Appalachian
STATE UNIVERSITY®

PROFESSIONAL SCHOOL COUNSELING PROGRAM DEPARTMENT OF HUMAN
DEVELOPMENT & PSYCHOLOGICAL COUNSELING Revised 08/12/2020

Dear Fall 2020 Entering Cohort of Students,

As the Director of the Professional School Counseling Program (PSC), let me extend a warm welcome to you on behalf of the faculty and staff of the Department of Human Development and Psychological Counseling (HPC), the Reich College of Education (RCOE), the Graduate School (GS), and Appalachian State University (App State)!

During your time here in the PSC program, you will learn more about who you are as a person and your ability to encourage and support others. As you work towards becoming a Professional School Counselor in the K-12 school setting, please take advantage of the many opportunities that are available to you, both on campus and off, that will help you develop your professional identity and competency as a counselor. We encourage you to become active in professional organizations such as the American Counseling Association, the American School Counseling Association, the North Carolina School Counseling Association, and the North Carolina Counseling Association.

This handbook is meant to serve as your blueprint for the PSC program and for some of our HPC departmental policies (see the HPC Student Handbook for full description). It will provide you with information about your program of study, advising, field placement procedures, and ways to be involved in the program and the field of counseling. Consult this manual and your advisor often to ensure smooth progression through the program. Also keep up to date with the program by:
- reviewing the PSC Program website, the Graduate School website, and the HPC website
- keeping up with email listserv messages (you will be automatically registered for this)

The PSC Program at Appalachian State is committed to excellence in school counselor preparation. We welcome your feedback about your experience of the program. Good luck as you progress through this wonderful, often transformative experience.

Sincerely,

Jill W. Van Horne

Jill Van Horne, PhD, LCMHCS, NCC, NCPSC, RPTS, EAGALA certified
Director of the Professional School Counseling Program
Department of Human Development and Psychological Counseling

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Program Description

The M.A. in Professional School Counseling (427*) is a sixty semester hour program. The master's program is designed to meet the requirements for North Carolina K-12 School Counselor Licensure through the North Carolina Department of Public Instruction (NCDPI) and to follow guidelines and standards of the Council for the Accreditation of Education Programs (CAEP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Approval by these additional accrediting agencies allows graduates to be eligible in various other states for school counseling licensure. Our 60-hour program affords our graduates the opportunity to further develop their counseling skills and to graduate at the Specialist (S) level status for school counselor licensure in North Carolina.

Mission Statement

The master's program in Professional School Counseling at Appalachian State University is designed to meet the requirements for the North Carolina K-12 School Counselor Licensure through the North Carolina Department of Public Instruction (NCDPI) and to carry out the functions identified in their school counselor job description. Additionally, this program meets the standards of both the Council for the Accreditation of Education Programs (CAEP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Utilizing experiential, contemplative/reflective, and traditional approaches, the Professional School Counseling program provides transformative classroom and field placement experiences which prepare graduates for distinguished service in the school counseling field. Graduates of our program employ their leadership, advocacy, collaboration, and positive systemic change skills to implement developmental, comprehensive, preventive, responsive school counseling programs. The goal of these programs is to address the needs of diverse student populations, thereby supporting the academic achievement, career development, and personal/social growth of all students. Equally, it is our goal to prepare school counselors who care deeply about children and who possess the skills necessary to impact students' lives in positive ways within their schools, communities, and families. To this end, this program also requires a good deal of self-examination, self-awareness, and self-knowledge, for, without these, the higher ethical charge 'to do no harm' to populations of minor children is not possible.

Program Objectives
- Enroll diverse students who demonstrate potential for becoming effective counselors.
- Prepare students to demonstrate professional and ethical behavior.
- Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
- Foster in students a strong identification with and engagement in the counseling profession.

Historical Background

This program is one of the programs in North Carolina that is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Additionally, ours was the first program in North Carolina to be accredited (1985) and still maintains a reputation for excellence in counselor preparation. Additionally, Appalachian State University historically has an outstanding reputation for preparing educators and has thus played a significant role in preparing graduate and undergraduate professional educators for work in the Northwestern and Western Piedmont regions of North Carolina. This responsibility includes the preparation of professional school counselors to meet employment needs within the western North Carolina region. Currently, the demand for licensed school counselors across the state and the Southeast region of the United States is greater than the capacity of counselor education programs in North Carolina and the region to meet the demand. Surveys indicate the likelihood that this need will continue to increase.

Accreditations

The Professional School Counseling program at Appalachian State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards ((http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf). This accreditation runs through October 31, 2022. We are additionally accredited through the Council for the Accreditation of Educator Preparation (CAEP) until Spring of 2022 (http://caepnet.org/~/media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en)

Legal and Ethical Standards

Students in the PSC program are held to the same standards as members of the counseling profession and school counseling professions for which they are preparing. In as such, students are expected to be familiar with and adhere to the legal and ethical codes set forth by the according professional associations and licensure boards. Please see these standards (as amended) at the following organizations websites: American Counseling Association (https://www.counseling.org/resources/aca-code-of-ethics.pdf); American School Counseling Association (https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf) and North Carolina Department of Public Instruction (http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf and http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf).

Organizational Structure and Physical Location

The PSC Program (http://hpcsc.appstate.edu/) is located within the Department of Human Development and Psychological Counseling (http://hpc.appstate.edu/). The Department of Human Development and Psychological Counseling is a department within the College of Education (http://rcoe.appstate.edu/) , but also accountable to the Graduate School at Appalachian State University

(http://www.graduate.appstate.edu/) , as we are a Graduate- only program. Dr. Amy Milsom Chair of the Department of Human Development and Psychological Counseling; the Program Director of the Professional School Counseling Program is Dr. Jill Van Horne. The Dean of the College of Education is Dr. Melba Spooner.

All programs offering graduate degrees at Appalachian State are coordinated by the School of Graduate Studies. The School of Graduate Studies sets university-wide policies and procedures for graduate programs (http://www.graduate.appstate.edu/gradstudies/bulletin14/index.html). The School of Graduate Studies is located in 232 of the John E. Thomas Building; the Dean of the Graduate School is Dr. Michael McKenzie.

Faculty Description and Roles

The Professional School Counseling faculty include: Dr. Glenda Johnson, Dr. Lucy Purgason, and Dr. Jill Van Horne. The PSC faculty have a combined years-of-experience total in the field of professional school counseling of over 30 years. The school counseling profession, therefore, is something we are passionate about – and we prepare our future practitioners accordingly. Given the myriad of work tasks and situations today's school counselors face in their own careers, we are intentional not only about *what* we teach, but also *how* we teach what we teach.

> For the 2020-21 academic year, the following roles are designated as such:
> - Program Director: Dr. Jill Van Horne
> - Field Placement Coordinator: Dr. Glenda Johnson
> - Alumni Relations: Dr. Lucy Purgason

Meet the Faculty

Glenda S. Johnson, PhD, LCMHC, NCSC, is an Associate Professor in the Professional School Counseling (PSC) program. She earned her PhD in Counselor Education and Supervision in 2012 from Sam Houston State University (Huntsville, TX). In 1997, she earned a Masters of Arts in Counseling from Prairie View A&M University, a historically black college and university (HBCU). She has worked as a school counselor for 17 years, a teacher of students who are deaf or hard-of-hearing for 7 years, and a part-time licensed professional counselor (LPC) for 3.5 years all in the state of Texas. Her research interests include the counseling needs of students who are at-risk of dropping out of high school, students living in poverty, students' college and career readiness, and the mentoring needs of novice school counselors.

