

PROFESSIONAL SCHOOL COUNSELING PROGRAM
DEPARTMENT OF HUMAN DEVELOPMENT & PSYCHOLOGICAL COUNSELING
APPALACHIAN STATE UNIVERSITY
BOONE, NORTH CAROLINA
Revised 8/14

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 School Counselor Licensure (K-12) and to follow guidelines and standards of the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Approval by these additional accrediting agencies allows graduates to be eligible in many other states for reciprocal 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 is designed to meet the requirements for North Carolina School Counselor Licensure (K-12) and to follow guidelines and standards of the National Council for the Accreditation of Teacher Education (NCATE). The Professional School Counseling Program at Appalachian State University is one of six in North Carolina nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Appalachian has historically had a major responsibility for graduate and undergraduate preparation for professional educators in the Northwestern and Western Piedmont areas of North Carolina. This responsibility includes the preparation of professional school counselors to meet employment needs within the western region.

Students completing this program are prepared to design and implement comprehensive, developmental school counseling programs. Additionally, graduates are prepared to carry out the functions identified by the North Carolina Department of Public Instruction in the job description of the school counselor. Currently, the demand for licensed school counselors is greater than the capacity of all of the counselor education programs in North Carolina combined. Surveys indicate the likelihood that this need will continue to increase.

Faculty Description

The Professional School Counseling faculty include: Dr. Glenda Johnson, Dr. Jill Van Horne, and Dr. Elizabeth Graves. The PSC faculty have a combined years-of-experience total of 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.

The Program Director for this year is: Dr. Graves. The Field Placement Coordinator is: Dr. Van Horne. Please direct programmatic questions to Dr. Graves and field placement questions to Dr. Van Horne. For scheduling, registration, graduate assistantship questions, please see Ms. Margaret Hardin. All our faculty function as Student Advisors and are accessible to you at regular intervals for advising and upon request. Please schedule appointments with your advisor during her office hours.

Program of Study

The 60 hour MA in PSC requires 7 CACREP Core courses, 7 PSC Specialty courses, and 5 Elective courses. The five elective courses may be used to pursue one of the HPC Certificates (Advanced Multiculturalism, Expressive Arts Therapy, Addictions) or one of the HPC Concentrations (Body/Mind, Marriage & Family Therapy) or may be used to bolster the student's experience in areas of knowledge that are weaker. 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.

Required Specialty Courses in PSC	Semester Hours
HPC 5310 Introduction to Professional School Counseling	3
HPC 6620 School-Based Consultation	3
HPC 5754 Legal and Ethical Issues in Professional School Counseling	3
HPC 6290 Child & Adolescent Therapy	3
HPC 6452 Seminar in Professional School Counseling (pre-req: 5310)	3
HPC 5900 Practicum in Counseling	3
(Prerequisite: HPC 5220, 5310, 5790 and departmental chair approval*)	
HPC 6900 Internship in Professional School Counseling	6
(Prerequisite: HPC 5140, 5210, 5220, 5310, 5754, 5790, 5900, 6620 and departmental chair approval.)	
Permission/registration forms available in the departmental office	
Required CACREP Courses in Counseling	
HPC 5110 Multicultural Counseling	3
HPC 5790 Group Methods and Processes	3
RES 5000 Research Methods	3
HPC 5140 Psychological and Educational Testing	3
HPC 5210 Life and Career Planning	3
HPC 5220 Counseling Theory and Techniques	3
HPC 5272 Individual & Family Development	3
<u>Guided Electives</u> (must be approved by the advisor in advance)	<u>15</u>
	Total: 60

Examples of Guided Electives

HPC 5130: Women's Issues in Counseling
 HPC 5270: Theories of Marriage & Family Therapy
 HPC 5273: Mediation and Divorce Therapy
 HPC 5274: Substance Abuse/Family Systems
 HPC 5275: Systemic Family Therapy Institute
 HPC 5410: Introduction to Student Affairs
 HPC 5532: Teaching Life and Career Planning
 HPC 5535: Expressive Arts: Children and Adolescents
 HPC 5538: Counseling and Service Learning: Bolivia
 HPC 5543: Seminar in Teaching
 HPC 5545: Dreams, Art and Nature
 HPC 5546: Clay, Craft Therapy
 HPC 5547: Learning Communities
 HPC 5560: Addictive Process
 HPC 5570: Counseling the Addicted Person
 HPC 5680: Counseling the Aging

