education Program Student Progress Evaluation Sheet
 School Counseling

Student: _____ Advisor: _____
 R#: _____ Admit Term: _____
 KPII Date: _____ KPII Result: _____
 KPI2 Date: _____ KPI2 Result: _____

Progress Toward Graduation:

Core Courses:

Course	Completed?	Course	Completed?
HSHS 6000- Stats and Research		COUN 5110- Career	
COUN 5120- Indiv & Group Assess		COUN 5130- Group Counseling	
COUN 5140- Counseling Theories		COUN 5150- Coun Across the Lifespan	
COUN 5160- Diversity		COUN 5180- Skills	

SCH Courses:

Course	Completed?	Course	Completed?
COUN 5010- Orient to School Coun		SPSY 5170- Consultation I	
COUN 6240- Diagnosis and Mental health		SPED 5000 OR SPSY 5040	

Electives (6 Hours):

Course	Completed?	Course	Completed?

Clinical Experiences:

Course	Completed?	Course	Completed?
COUN 5190- Practicum		COUN 6940- Internship	

Notes (continue on back if needed):

Appendix C Systematic Evaluation Sheet MA CMHC

**Professional Dispositions Competency Assessment—Revised (PDCA-R)
 (Non-Admissions Form)**

Person Being Rated: _____ Rater: _____ Date Range for Observation: _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered, fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experiences, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behavior; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with," highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	

Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg's social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.
TOTAL SCORE:			
DISPOSITION QUOTIENT (TOTAL SCORE /10)			