Lucy L. Purgason, PhD, **LSC, ACS, NCC** is an Assistant Professor in the Department of Human Development and Psychological Counseling in the Professional School Counseling program at Appalachian State University in Boone, NC. She earned her PhD in Counseling and Counselor Education from the University of North Carolina at Greensboro (UNCG) in 2013 and also received her Master's and Education Specialist degrees in School Counseling from UNCG (2005). She has worked as a professional school counselor for over five years in both North Carolina and Virginia and is also licensed in the state of Washington. During her time in the field, she gained experience in both rural and urban

settings including Title I schools and a school specifically for newcomer and immigrant students. In addition to her school counseling credentials she is a National Certified Counselor (NCC) and Approved Clinical Supervisor (ACS). Her research interests include understanding the importance of both online and offline relationships for immigrant and refugee students and students of other underrepresented groups, in both K-12 and higher education settings. In addition, she also pursues scholarship related to mentoring and supervision, with a specific emphasis on relational-cultural approaches.

Jill Van Horne, PhD, **LCMHCS, RPTS, NCC, Eagala certified**, is Program Director of the PSC program and an Assistant Professor in the HPC Department at Appalachian State University. Though a New Jersey native, all three of her degrees are from NC. She holds a Ph.D. in Counseling from the University of North Carolina at Charlotte (2014) as well as a certificate in Play Therapy. Her Master's Degree in School Counseling is from Western Carolina University and her Bachelor's Degree is from Lenoir-Rhyne University. She has over 20 years of combined school counseling and clinical mental health experience. Her experience spans from school counseling, the hospital setting, outpatient therapy in schools, to consulting with public and alternative schools. She holds a NC Professional School Counselor license, a NC Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), is a Registered Play Therapist Supervisor (RPTS), and is Eagala certified in equine assisted psychotherapy and learning. Her interests include incorporating multi-sensory techniques in working with children and adolescents, and extending dialogue between professional school counseling & clinical mental health.

ADVISEMENT

Students are assigned advisors during the admissions process. The advisor assignment is listed on the letter of acceptance to the program. Upon receiving acceptance letters, new students may contact their advisors via email to consult about courses to sign up for in the summer/fall semester. Counseling students are required to meet with their advisors during their first semester of admission to the Counseling Programs to design program of study plans. *It is the responsibility of each student to initiate scheduling of advising meetings –* both initially and in subsequent semesters. During these meetings the advisor and the student will develop a Program of Study, discuss professional and academic development, and navigate program requirements. **In some circumstances advisor/advisee arrangement may change throughout the program.*

PROGRAM OF STUDY
Curriculum and Program of Study

The 60 hour MA in PSC requires 8 CACREP Core, 7 PSC Specialty, and 4 Elective courses. Elective courses may be used to pursue: one of the HPC Certificates (Systemic Multiculturalism, Expressive Arts Therapy, Addictions), one of the HPC Concentrations (Body/Mind, Marriage & Family Therapy, etc), one of the RCOE Certificates (Autism Spectrum), or may be used to bolster the student's experience in areas of knowledge that need attention. Students may opt to select electives from various certificate programs keeping in mind that not all electives are offered each semester.

Those interested in pursuing their LCMHC/LCMHCA licensure following graduation are strongly encouraged to read information posted on the NCBLCMHC website (or other states' licensing boards) to keep current with updates regarding courses required for state-based mental health licensure (e.g., DSM, Advanced Theories, Psychopharmacology, etc).

Please note that all courses are taught from a multicultural perspective which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

It is the student's responsibility to develop a plan of study with her/his/their advisor before completing 30 semester hours of coursework. Failure to complete a plan of study before 30 semester hours will result in the Graduate School placing a block on students' further ability to register for classes the following semester. In preparing this plan of study, students should plan to take the required courses (excluding Internship) prior to taking the comprehensive exam.

It is the student's responsibility to account for necessary coursework in order to graduate from the PSC program at Appalachian State. It is the student's responsibility to discuss any changes with their advisor. Likewise, it is the student's responsibility to review and be accountable for their Degreeworks account in the App State system. Students electing to take more than a 12-hour course load will need to obtain permission from the graduate school to do so. Electronic forms can be found on the graduate school website. Keep in mind that the graduate school will rarely approve a student taking over 12-15 course hours a semester.

Course	Credits	Name	PSC Requirement/ CACREP/Elective
HPC 5310	3	Introduction to PSC	PSC Requirement
HPC 5754	3	Legal and Ethical Issues in PSC	PSC Requirement
HPC 6290	3	Child & Adolescent Therapy	PSC Requirement

HPC 6620	3	School-Based Consultation	PSC Requirement
HPC 5900	3	Practicum in Counseling (pre-req: HPC 5790, 5220, 5210, 5754, 5310, 5225)	PSC Requirement
HPC 6120	3	Developmental Assessment & Diagnosis Counseling (pre-req: HPC 5220, 5225, 5310, 5790)	PSC Requirement
HPC 6900	6	Internship in Professional School Counseling (pre-req: HPC 5140, 5210, 5220, 5225, 5310, 5754, 5790, 5900, 6620, candidacy)	PSC Requirement
HPC 5110	3	Multicultural Counseling	CACREP
HPC 5790	3	Group Methods & Processes	CACREP
RES 5000	3	Research Methods	CACREP
HPC 5140	3	Psychological & Educational Testing	CACREP
HPC 5210	3	Life & Career Planning	CACREP
HPC 5220	3	Counseling Theories & Techniques	CACREP
HPC 5225	3	The Helping Relationship	CACREP
HPC 5272	3	Individual & Family Development	CACREP
HPC 5537	3	Equine Assisted Learning/Psychotherapy	Elective Example
HPC 5540	3	Introduction to Play Therapy	Elective Example
HPC 6535	3	Child-Parent Relationship Therapy	Elective Example

HPC 6570	3	Appalachian Addictions Institute	Elective Example
HPC 5570	3	Counseling the Addicted Person	Elective Example
HPC 6730	3	Sexual Abuse Counseling	Elective Example
HPC 6710	3	Human Sexuality	Elective Example
HPC 6360	3	Therapy & Expressive Arts	Elective Example
HPC 6350	3	Body/Mind	Elective Example
HPC 6370	3	Intermodal Expressive Arts	Elective Example
HPC 6340	3	Ecotherapy	Elective Example
HPC 5560	3	Addictive Process	Elective Example
HPC 5130	3	Women's Issues in Counseling	Elective Example
HPC 5270	3	Theories of Marriage & Family Therapy	Elective Example
HPC 5273	3	Mediation & Divorce Therapy	Elective Example
HPC 5274	3	Substance Abuse/Family Systems	Elective Example
HPC 5275	3	Systemic Family Therapy Institute	Elective Example
HPC 5410	3	Introduction to Student Affairs	Elective Example
HPC 5532	3	Teaching Life & Career Planning	Elective Example

HPC 5535	3	Expressive Arts: Children & Adolescents	Elective Example
HPC 5538	3	Counseling & Service Learning: Bolivia	Elective Example
HPC 5543	3	Seminar in Teaching	Elective Example
HPC 5545	3	Dreams, Art, & Nature	Elective Example
HPC 5546	3	Clay, Craft Therapy	Elective Example
HPC 5710	3	Helping the Troubled Employee	Elective Example
HPC 5751	3	Law & Ethics in Professional Practice	Elective Example
HPC 5840	3	Human Relations & Interactions	Elective Example
HPC 5860	3	Dreamwork: Clinical Methods	Elective Example
HPC 5870	3	Creative Process, Movement, & Therapy	Elective Example
HPC 6162	3	Systemic Gestalt Therapy	Elective Example
HPC 6272	3	Marital & Couples Therapy	Elective Example
HPC 6380	3	Therapeutic Writing	Elective Example
HPC 6536	3	Expressive Arts in NYC	Elective Example
HPC 6539	3	Poetry & Therapy	Elective Example

Note: Elective courses available to PSC students include many/most of the *graduate* courses offered through the Departments of Special Education (SPE), Sociology (SOC), Family & Consumer Science (FCS) Psychology (PSY), Social Work (SW). Students must meet any course prerequisites for elective courses and gain the approval of their advisor before registering for elective courses. Consult with your advisor early regarding appropriate electives.