HPC 5710: Helping the Troubled Employee
 HPC 5751: Law & Ethics in Professional Practice
 HPC 5840: Human Relations and Interactions
 HPC 5860: Dreamwork: Clinical Methods
 HPC 5870: Creative Process, Movement, and Therapy
 HPC 6162: Systemic Gestalt Therapy
 HPC 6272: Marital and Couples Therapy
 HPC 6340: Ecotherapy
 HPC 6350: Body/Mind
 HPC 6360: Therapy and the Expressive Arts
 HPC 6370: Intermodal Expressive Arts
 HPC 6380: Therapeutic Writing
 HPC 6536: Expressive Arts in NYC
 HPC 6539: Poetry & Therapy
 HPC 6570: Appalachian Addictions Institute
 HPC 6710: Human Sexuality
 HPC 6730: Sexual Abuse Counseling

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). Consult with your advisor if you have questions regarding appropriate electives.

Note: Those interested in pursuing their LPC/LPCA licensure following graduation are strongly encouraged to read information posted on the NCBLPC website to keep current with updates regarding courses required for state-based mental health licensure (e.g., DSM, etc)

CORE CACREP / NCATE OBJECTIVES

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 assessed by coursework grades, CPCE, and field placement evaluations.

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for inter-agency/inter-organization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the
- i. profession;
- j. advocacy processes needed to address institutional and social barriers that

- impede access, equity, and success for clients; and
- k. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

CAREER DEVELOPMENT

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and

- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

HELPING RELATIONSHIPS

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

GROUP WORK

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. 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.

ASSESSMENT

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SCHOOL COUNSELING SPECIALTY

FOUNDATIONS

Knowledge

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

Skills and Practices

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

COUNSELING, PREVENTION, AND INTERVENTION

Knowledge

- a. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

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

Skills and Practices

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

DIVERSITY AND ADVOCACY

Knowledge

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

Skills and Practices

- a. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
- b. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
- c. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student

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

ASSESSMENT

Knowledge

- a. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- b. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
- c. Identifies various forms of needs assessments for academic, career, and personal/social development.

Skills and Practices

- a. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- b. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
- c. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
- d. Makes appropriate referrals to school and/or community resources.
- e. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

Knowledge

- a. Understands how to critically evaluate research relevant to the practice of school counseling.
- b. Knows models of program evaluation for school counseling programs.
- c. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
- d. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
- e. Understands the outcome research data and best practices identified in the school counseling research literature.

Skills and Practices

- a. Applies relevant research findings to inform the practice of school counseling.
- b. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
- c. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

Knowledge

- a. Understands the relationship of the school counseling program to the academic mission of the school.
- b. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

Skills and Practices

- a. Conducts programs designed to enhance student academic development.
- b. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
- c. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

Knowledge

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

Skills and Practices

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

LEADERSHIP

Knowledge

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

Skills and Practices

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

Specific Departmental Competencies & Expectations:

Program faculty expect students to demonstrate commitment and proficiency in:

1. Gaining the necessary knowledge skills as identified in program objectives above;
2. Understanding and applying appropriate legal ethical standards;
3. Developing facilitative and therapeutic interpersonal skills;
4. Developing the personal qualities necessary to integrate and apply their knowledge and skills;
5. *Demonstrating good judgment and appropriate emotional functioning prior to contact with clients in any practicum or internship. {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.}*
6. Demonstrating positive professional behaviors as outlined in the Professional Performance Standards.

Remediation, Retention, & Dismissal Policy

The Appalachian State University Graduate School requires students meet and maintain several academic and behavioral standards. Please see the Graduate School bulletin for up to date policies. The same is true of all students in the HPC Department. Please see the HPC Handbook for up to date policies. In addition to these standards, the PSC program requires demonstration of positive professional behaviors throughout a student's time in the program. A program-wide performance review process happens at least twice during the course of the student's program: a.) at the end of the first year or beginning of the second (prior to the start of the Practicum course, and b.) during the Internship course (prior to licensure recommendation and graduation). Additionally, a course-specific Professional Performance Standards review process is a part of every PSC Specialty course in the program and impacts the student's grade in those courses. Those students who do not meet the academic or behavioral standards set forth by ASU, the Graduate School, HPC, and/or PSC, may be dismissed from the program. In some

cases, a remediation program may be contracted by the faculty for the student in hopes of ultimate retention. This is negotiated on a case-by-case basis.