POLICIES AND PROCEDURES

Students are advised that changes to the Policies and Procedures outlined below may change during the course of students' program. Students will be notified of any changes through appropriate communication channels and access to the new policies and procedures will be provided.

Competencies, standards, expectations, and legal/ethical codes referred to throughout the PSC Handbook refer directly to the professional competencies, standards, expectations and legal/ethical codes outlined in the 2016 CACREP Standards document (http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf) (as amended); the American Counseling Association Legal and Ethical Code (https://www.counseling.org/resources/aca-code-of-ethics.pdf); the American School Counseling Association Legal and Ethical Code https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf ; and the North Carolina Department of Public Instruction legal and ethical codes (http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf and http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf)

MATRICULATION

PROGRAM COMPETENCIES, EXPECTATIONS, AND STANDARDS

HPC Departmental Competencies & Expectations:
- Gain the necessary knowledge, skills, and understandings as identified in program materials
- Know, understand, and apply all appropriate legal and ethical standards
- Develop facilitative and therapeutic interpersonal skills
- Develop the personal qualities necessary to integrate and apply acquired knowledge and skills
- Demonstrate positive professional behaviors as outlined in the Counselor Competencies Scale
- Demonstrate good judgment and appropriate emotional functioning prior to contact with clients in any practicum or internship
- Program faculty reserve the right to remove any student from the program at any point in the program for failing to meet any of the above standards, competencies and/or expectations.

• Note: Program faculty reserve the right to remove any student from the program at any point in the program for failing to meet any of the above standards, competencies and/or expectations.

• Note: Those students who are recovering from a personal addiction to alcohol or drugs are expected to have 12 months of continuous sobriety prior to registering for the Practicum in Counseling and 15 months of continuous sobriety prior to registering for the Internship.

PSC Academic Standards for Retention:

The university, graduate school, and program/departmental faculty are committed to establishing a reflective environment that promotes counselor competence, strong professional ethics and values, personal integrity and a sense of responsibility towards meeting the needs of individuals and families from diverse populations.
- Maintain an overall GPA of 3.0 or higher;
- Earn no more than three final grades of C in the program of study (including repeated courses);
- Earn a Satisfactory in all applicable field courses (HPC 5900, HPC 6900);
- Complete all course prerequisites as outlined in the appropriate courses of study;
- Complete all program requirements with prerequisite subsequent courses/fieldwork/ graduation.

Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.
I. The Academic Integrity Code
- Students attending Appalachian State University agree to abide by the following Code:
- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application. This can be found at: https://policy.appstate.edu/Academic_Integrity_Code

- NOTE: Students are dismissed from the PSC Program if they earn more than three final grades of a C, any final grade lower than a C, or if they earn an Unsatisfactory in a field course (HPC 5900, HPC 6900).
- Also, in order to graduate the program, students must pass the Counselor Preparation Comprehensive Exam (CPCE). See below for CPCE exam remediation policy implemented for students who fail to pass the exam.
- Students are to respect the PSC policy on photographing and taping/digital recording of faculty members. There is to be no recording or photographing of faculty members without direct faculty permission.

ACADEMIC APPEALS POLICY

A grievance on the part of any student will be processed as described in the *Appalachian State University Graduate Bulletin: Graduate Student Appeals Processes:* *(https://graduate.appstate.edu/2016-17-graduate-bulletin-course-catalog-academic-requirements-and-regulations-list-academic/appeals)*.

Students have the right to appeal any decision concerning course grades, termination from their graduate program or termination from their graduate assistantship. Appeals involving grades or other faculty related issues are handled through the department and the dean of the academic college or school housing the department. There are detailed procedures and strict timelines for grade appeals. See "Grade Appeals" on the ASU Graduate School website (https://graduate.appstate.edu/2016-17-graduate-bulletin-course-catalog-academic-requirements-and-regulations-list-academic/appeals) for more information.

Appeals involving termination from an assistantship or termination from a graduate program (e.g., denial of admission to candidacy, denial of a probationary term, etc.) are handled through the program and the Graduate School. The steps that a student would take in this procedure are as follows.

- Appeal to the program through the Program Director and/or the Department Chair.
- If the situation cannot be resolved at the program level, appeal to the Graduate School by submitting documentation in writing to the Associate Dean for Graduate Studies. The program will also be given an opportunity to provide written documentation about the situation.
- Appeals denied by the Graduate School will automatically be sent to the Graduate Council's Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate Council consisting of graduate faculty from three departments other than the student's home department; the Committee meets only on demand and does not usually meet with the student or the program. The Committee's decision is binding.

- Allegations of discrimination will be handled according to University discrimination policies administered by the Office of Equity, Diversity, and Compliance (828-262- 2144 or http://edc.appstate.edu/contact).
- Allegations of sexual harassment will be handled according to University institutional policies on sexual harassment administered by the Office of Equity, Diversity, and Compliance (828-262-2144 or http://edc.appstate.edu/contact).

PSC Professional Behavior Standards For Retention

Students shall:

- Abide by all policies of the University, Graduate School, College of Education, HPC Department, and PSC Program including following established policies and processes. Should any violation of these policies occur, students must notify the advisor and Program Director within 48 hours.
- Students currently enrolled in the Department of Human Development and Psychological Counseling are expected to maintain high standards of legal and ethical conduct both on campus and in the general community. If a student is charged with misdemeanor or felony conduct, the incident must be reported to the PSC Program Director within 24 hours of occurrence. If the student is participating in a field experience at the time of such incident, it is the responsibility of the student to refrain from participation in the field experience until the student receives clearance from the Program Director.
- Meet deadlines (provide documentation as requested; complete required in-class and out-of-class assignments as outlined in the courses; meet all programmatic deadlines for paperwork);
- Be prepared for and perform to standards in class/fieldwork courses (attend class/fieldwork; arrive to class/fieldwork on time and remain in class/fieldwork until the close of class or the field supervisor's day);
- Communicate respectfully and appropriately with faculty, staff, supervisors, field instruction personnel, fellow students and others;
- Demonstrate positive identification with the profession through behavior, communication, personal reflection, and self-correction that is positive and consistent with standards of behavior in the profession. Competencies, standards, expectations, and legal/ethical codes referred to throughout the PSC handbook refer directly to competencies, standards, expectations, and legal/ethical codes outlined in the 2016 CACREP Standards (http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf), ACA Code of Ethics (http://www.counseling.org/resources/aca-code-of-ethics.pdf), and the North Carolina Department of Public Instruction legal and ethical codes (http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf and http://www.dpi.state.nc.us/docs/accountability/testing/policies/testcode080100.pdf) as amended.
- Meet all the Professional Disposition Standards in the programmatic professional behavior reviews as assessed by a score of 3 or higher on each of the dispositions in the program evaluation tool. The Counseling Skills and Dispositions Assessment Tool (CSDAT) is an instrument designed to assess trainee competencies as measured in their counseling skills, dispositions, and behaviors.

NOTE: Students not meeting the professional disposition or behavior expectations as outlined in the CSDAT may be dismissed from the program.

PROFESSIONAL BEHAVIOR PERFORMANCE REVIEW PROCESS
Counseling Skills and Disposition Assessment Tool (CSDAT)

The faculty will regularly monitor not only students' academic progress but also those observable behaviors which will affect their performance in the field. The purpose of this monitoring process is to ensure that the behavior of all graduates of the Appalachian State University Professional School Counseling Program reflect these expected professional behavior standards and that students' professionalism and counseling competence meet the professional standards. As such, the Appalachian State University, the Graduate School, Reich College of Education, Department of Human Development and Psychological Counseling, and Professional School Counseling Program require students to meet and maintain specific academic and behavioral standards (see above information and links). Similarly, CACREP, ASCA, ACA, and NCDPI require students to meet and maintain specific professional and behavioral standards. Please reference the following documents as amended: 2016 CACREP Standards document (http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf) (as amended); the American Counseling Association Legal and Ethical Code (https://www.counseling.org/resources/aca-code-of-ethics.pdf); the American School Counseling Association Legal and Ethical Code (https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf ; and the North Carolina Department of Public Instruction legal and ethical codes (http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf and http://www.dpi.state.nc.us/docs/ accountability/testing/policies/testcode080100.pdf).

Please note: The ACA ethics, when referring to "counselors," clearly states in the definition section that "counselors' include candidates or students of counselor education programs.

Students are required to demonstrate those positive professional behaviors (as referenced above) throughout students' time in the program. A formal program-wide performance review process based in these standards/ethics happens at least three (3) times during the course of the student's program: a.) at the end of the first year or the beginning of the second (prior to endorsement for registering for the Practicum course), b.) during the Practicum course (prior to endorsement for registering for Internship, and c.) during the Internship course (prior to licensure recommendation and graduation). These evaluations determine whether a student may enroll in a Field Placement course; only those students demonstrating consistently professional and ethical behaviors will be permitted to enroll in Practicum and, later, Internship. Other departmental faculty, staff, field supervisors, or other individuals engaged with PSC students in an academic or professional capacity may provide information to program faculty regarding academic and behavioral performance. Students will be required to complete a candidacy process after practicum but prior to their internship semester.

Additionally, a course-specific professional performance standards review process is a part of every PSC Specialty and Core course in the program and impacts the student's grade in those courses. Reviews undertaken by program faculty during the program-wide CSDAT reviews take into consideration all the

CSDAT reviews in specialty and core courses completed to-date. Program-wide CSDAT reviews may include, but are not limited to, observed behaviors in public and professional settings (i.e., professional conferences, PSC or HPC events, Chi Sigma Iota gatherings, program meetings, program events, summer institutes, postings on social media sites, apps, and services, etc.) Those students not meeting the academic or behavioral standards set forth by Appalachian State University, the Graduate School, RCOE, HPC, and/or PSC, and/or not meeting the behavioral standards set forth by CACREP, ASCA, ACA, and/or NCDPI will be dismissed from the program. In some cases, a remediation program may be contracted by the faculty for the student in hopes of reinstatement pending a review by the PSC faculty.

The faculty expect prospective counselors to be concerned about other people, to be stable and well adjusted (personally and professionally), to be effective in interpersonal relationships, to be self-aware and self-controlled, and to be able to receive, assimilate, and provide constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession wherein leadership and advocacy are inherent expectations – as is counseling work with the vulnerable population of minor children. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision and advisement in all activities related to their degree program.

To assess these dispositions, students will be evaluated according to the following as screened by the Counseling Skills and Disposition Assessment Tool (CSDAT) *see page 30:
1. Professional Ethics
2. Professionalism
3. Self-Awareness and Self-Understanding
4. Emotional Stability and Self-Control
5. Motivation to Learn and Grow / Initiative
6. Multicultural Competence
7. Openness to Feedback
8. Professional and Personal Boundaries
9. Flexibility and Adaptability
10. Congruence and Genuineness

Each standard is rated on a 1 ('Harmful') to 5 ('surpasses standards') scale. Please note that only those students meeting the 'meets standards" standard (score of 4) is permitted to enroll in any Field Placement course.

Remediation Plan
Students receiving a rating of 3 or below on any course-based or programmatic CSDAT review will be considered deficient in professional behaviors performance and subject to the following procedure:

1. The student will be presented with a copy of the course-based or programmatic CSDAT evaluation review on which are listed the deficient rating(s), the respective professor's explanation

for the ratings, and any remedial actions required by that faculty. The student and the program faculty will meet to discuss the professional performance concern(s) and to implement remedial actions. A copy of the completed CSDAT form will be given to the student and his/her/their advisor. This form will be signed by the student and PSC faculty members as evidence that it was reviewed.

       2. Faculty may conduct a Professional Performance Review at any time for any student who engages in illegal or unethical activities or for any student whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, the faculty may recommend either dismissal from the program or remedial action for the student. Remedial action may, among other things, include a required clinical assessment by a licensed clinical mental health counselor, and that the student follows all of the recommended treatment plan components prescribed by that professional.

       Additionally, if a student receives more than one deficient course or programmatic CSDAT review during his/her/their Program of Study or otherwise fails to show progress in correcting deficiencies previously cited, the faculty may recommend either his/her dismissal from the program or further remedial action. If a singular deficiency or violation is determined by the program faculty to be egregious, pervasive, or harmful to others, immediate dismissal from the program will result. In either event, the student will be required to meet with the faculty member(s) issuing the form(s) and the Program Director to discuss the professional performance concerns and the responsive actions to be taken. A copy of the completed CSDAT will be given to the student and his/her/their advisor, the form is to be signed by the student and the faculty members present as proof of attendance.

       The faculty and Program Director will send via email or US Post a letter to a student informing the student of the termination, the reasons for dismissal, and the appeals process. The student must file an appeal with the Graduate School within 7 days. All faculty recommendations for termination from the Professional School Counseling program will be forwarded to the Dean of Graduate Studies and may be appealed through this office (see policy as amended at (https://graduate.appstate.edu/2016-17- 16 graduate-bulletin-course-catalog-academic-requirements-and-regulations-list-academic/appeals)

       3. Faculty understand that as students are learning how to be professionals in the counseling field, they confront systemic, personal, and interpersonal challenges which encourage experimentation and growth. This said, the American Counseling Association has charged counselor education faculty with the task of gatekeeping in order to protect current or future clients (students, minors and children, schools, and site placements) from potential harm. For this reason, faculty reserve the right to terminate the program of any student at any point during the program of study – including during the field placement portion of the program (Practicum and Internship) – should faculty, site supervisors, colleagues, cohort mates or others observe the student demonstrating unprofessional, unethical, unlawful, or harmful behaviors.

PROFESSIONAL IDENTITY DEVELOPMENT

Support and involvement in professional counseling associations is fundamental to a counselor's professional identity development and the continued advancement of the profession. Furthermore, research demonstrates that involvement in professional associations during students' graduate counseling training results in a higher tendency for continued involvement after graduation as compared to students who were not members during their training. Therefore, as a demonstration of your commitment to the counseling profession and your own development as a professional, you are asked to either (1) join the North Carolina School Counseling Association (NCSCA) or (2) join the American School Counseling Association (ASCA), or both!

Professional Development Presentation (NCSCA or other approved PSC related association) Second year students in the Professional School Counseling program are required to present a professional development session or poster proposal to the North Carolina School Counseling Association annual conference or other faculty approved conference. The opportunity to do so will be introduced in the Introduction course, HPC 5310, and must be completed by the second December of the program. Sometimes, first year students will elect to complete this professional presentation requirement in their first year at the November Annual Conference of the North Carolina School Counseling Association. Students wishing to present a session (rather than poster) are required to register for the North Carolina School Counseling Association annual conference and encouraged to work with a faculty member to develop and present the session with that program faculty at the conference.

Chi Sigma Iota Chapter: Alpha Sigma Upsilon (CSI) Appalachian State University's HPC department maintains the Alpha Sigma Upsilon chapter of Chi Sigma Iota (CSI). CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. CSI's mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. We encourage any students who are eligible to join the spring of their first year to become involved! **Dr. Van Horne** is one of the faculty advisors. The other is to be determined!