Grade Criteria: 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. As a result, any student receiving a grade of “C” in any two academic courses (including repeated courses) will be dismissed from the program.

PSC Program Professional Performance Review Process

In addition to meeting academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. Students must, therefore, be knowledgeable about the Code of Ethics of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). These codes serve as guidelines for students and professionals in the field of counseling and therapy and shall be adhered to at all times, in all activities.

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

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 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.

It is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs. For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those 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 reflects these professional behavior standards and that students' professionalism and counseling competence are not compromised. All students are reviewed at the end of their first spring semester (or late summer) by program faculty. Other departmental faculty will be consulted as well, on an as-needed basis. Students will be evaluated according to the following Professional Performance Standards as screened by the Professional Counseling Performance Evaluation (PCPE) tool:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact upon others
6. Ability to deal effectively with conflict
7. Ability to accept personal responsibility
8. Ability to communicate feelings effectively and appropriately
9. Ability to adhere to legal and ethical guidelines of the profession
10. Initiative and motivation
11. Self-awareness

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

1. The student will be presented with a copy of the Professional Counseling Performance Evaluation on which are listed the deficient rating(s), the respective professor's explanation for the ratings, and any remedial actions recommended by the faculty. The student and the program faculty will meet to discuss the Professional Performance concern(s) and to implement recommended remedial actions. A copy of the completed PCPE form will be given to the student and his/her advisor. This form will be signed by the student and PSC faculty members.

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

3. Faculty may conduct a Professional Performance Review at any time for any student who engages in illegal or unethical activities or for any student whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, the faculty may recommend either discontinuation in the program or remedial action for the student. In either event, the student will be required to meet with the faculty issuing the form and a second faculty member to discuss the Professional Performance concerns and the recommended responsive actions to be taken. A copy of the completed PCPE will be given to the student and his/her advisor. This form will be signed by the student and the PSC faculty. All Faculty recommendations for denial of a student's continuance in the Counseling & Development Program will be forwarded to

the Department Head of Graduate Studies and/or the Dean of the College of Education and may be appealed through these offices.

Professional Performance Review Evaluation Tool
Rev. 12/02/13

Criteria for Professional Performance Standards Evaluation

1. Openness to new ideas (rated from Closed [0] to Open [2])		
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility (related from Inflexible [0] to Flexible [2])		
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response changing environmental demands despite knowledge of the need for change - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate - Effort to flex own response to new environmental demands was evident but sometimes inaccurate - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.
3. Cooperativeness with others (rated from Uncooperative [0] to Cooperative [2])		
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback (rated from Unwilling [0] to Able [2])		
<ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Showed some defensiveness to critique through over-explanation of own actions – but without anger. - Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback.
5. Awareness of own impact upon others (rated from Unaware [0] to Aware [2])		
<ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them - Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.
6. Ability to deal effectively with conflict (rated from Unable [0] to Able [2])		
<ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. 	<ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated problem solving efforts.

7. Ability to accept personal responsibility (rated from Unable [0] to Able [2])		
<ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized, or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination - 	<ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems. 	<ul style="list-style-type: none"> - Monitored own level or responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth - Accepted own mistakes and responded to them as opportunity for self-improvement - Avoided blame in favor of self-examination.
8. Ability to express feelings effectively and appropriately (rated from Unable [0] to Able [2]).		
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feelings were inappropriate to the setting - Was resistant to discussion of feelings in supervision 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate. - Expressions of feeling usually appropriate to the setting—responsive to supervision when not. - Willing to discuss own feelings in supervision when directed 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision.
9. Adherence to ethical and legal guidelines (rated from Inattentive [0] to Attentive [2]) (based upon ASCA Ethical Standards, 2010)		
<ul style="list-style-type: none"> - Not able to establish and maintain professional relationships with colleagues and supervisors. - Posed a threat of danger to self or others. - Unable to demonstrate professional competence (see E1 of Ethical Standards: accept responsibility, practice wellness, seek help when needed to ensure competence at all times, etc) - Engaged in dual 	<ul style="list-style-type: none"> - Occasionally able to establish and maintain professional relationships with colleagues and supervisors. - Has once presented behavior consistent with those capable of posing a threat of danger to self or others. - Rarely able to demonstrate professional competence (see E1 of Ethical Standards: accept responsibility, practice wellness, seek help when needed to ensure 	<ul style="list-style-type: none"> - Able to establish and maintain professional relationships with colleagues and supervisors. - Has never posed a threat of danger to self or others. - Able to demonstrate professional competence at all times (see E1 of Ethical Standards: accept responsibility, practice wellness, seek help when needed to ensure competence at all times, etc) - Maintained clear personal-