Counselors Mentoring and Connecting (CMAC) In 2008, PSC program students initiated and have since maintained a mentoring organization specific to PSC alone that is student-led, student-organized, and student-desires-driven. PSC program faculty may sometimes work closely with CMAC leaders to facilitate such events as New Student Orientation Picnic and such, but the organization largely operates entirely independently of faculty and program staff. Leaders are typically chosen by members each spring for an annual term beginning in May and running to the following May. Leaders mainly organize social events to help the cohorts bond, but also to facilitate friendships, professionalism, and networking among the various cohorts and their members. CMAC Board for 2020-2021 are: **Maggie DeWeese, Emily Lewis, and Allyson Murphy.** PSC students are both welcomed and encouraged to connect with their peers in supportive, relationship-building, professional, and fun ways. As a first year student, you are assigned a mentor from the second year cohort. If you are unaware of who your mentor is, please contact members of the CMAC Board.

Personal Counseling

If you feel you need personal counseling at any time, contact the Appalachian State University Counseling Center at 828-262-3180. The Appalachian State University Counseling Center provides free individual counseling to all currently enrolled students. The faculty members of the PSC Program strongly recommends that *all* counseling trainees experience personal counseling with a licensed professional counselor early in their professional development and at any time they experience personal stressors or difficulties. Seeking personal counseling is a self-care strategy that all counselors should rely on when needed. Faculty members may also make recommendations that students seek counseling services to address personal issues that are impacting a student's professional development.

COMPREHENSIVE EXAMS

Appalachian State University Graduate School Comprehensive Examination Policy:

Most master's and specialist programs require acceptable performance on a comprehensive examination. In some programs, the thesis defense constitutes the comprehensive examination. The product of learning is required for candidates seeking advanced licensure in teacher education programs and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program.

*Note: The comprehensive exams required by our program replace the requirement for a thesis defense

PSC/CMHC Programs' Comprehensive Exam Requirement/Policy:

Several rules govern the timing and approval process for all comprehensive exams:
* Comprehensive examinations must be completed in the last 1/3 of the program. * The report of successful comprehensive exam completion must be received by the Graduate Records staff in the Registrar's Office no later than the day before final exams begin in the term of graduation.

The Comprehensive Exam for the Professional School Counseling program consists of:
1. A passing score on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE is a 136-item multiple-choice examination based on the eight CACREP-core content areas.
2. Students should take the CPCE after they have completed at least 6 out 8 of the CACREP core areas and are presently enrolled in the remaining 2 courses.

PSC Remediation Plan for Failed Comprehensive Examinations

Students must pass the CPCE in order to graduate. A passing score on the CPCE exam consists of achieving a correct response rate of 65% or a raw score of 85. Students have three opportunities to pass the exam. Should a student not pass the comprehensive exam on their first attempt, the student will be notified by their academic advisor and/or departmental testing coordinator so that a preparation plan can be implemented in consultation with program faculty.

Based on faculty consultation, a preparation plan can include any of the following:
1. Meeting with Testing Coordinator to develop a study plan
2. Audit specific course content
3. Any combination of the above

Should the student fail to pass the CPCE on the second attempt, the student will be notified by their academic advisor and/or the departmental testing coordinator so that a remediation plan can be

implemented in consultation with program faculty.

Based on faculty consultation, a remediation plan can include any of the following:

1. Repeat a course and/or courses.
2. Complete a formal test preparation course
3. Audit specific course content
4. Complete research paper or study project in content areas
5. Any combination of the above

After remediation, should a student still not successfully pass the comprehensive exam, the student will be notified by the departmental testing coordinator and/or academic advisor so that a final remediation plan can be implemented in consultation with program faculty.

Based on faculty consultation, a final remediation plan can include any of the following:

1. A comprehensive oral or written exam
2. A comprehensive program portfolio
3. Any combination of the above

Should a student fail to successfully pass the comprehensive oral, written and/or program portfolio exam, a program termination determination will be filed with the Appalachian State University Graduate School by program faculty.

EMPLOYMENT POLICY

During the course of the graduate program, often our former or current teachers are offered school counseling positions in schools or with principals with whom they have or have had a strong working relationship. The North Carolina Department of Public Instruction has guidelines regarding the hiring of unlicensed or provisionally-licensed persons to work in licensed positions in the K-12 schools. Likewise, individual counties and superintendents have guidelines and policies governing the hiring of such persons. As such, the program faculty defer to these entities in making hiring decisions and do not take positions in these decisions. Program faculty may, however, provide confirmation as to how many courses have been completed by the student or where he/she/they is in terms of completing the Program of Study; faculty require 7 days to supply such letters to personnel departments. Such students should be aware that it is the sole responsibility of the student to pursue his/her/their provisional licensure and complete any hiring paperwork. The University (via the College of Education and the PSC program) manages the fully-licensed licensure paperwork of graduates of the program *only* – and only at the time of graduation from the University. This process is online and instructions can be accessed via the PSC website http://hpcsc.appstate.edu .

Should a current student accept a school counseling position in the schools and want to apply to use their employed position as his/her/their Practicum and/or Internship placement site, students should be aware that this is not automatically approved, but rather must be reviewed by the program faculty. Decisions regarding Practicum and Internship placement are made solely by the Field Placement Coordinator in consultation with the PSC program faculty. The PSC Field Placement Coordinator's mission is to place students at school sites wherein they will learn the skills, knowledge, understandings, and experiences necessary to prepare them for role-appropriate (as per ASCA and NCDPI published job descriptions) school counseling work in the schools – and with faculties and site supervisors who support this kind of role and work. Students should see the Field Placement Handbook for further information and contact the Field Placement Coordinator to set a meeting to discuss the issue should they find themselves in this situation.

ENDORSEMENT POLICY

Students who demonstrate the knowledge and skills needed to be successful in professional school counseling will be recommended for endorsement for professional school counseling licensure which is given by the state of North Carolina.

PROFESSIONAL SCHOOL COUNSELING PROGRAM 2016 CORE CACREP

Students will demonstrate mastery of program objectives by successful completion of the corresponding academic coursework and process-oriented outcomes required in field placement experiences. Mastery will be accessed by coursework grades, CPCE, and field placement evaluations.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
a. history and philosophy of the counseling profession and its specialty areas *b*. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation *c*. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams *d*. the role and process of the professional counselor advocating on behalf of the profession *e*. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients *f*. professional counseling organizations, including membership benefits, activities, services to members, and current issues *g*. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues *h*. current labor market information relevant to opportunities for practice within the counseling

profession *i*. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling *j*. technology's impact on the counseling profession *k*. strategies for personal and professional self-evaluation and implications for practice *l*. self-care strategies appropriate to the counselor role *m*. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally *b*. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy *c*. multicultural counseling competencies *d*. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others *e*. the effects of power and privilege for counselors and clients *f*. help-seeking behaviors of diverse clients *g*. the impact of spiritual beliefs on clients' and counselors' worldviews *h*. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT
a. theories of individual and family development across the lifespan *b*. theories of learning *c*. theories of normal and abnormal personality development *d*. theories and etiology of addictions and addictive behaviors *e*. biological, neurological, and physiological factors that affect human development, functioning, and behavior *f*. systemic and environmental factors that affect human development, functioning, and behavior *g*. effects of crises, disasters, and trauma on diverse individuals across the lifespan *h*. a general framework for understanding differing abilities and strategies for differentiated interventions *i*. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

4. CAREER DEVELOPMENT
a. theories and models of career development, counseling, and decision making *b*. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors *c*. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems *d*. approaches for assessing the conditions of the work environment on clients' life experiences
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development *f*. strategies for career development program planning, organization, implementation, administration, and evaluation *g*. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy *h*. strategies for facilitating client skill development for career, educational, and life-work planning and management *i*. methods of identifying and using assessment tools and techniques relevant to career planning and decision making *j*. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS
a. theories and models of counseling *b*. a systems approach to conceptualizing clients *c*. theories, models, and strategies for understanding and practicing consultation *d*. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships *e*. the impact of technology on the counseling process *f*. counselor characteristics and behaviors that influence the counseling process *g*. essential interviewing, counseling, and case conceptualization skills *h*. developmentally relevant counseling treatment or intervention plans *i*. development of measurable outcomes for clients *j*. evidence-based counseling strategies and techniques for prevention and intervention *k*. strategies to promote client understanding of and access to a variety of community-based resources *l*. suicide prevention models and strategies *m*. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid *n*. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
a. theoretical foundations of group counseling and group work *b*. dynamics associated with group process and development *c*. therapeutic factors and how they contribute to group effectiveness *d*. characteristics and functions of effective group leaders *e*. approaches to group formation, including recruiting, screening, and selecting members *f*. types of groups and other considerations that affect conducting groups in varied settings *g*. ethical and culturally relevant strategies for designing and facilitating groups *h*. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling *b*. methods of effectively preparing for and conducting initial assessment meetings *c*. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide *d*. procedures for identifying trauma and abuse and for reporting abuse *e*. use of assessments for diagnostic and intervention planning purposes *f*. basic concepts of standardized and non-standardized testing,

norm-referenced and criterion-referenced assessments, and group and individual assessments *g*. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations *h*. reliability and validity in the use of assessments *i*. use of assessments relevant to academic/educational, career, personal, and social development *j*. use of environmental assessments and systematic behavioral observations *k*. use of symptom checklists, and personality and psychological testing *l*. use of assessment results to diagnose developmental, behavioral, and mental disorders *m*. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice *b*. identification of evidence-based counseling practices *c*. needs assessments *d*. development of outcome measures for counseling programs *e*. evaluation of counseling interventions and programs *f*. qualitative, quantitative, and mixed research methods *g*. designs used in research and program evaluation *h*. statistical methods used in conducting research and program evaluation *i*. analysis and use of data in counseling *j*. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

School Counseling Specialty

1. FOUNDATIONS

a. history and development of school counseling *b*. models of school counseling programs *c*. models of P-12 comprehensive career development *d*. models of school-based collaboration and consultation e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools *b*. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies *c*. school counselor roles in relation to college and career readiness *d*. school counselor roles in school leadership and multidisciplinary teams *e*. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma *f*. competencies to advocate for school counseling roles *g*. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders *h*. common medications that affect learning, behavior, and mood in children and adolescents *i*. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs *j*. qualities and styles of effective leadership in schools *k*. community resources and referral sources *l*. professional organizations, preparation standards, and credentials relevant to the practice of school counseling m. legislation and government policy relevant to school counseling *n*. legal and ethical considerations specific to school counseling

3. PRACTICE

a. development of school counseling program mission statements and objectives *b.* design and evaluation of school counseling programs *c.* core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies *d.* interventions to promote academic development *e.* use of developmentally appropriate career counseling interventions and assessments *f.* techniques of personal/social counseling in school settings *g.* strategies to facilitate school and postsecondary transitions *h.* skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement *i.* approaches to increase promotion and graduation rates *j.* interventions to promote college and career readiness *k.* strategies to promote equity in student achievement and college access *l.* techniques to foster collaboration and teamwork within schools *m.* strategies for implementing and coordinating peer intervention programs n. use of accountability data to inform decision making *o.* use of data to advocate for programs and students

PROGRAM CHECKPOINTS & TIMELINE

Fall Semester of First Year

✓ October/November: Clarify personal career goals; outline intended courses for program of study

✓ Meet with your advisor to plan a potential program of study (POS) based upon your career goals

Spring Semester of First Year

✓ January/February: Finalize your Program of Study (POS) and communicate the final plan to your advisor via meeting or email. (The Graduate School will not allow students to enroll for following-semester classes if they are close to exceeding the maximum credits allowable without a POS approved and on file in their office – so meet with your advisor before registration for summer and fall courses opens). The University uses the online DegreeWorks program to complete and file programs of study. Trainings in how to use these programs are made available to students regularly during the fall and spring semesters. Look for emails from App State regarding advising and using the DegreeWorks system. The POS planning form can help you as you think about your program of study, and is available online at: http://bulletin.appstate.edu/content.php?catoid=10&navoid=518

✓ February: Attend a mandatory Field Placement Training. All the policies and procedures for participating in field experiences (Practicum and Internship) are covered during this training and located in the Field Experience Handbook. A copy of the handbook is located on the PSC website. The deadline for fall practicum/internship is March 1 and the deadline for spring practicum/internship is October 1. The following courses are required before beginning your practicum experience 5220 (Theories), 5225 (Helping Relationship), 5310 (Intro to PSC), and 5790 (Groups).

Fall Semester of Second Year: (or for some, their first fall semester)

✓ Present at the Annual NCSCA Fall Conference. Students may choose to present a poster presentation –others a lecture-format presentation to meet this program requirement. Information is made available to students in their Introduction to Professional School Counseling course. Students who choose to present in their first semester of the program at the fall conference will have met the program's presentation requirement for graduation. NCCA presentation (or any state or national professional organization's annual conference) is acceptable as well.

✓ Students Receiving Financial Aid: Students whose attempted hours exceed 150% of the published length of their program are ineligible to receive aid. Because the Professional School Counseling program (60 credit hours) is longer than most graduate programs (36 credit hours), students may be asked to appeal in the last years of the program. If a student is asked to appeal, they should submit a letter explaining their circumstances, their plan toward graduation, and a copy of their program of study. To receive aid, these students must appeal and will be expected to find other means of covering any balances with the university until an appeal is approved. More information is available in the Financial Aid Satisfactory Academic Progress Policy (https://financialaid.appstate.edu/sites/financialaid.appstate.edu/files/1819_sapfs_d150fs_0.pdf) and in their Terms and Conditions (https://financialaid.appstate.edu/apply/terms-and-conditions).

Semester During Practicum (Recommended) or During Internship:

✓ Register for the HPC "Comps" Exam: the Counselor Preparation Comprehensive Exam (CPCE). Exam dates are set for each semester and announced each fall. You must register 4-5 weeks before the exam date. There are preparatory books you may borrow from the HPC resource library or you may choose to purchase the recorded/digital series or books to assist you in studying for the exam. The department will send out emails at least 6 weeks prior to registration for the exam.

✓ Prepare and attend Candidacy. Your evaluation for the first portion of your PSC program experience will give direction to and inform your internship semester. Candidacy must be approved before entering Internship.

✓ Register for Internship: application deadlines are February 1 for fall internship and October 1 for spring internship. You must have completed the core courses prerequisite to 5900 (practicum) and 5210 (Career), 5140 (Testing), 5754 (Legal/Ethical), and 6620 (Consultation) prior to beginning Internship.

✓ Attend the Mandatory Internship Meeting (typically scheduled for three hours the last day of the preceding-internship semester). You are required to attend a mandatory internship orientation meeting at the end of the semester prior to your enrollment in internship, and you must receive formal approval from the PSC committee for your internship site. Students not in attendance at the meeting will need to postpone their Internship experiences for liability reasons.

Internship Semester OR the Semester Prior to Graduation:

✓ Register for Graduation: During the course registration period when you are registering for your final semester of classes, apply online at the graduate school website for your Diploma and Graduation. If you will WALK the following semester, but NOT graduate (ie: take your last class in the summer following graduation), then register online to WALK for graduation, but do not apply to graduate. You must apply to graduate at the beginning of the semester in which all your coursework will be completed.

✓ Begin your job search. Register on the DPI website for the state(s) you wish to work in. The NCDPI website allows you to select those counties in which you have particular interest.