<ul style="list-style-type: none"> - relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> competence at all times, etc) - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well-being at risk. - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> professional boundaries with clients. - Demonstrated consistent sensitivity to diversity with clients and colleagues. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients.
--	--	---

10. Initiative and motivation (rated from Poor Initiative and Motivation [0] to Good Initiative and Motivation [2])		
<ul style="list-style-type: none"> - Missed more than the maximum amount of deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work. - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work.
11. Self-Awareness (rated from Unaware [0] to Aware[2])		
<ul style="list-style-type: none"> - Often unaware of own physical and emotional state. - Little understanding of strengths, weaknesses, etc. - Often unaware of own assumptions and therefore their impact upon others. 	<ul style="list-style-type: none"> - Occasionally aware of own physical and emotional state. - Moderate understanding of strengths, weaknesses, etc. - Occasionally aware of own assumptions and that impact upon others. 	<ul style="list-style-type: none"> - Noticed own physical and emotional state regularly and responded accordingly and appropriately. - Clear insight of own strengths, weaknesses, etc. - Aware of own assumptions and able to understand their impact upon others.

**Professional School Counseling Education Program
Professional Performance Review Policy**

Semester Review Report

Rev. 12/02/13

Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

Student: _____

Course: _____

Instructor: _____

Semester: _____

Course Grade(s) (if applicable): _____

Performance Criteria and Rating:

1. Openness to new ideas
- | | | |
|------|---|--------|
| Open | | Closed |
| 0 | 1 | 2 |

Changes Needed:

2. Flexibility:
- | | | |
|----------|---|------------|
| Flexible | | Inflexible |
| 0 | 1 | 2 |

Changes Needed:

3. Cooperativeness with others:
- | | | |
|-------------|---|---------------|
| Cooperative | | Uncooperative |
| 0 | 1 | 2 |

Changes Needed:

4. Willingness to accept and use feedback:
- | | | |
|---------|---|-----------|
| Willing | | Unwilling |
| 0 | 1 | 2 |

Changes Needed:

5. Awareness of own impact on others:

Aware		Unaware
0	1	2

Changes Needed:

6. Ability to deal with conflict:

Able		Unable
0	1	2

Changes Needed:

7. Ability to accept personal responsibility:

Able		Unable
0	1	2

Changes Needed:

8. Ability to express feelings effectively and appropriately:

Able		Unable
0	1	2

Changes Needed:

9. Attention to ethical and legal considerations:

Attentive		Inattentive
0	1	2

Changes Needed:

10. Initiative and motivation:

Good		Poor
0	1	2

Changes Needed:

Additional Concerns/Comments:

SIGNATURES (to indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy)

Date: _____

Student: _____

Issuing Faculty: _____

Advisor (as needed): _____

*Adapted from College of William and Mary and Purdue University's Counselor
Education Programs*