✓ Visit the Career Development Center on campus to register for their assistance with signing up for the twice-per-year Career Fair, assistance workshops with interviewing, resumes, and cover letters. Write your cover letters. Finalize your resume. Use them! They are an excellent resource – and as an App State graduate, you are eligible for life-long services (FYI).

✓ Assemble your Professional Portfolio (begun in Intro and completed in Internship) and finalize it. Begin mining the contacts you have made during the Program (site supervisors, guest speakers, program alumni, classmates, friends/family with public school contacts, alumni contacts made at the NCSCA conferences, NCCA conferences, etc), and find out what position openings are on the horizon. Bookmark county websites that have job posting pages – and check them weekly.

✓ *If you are requesting letters of recommendation from faculty, ask them early so they have several weeks to provide the letter or reference*. Remember, you are looking for jobs at the same time faculty are winding up the semester and academic year, grading, working on your graduation, and licensure components, preparing for the incoming cohort, etc. Plan accordingly!

✓ NO LATER THAN THE THIRD WEEK OF THE SEMESTER: Register for and take no later than the end of March the NTE/Praxis Exam (online test code: 5421) Counseling Specialty portion only. Request that your scores be sent to Appalachian.

✓ Apply for DPI Licensure (and endorsement) as a School Counselor. This process is completed online, and the office is in the Office of Field Experiences in the Dean's office should you need any assistance in this process. There is a cost for this licensure. Your Internship supervisor will be available to guide you if

you have questions about the process. Stay on top of this paperwork – it can take weeks. You need to have all your paperwork in by early/mid-June if you want to have licensure and be able to work in the fall after your graduation to complete.

✓ Take the NCE: Optional – But Recommended. As a graduate of a CACREP accredited graduate counseling program, you are eligible to sit for the National Counselor Exam (NCE). A passing score on the exam grants you eligibility to apply for the Nationally Certified Counselor (NCC) credential. It also (later) grants you the option to apply for the Nationally Certified School Counselor (NCSC) credential. LCMHC?

✓ Get a Physical: Optional – But Recommended. Obtain a Physical Exam at the Student Health Center before graduation. You will need one before working in most school systems and they are expensive if you are in the coverage gap between your master's work and your first job in the schools. Because your App State student fees largely cover this cost if you obtain one while enrolled as a student, you might be proactive about this.

Summer After Graduation: Stay in touch over the hiring-summer! Let the faculty help you in your job search.

Once Hired: Contact Dr. Van Horne to let her know where you have been hired. We want to share your outstanding news with our App State PSC Community!

February after you graduate: Come back to App State for our Alumni Social during Professional School Counselor Week at App State!

Counseling Skills & Dispositions Assessment Tool (CSDAT)

Created by: Rosen, C.M., Caldwell, K., Schwarze, M., Van Horne, J., & Coats, R., Appalachian State University, September 19, 2018

The CSDAT provides a formal assessment, collecting both quantitative & qualitative data, to students as they progress through developmental expectations within their program. Part 1 is especially focused on skills & will be used in skills-based courses. Part 2 is focused on professional dispositions & will be used in all 8 CACREP core course & specialty courses for both PSC & CMHC. Parts 1 & 2 will be used in all Field Experience Courses.

Directions: Based on direct observation, please evaluate students according to their expected developmental level for each of the items listed below.

Scale Scoring

Surpasses Standards (5) = the student demonstrates exceptionally strong knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

Meets Standards (4) = the student demonstrates consistent & proficient knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

Approaching Standards (3) = the student demonstrates inconsistent & limited knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the "Approaching Standards" or higher at the conclusion of their Practicum.

Below Standards (2) = the student demonstrates limited or no evidence of the knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of a 3.

Harmful (1) = the student demonstrates harmful use of knowledge, skills, & dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 2.

N/A (0) = did not demonstrate or unable to observe.

Part 1: Counseling Skills

Skill	Descriptors	- Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
1A. Attending & Nonverbal Skills	Sensitive to individual client re: eye contact, vocal qualities, attentive body language, pacing/timing & tracking the session.	Student demonstrates exceptionally strong attending & nonverbal skills the majority of the time.	Student demonstrates consistent & proficient attending & nonverbal skills.	Student demonstrates inconsistent & limited attending & nonverbal skills.	Student demonstrates limited or no attending & nonverbal skills.	Student demonstrates attending & nonverbal skills that are potentially harmful to clients.	Did not demonstrate or unable to observe.
1B. Empathy	Observing & reflecting feelings, facilitating client awareness of & exploration of his/her/their emotional world, clarifying emotional strengths & furthering resilience, respecting resistance, use of direct empathy statements.	Student demonstrates exceptionally strong use of empathy as a primary therapeutic approach the majority of the time.	Student demonstrates consistent & proficient use of empathy.	Student demonstrates inconsistent & limited use of empathy.	Student demonstrates limited or no proficiency in empathy.	Student demonstrates harmful &/or non-empathic skills.	Did not demonstrate or unable to observe.
1C. Active listening	Skills of encouraging/ affirming, paraphrasing, & summarizing.	Student demonstrates exceptionally strong use of active listening skills the majority of the time.	Student demonstrates consistent & proficient use of active listening skills.	Student demonstrates inconsistent & limited active listening skills.	Student demonstrates limited or no proficiency in active listening skills.	Student demonstrates harmful active listening skills.	Did not demonstrate or unable to observe.
1D. Questioning	Skills of open & closed ended questions, adapting questioning style to demonstrate respect to diverse clients.	Student demonstrates exceptionally strong use of questioning skills the majority of the time.	Student demonstrates consistent & proficient use of active questioning skills.	Student demonstrates inconsistent & limited questioning skills.	Student demonstrates limited or no proficiency in questioning skills.	Student demonstrates harmful questioning skills.	Did not demonstrate or unable to observe.
1E. Focusing	Skill of setting collaborative goals with clients. Explores situations from multiple frames of reference & includes advocacy, community awareness, & social change as appropriate for client needs.	Student demonstrates exceptionally strong use of focusing skills the majority of the time.	Student demonstrates consistent & proficient use of focusing skills.	Student demonstrates inconsistent & limited use of focusing skills.	Student demonstrates limited or no proficiency in focusing skills.	Student demonstrates harmful focusing skills.	Did not demonstrate or unable to observe.

1F. Empathic confrontation	Skill of identifying client's conflict, incongruity & mixed messages in behavior, thought, feelings or meaning. Skill is conducted in an empathic yet challenging manner that furthers client exploration of situation.	Student demonstrates exceptionally strong use of empathic confrontation skills the majority of the time.	Student demonstrates consistent & proficient use of active empathic confrontation skills.	Student demonstrates inconsistent & limited empathic confrontation skills.	Student demonstrates limited or no proficiency in empathic confrontation skills.	Student demonstrates harmful confrontation skills.	Did not demonstrate or unable to observe.
1G. Facilitative Therapeutic Demeanor	Skill of conveying respect, unconditional positive regard & acceptance of clients' strengths, areas of growth & diversity.	Student demonstrates exceptionally strong use of facilitative therapeutic demeanor the majority of the time.	Student demonstrates consistent & proficient use of facilitative therapeutic demeanor at least a majority of the time.	Student demonstrates inconsistent & limited therapeutic demeanor inconsistently & inaccurately.	Student demonstrates limited or no proficiency in facilitative therapeutic demeanor skills.	Student demonstrates harmful facilitative therapeutic demeanor skills.	Did not demonstrate or unable to observe.

_____: Total score (out of a possible 35)

Part 2: Professional Counselor Dispositions

Professional Disposition	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
2A. Ethical Behavior	Follows professional organization codes of ethics, the University's Code of Academic Integrity & PSC or CMHC Field Experience Manual policies, & seeks appropriate consultant as needed	Student demonstrates exceptionally strong ethical behavior & engages in discussion of these issues with supervisors.	Student consistently demonstrates ethical behavior & judgments & engages in discussion of these issues with supervisors.	Student demonstrates inconsistent & limited ethical behavior & judgments & engages in discussion of these issues with supervisors.	Student demonstrates limited or no ethical behavior & judgment. Student does not engage in discussion of these issues with supervisors.	Student engages in harmful &/or unethical behavior	Did not demonstrate or unable to observe.
2B. Engagement	Flexibly & actively engages others with respect & consideration. Cooperates with others & resolves differences & misunderstandings respectfully.	Student demonstrates exceptionally strong ability to be engaged flexibly & cooperatively with others.	Student demonstrates consistent ability to be engaged flexibly & cooperatively with others.	Student demonstrates inconsistent ability to be engaged flexibly & cooperatively with others.	Student demonstrates limited ability to be engaged flexibly & cooperatively with others.	Student engages in harmful behavior with others.	Did not demonstrate or unable to observe.
2C. Self- Awareness	Engages in self-reflection by using various forms of feedback about one's own effectiveness, values, beliefs, & limitations including assessment data & supervision. Makes changes as needed.	Student demonstrates exceptionally strong ability to be self-aware	Student demonstrates consistent ability to be self-aware.	Student demonstrates inconsistent ability to be self-aware.	Student demonstrates limited ability to be self-aware.	Student is so limited in their ability to be self-aware that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2D. Acceptance of Self & Others	Warm & understanding with open-minded acceptance of others & tolerance of their viewpoints.	Student demonstrates exceptionally strong ability to be genuinely accepting of self & others.	Student demonstrates consistent ability to be accepting of self & others.	Student demonstrates inconsistent ability to be accepting of self & others.	Student demonstrates limited ability to be accepting of self & others.	Student is so limited in their ability to be accepting of self & others that they engage in harmful behaviors such as judging others, criticizing others' behaviors, & not accepting other viewpoints.	Did not demonstrate or unable to observe.

Professional Disposition	Descriptors	5 - Surpasses Standard	4 -Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
2F. Multicultural Competence	Values diversity through creating inviting relationships with diverse clients. Demonstrates multicultural knowledge. Willing to be transformed through experiences.	Student demonstrates exceptionally strong multicultural competence.	Student demonstrates consistent multicultural competence.	Student demonstrates inconsistent multicultural competence.	Student demonstrates limited multicultural competence.	Student is so limited in their multicultural competence that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2G. Professionalism	Timeliness, consistent attendance, appropriate appearance & dress to match dress standards or expectations in university classes & clinical sites.	Student demonstrates exceptionally strong professionalism	Student demonstrates consistently appropriate behaviors of professionalism	Student demonstrates inconsistent ability to maintain professionalism	Student demonstrates limited ability to maintain appropriate professionalism	Student is so limited in their ability to maintain professionalism that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2H. Initiative	The ability to plan, prepare, & engage in university classes & clinical sites. Offers ideas, sets goals for self-improvement, seeks advice, independently, searches for plans &/or materials	Student demonstrates exceptionally strong initiative.	Student demonstrates consistently appropriate initiative.	Student demonstrates inconsistent initiative.	Student demonstrates limited initiative.	Student is so limited in their initiative that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2I. Emotional Stability & Self-Control	Demonstrates congruence between mood & affect & demonstrates impulse control in relationships.	Student demonstrates exceptionally strong emotional stability & self-control.	Student demonstrates consistently appropriate emotional stability & self-control.	Student demonstrates inconsistent emotional stability & self-control.	Student demonstrates limited emotional stability & self-control.	Student is so limited in their emotional stability & self-control that they engage in harmful behavior.	Did not demonstrate or unable to observe.

_____ : Total score (out of a possible 40)

Please be specific as you provide qualitative feedback to the student regarding their professional development:

Students' strengths thus far with skills & disposition:

_____

_____

_____

Students' areas to improve thus far with skill & disposition:

_____

_____

_____

Additional comments of students' progress in becoming a professional counselors:

_____

_____

_____

Student Signature   **Date**

_____   _____

Supervisor or Peer signature

_____

Appalachian State University: Professional School Counseling
Student Handbook

UNDERSTANDING AND ACKNOWLEDGEMENT

Student: Complete this form and give a copy to the HPC 5310 Introduction to Professional School Counseling instructor by the designated date. This form will be placed in each PSC program student's file and represents that you understand the standards, policies, and responsibilities established for the program. Please keep a copy for your records.

I, _____(student name), have downloaded and read the Appalachian State University's Professional School Counseling Program's Student Handbook and understand that I am responsible for the information presented therein.

I understand the policies and procedures, and my responsibilities as stated in the Student Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further understand that the faculty of Appalachian State University's Professional School Counseling Program has the right and responsibility to monitor my academic progress, my professional behavior, my professional disposition, and my personal characteristics during my entire time in the program. Based on that monitoring, decisions will be made about my standing in the counseling program—whether I will continue without restriction, will continue with restriction and/or remediation, or termination from the program.

I understand and agree to the conditions of this handbook. Any breach of this agreement constitutes grounds for being removed from the counseling program. I also understand the Professional School Counseling program's retention policy, and I am clear that there are certain behaviors that, if violated, will supersede this agreement including remediation services and, instead, may result in immediate removal from the program (e.g., ethics violations).

Signature/ Date _____

Diversity and Inclusion Policy for Professional School Counseling

The American School Counselor Association 2016 Ethical Standards states that all students have the right to "be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth, and incarcerated youth." As professional school counselors, we also adhere to the American Counseling Association Code of Ethics

The codes also read as follows:

ACA
A.4.b. **Personal Values** Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

A.11.b. **Values Within Termination and Referral** Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature

C.5. **Nondiscrimination** Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

ASCA
A.6.E Appropriate Relationships and Boundaries Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors
maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

B.1.d Responsibilities to Parents/Guardians, School, and Self Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

B.3.j. Responsibilities to Self Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

B.3.k. Responsibilities to Self Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

The Professional School Counseling (PSC) program embraces the spirit and letter of these ethical principles. Therefore, the policies of the PSC program are likewise committed to the following program policy on non-discrimination:

1. School counselors in training will be trained to competently work with diverse clients/students and colleagues/classmates. Cultural and diversity competency training includes self-of-therapist engagement.
2. Students agree to recognize the diverse experiences and identities reflected in communities, which includes but is not limited to age, sexual orientation, gender identity, health/ability, racial and ethnic background, socioeconomic status, spirituality, religion, culture, family configuration, and nationality.
3. It is the student's responsibility to seek additional supervision, diversity/accountability training, and/or personal therapy should they feel uncomfortable learning about, seeing clients, or working with colleagues/classmates on the basis of any factor of diversity listed above.
4. It is the goal of this program to provide opportunities for students to learn about and work effectively with a wide range of clients and presenting problems. Students understand they are free to continue their personal religious and spiritual practice of choice, but cannot refer clients or engage in unethical practice (i.e. reparative therapy) on the basis of religious and/ or personal beliefs.

Diversion from these expectations may result in a required remediation plan.

_____ _____
Student's Signature   Date

Sources:
American Counseling Association (2014). *2014 ACA code of ethics.* Alexandria, VA: Author.

American School Counselor Association (2016). *ASCA ethical standards for school counselors.* Alexandria, VA: Author.

Hoa, N.N.; Grafsky, E.L., & Piercy, F.P. (2016). MFT program policies on referral of LGBT clients. *Contemporary Family Therapy, 38*, 307-317. DOI: 10.1007/s10591-016-9389-3

McGeorge, C.R. & Carlson, T.S. (2014). The state of lesbian, gay, and bisexual affirmative training: A survey of faculty from accredited couple and family therapy programs. *Journal of Marital and Family Therapy, 42*, 153-167. doi: 10.1111/jmft.12106