Professional School Counseling Program
 ~~~CHECKLIST~~~  
 (all information is subject to change)(current to 08/14)



\_\_\_\_\_ **Fall Semester of Year #1** (October/November): Meet with your advisor to plan a potential program of study (POS).

\_\_\_\_\_ **Spring Semester of Year #1** (January/February): Finalize your Program of Study (POS) so your advisor can enter it into the ASU online advising system. The University uses the online DegreeWorks program to complete and file programs of study. Trainings are made available to students regularly during the fall and spring semesters. Look for emails from ASU 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://www.graduate.appstate.edu/gradstudies/bulletin10/policies/programofstudy.html>

\_\_\_\_\_ **Spring Semester of Year #1:** (IF you are planning to take Practicum in the Fall of your second year) You must obtain approval from your advisor and department chair prior to registration.

\*Practicum: Application Deadline for fall practicum is March 1; deadline for spring practicum is October 1. You must have completed core courses: 5220 (Theories), 5310 (Intro to PSC), and 5790 (Groups) prior to beginning your practicum experience.

\*Internship: Application Deadlines are March 1 for fall internship and October 1 for spring internship. You must have completed the above core courses and 5210 (Career), 5140 (Testing), 5750 (Legal/Ethical), and 6620 (Consultation) prior to beginning Internship. 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.

\_\_\_\_\_ **Summer Prior to Practicum:** If you are requesting field placement in a county which has its own Criminal Background Check procedure (e.g., Watauga, Avery, etc), you will complete that county schools' process. If you are requesting placement in a county without their own CBC process, then you will complete the ASU CBC process. The proper paperwork for either process is provided during Prac/Intern registration and/or advisement meeting. Students initiating only the ASU CBC process will turn in

their forms to the PSC placement coordinator and *then complete the second part of the CBC process online as per the email received from ASU/RCOE*. Those completing the county schools' processes will deal directly with the county they are requesting placement in – this process is not governed or facilitated by ASU. Note: the Appalachian State University CBC lasts only one calendar year; students requiring greater than one year to complete Practicum and Internship will be required to initiate a second background check.)

\_\_\_\_\_ **Summer Prior to Practicum:** Obtain documentation that you have taken and received a negative TB test – or that you have been screened by Student Health Services and do not need to be tested. These can be obtained from the local health department or student health services. TB tests also last one calendar year only; those needing longer than a calendar year to complete all their field placement hours will need to complete this process twice, as an active and negative TB test or waiver must be on file in the student's ASU records.

\_\_\_\_\_ **Fall Semester of Second Year:** (some may complete this requirement in their first fall semester). Present at the Annual NCSCA Fall Conference. Students may choose to present either a poster presentation or a lecture-format presentation to meet this program requirement. Information is made available to students in both their Introduction to Professional School Counseling course and in the Seminar in Professional School Counseling course. Students who choose to present in their first semester of the program at the fall conference will have met the requirement. NCCA presentation (or any state or national professional organization's annual conference) is acceptable as well.

\_\_\_\_\_ **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 is a cost of \$45 to register for the standardized CPCE. There are preparatory books you may borrow from the HPC resource library or you may choose purchase the tape series or books to assist you in studying for the exam. Diana Barbee will send out emails at least 6 weeks prior to registration for the exam.

\_\_\_\_\_ **Semester Prior to 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.

\_\_\_\_\_ **Semester Prior to Graduation:** Begin your job search. Register on the DPI website for the state(s) you wish to work in. The NC DPI website allows you to select those counties in which you have particular interest. Visit the Career Services Center on campus to register for their assistance with signing up for the twice-per-year Career Fair, assistance workshops with interviewing, resumes, and coverletters. Write your coverletters. Finalize your resume. Assemble your Professional Portfolio (begun in Intro and completed in Seminar) 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 year, grading, working on your graduation and licensure paperwork, preparing for the incoming cohort, etc. Plan accordingly!

\_\_\_\_\_ **Final Semester:** Register for and take the NTE/Praxis Exam (online test code: 5421 beginning in February 2013), Counseling Specialty portion only. Request that your scores be sent to ASU.

\_\_\_\_\_ **Final Semester:** Apply for DPI Licensure as a School Counselor/Guidance Counselor at the Office of Field Experiences (located in the Dean's office). Cost is \$55 payable to "NCDPI". Jean Edwards and your Internship supervisor will remind you of the deadlines and processes. Stay on top of this paperwork – it takes weeks to complete; 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.

\_\_\_\_\_ **Final Semester:** Optional – 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.

\_\_\_\_\_ **Final Semester:** Optional-Recommended. Obtain a Physical Exam at the Student Health Center before graduation. You will need one before working in most school systems – your ASU student fees largely cover this cost if you obtain one while enrolled as a student.

\_\_\_\_\_ **Final Semester:** Again, contact or visit the Career Development Center for assistance with your resume, interviewing skills, and job search. Let them know you are looking for a job now. They are an excellent resource – and as an ASU graduate, you are eligible for life-long services (FYI).

\_\_\_\_\_ **Once Hired:** Contact Dr. Graves to let her know where you have been hired. We want to share your outstanding news with our ASU PSC Community!

\_\_\_\_\_ **November after you graduate:** Meet us at the NCSCA Conference and join us for the Alumni Social at the Bonefish Grill on Thursday night!!!