

**MASTER OF SCIENCE**  
**IN**  
**COUNSELING PSYCHOLOGY**

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**GRADUATE STUDENT HANDBOOK**

**M Ψ S**

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July 2005

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Department of Psychology  
Frostburg State University  
Frostburg, Maryland 21532-1099

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## MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

### GRADUATE STUDENT HANDBOOK

#### **Purpose of Handbook**

This Graduate Student Handbook details program curricular and policy matters. Knowledge of the information contained in this handbook should result in students having clear expectations of program requirements and procedures, for which you will be held accountable. You should read this handbook thoroughly before you begin taking required program courses. An orientation meeting for new students will occur within the first few weeks of the Fall semester.<sup>1</sup> The major portion of the orientation meeting will be devoted to discussion of this handbook. Faculty expect that students will refer to the Student Handbook frequently. On page 27, a flow chart is provided to delineate the time sequence of some of our program requirements.

<sup>1</sup> If you begin the program in the spring semester, you will be individually oriented.

#### **Program Mission**

The M. S. program in Counseling Psychology is committed to providing training in professional psychology at the master's level for persons interested in working in such settings as mental health clinics, counseling centers, and human service agencies. The program is designed for persons with a background in psychology who wish to continue scientifically-based psychology training.

The focus of the program is the development of counseling skills through learning about self, client, and counselor-client relationships. Considerable attention is given not only to the development of professional skills but also to personal development. This emphasis reflects our belief that an effective counselor is one who is sensitive both to personal strengths and to areas in need of improvement. An extensive internship experience is required which facilitates students' receptivity to supervisory feedback, enhances self-awareness, and provides a setting in which the transition from student to professional is accomplished.

For those who wish to continue study in counseling at the doctoral level, the experience and knowledge gained in this program provide a firm foundation for such study. Students interested in doctoral study are encouraged to speak with their advisor or the Program Coordinator about research opportunities.

Graduates from this program are currently working as community health specialists, mental health counselors, marriage and family counselors, crisis counselors, drug and alcohol counselors, college counselors, and in supervisory positions in a variety of settings.

#### **History**

The current M. S. program was originally part of the Master of Education in Guidance and Counseling degree program, which began conferring the degree in 1971. In this program, there evolved two areas of concentration; a M.Ed. in Guidance and Counseling with emphasis on the school setting and a M.Ed. in Guidance and Counseling with a non-school emphasis.

## Student Handbook, M. S. in Counseling Psychology

A faculty person was assigned to coordinate the graduate programs between both the Education and Psychology Departments. Although some of the course work between the two concentrations overlapped, the non-school program clearly had a more clinical emphasis.

In 1976, the M.Ed. non-school portion of the program was brought under the auspices of the Psychology Department. In 1977, the first M. S. in Counseling Psychology degree was conferred. At the same time, the program was modified to include more course work that enhanced professional development, offered practica-type courses at a more advanced level and increased the internship component.

The original intent of the program was to provide an applied, high quality, educational opportunity with a structure that paid particular attention to individual personal development as well as professional skills development. The program continues to evolve in this direction.

### Accreditation

Frostburg State University is regionally accredited through the **Middle States Association** as an institution of higher learning.

The M. S. Program in Counseling Psychology is accredited by the **Masters in Psychology Accreditation Council** (MPAC) (formerly the Inter-organizational Board for Accreditation of Master's in Psychology Programs, IBAMPP). Accreditation of psychology programs at the master's level is a recent development in the field of psychology and a recognition that FSU sought in light of the rapidly changing mode of health-care delivery in this country and our program's commitment to science-based training. The FSU program is the first in the University System of Maryland and the sixth nationwide to receive this designation from MPAC. We were accredited February 1998.

Additional information about accreditation can be found in [Appendix E](#).

### Faculty

All full-time graduate faculty have their Ph.D., Ed.D., or Psy.D. in Psychology and/or Counseling and have relevant experience in counseling and/or clinical activities. A small student-faculty ratio (approximately 6:1) insures individualized attention and close supervision of students.

### M. S. Program Administration

The M. S. Committee includes faculty of the Psychology Department who are: (1) teaching graduate classes; (2) advising graduate students; (3) supervising graduate interns; and/or (4) supervising graduate research. One graduate student may also serve on the committee except during those portions of meetings where student progress is discussed. Memos will be distributed to students when M. S. students need to be informed about what has transpired in these meetings.

*The M. S. Committee is the governing body for the M. S. program. The committee oversees curriculum development and policy as well as conducts student evaluations. The M. S. Program Coordinator administers the program and chairs the M. S. Committee. The M. S. Program Coordinator and Committee are directly supervised by the Chair of the Psychology Department, and changes in M. S. Program curriculum and policy must be*

*approved by the Department of Psychology, the Graduate Council, and the Faculty Senate of Frostburg State University.*

## **Mail**

Each student will be assigned a folder which is located outside of the Program Coordinator's office (GC 207A) in order to facilitate communication between faculty and students. Faculty may utilize this communication system to distribute confidential information (material will be placed in an envelope). Students may also want to communicate with one another through the use of these folders.

## **Resources/Library/Computers**

Students have access to library holdings and computer labs. The Pullen Hall computer lab is open Sunday noon - midnight, Monday through Thursday 8 am - midnight, Friday 8 am - 8 pm, and Saturday noon - 6 pm. There is also a computer lab available 24 hours a day in room 210 of the Ort Library. You will need your FSU student ID to access this lab. Interlibrary loan photocopying guidelines can be found in Appendix F. Student accounts for e-mail and internet computer access can be obtained by contacting Academic Computing in Pullen Hall 102 or at 301-687-7090. Also, the Psychology Department contains specially designed counseling practice rooms with observation facilities, including audio and video taping. In addition, Dr. Megan Bradley's website, <http://faculty.frostburg.edu/mbradley/cyberlab.html> contains resources and tutorials to assist students in research pursuits.

## **Courses**

All courses listed as a part of the M. S. degree are graduate level courses. The courses are integrated into a comprehensive whole providing an excellent foundation for professional development and practice. We attempt to integrate multicultural awareness into all course work in order to enhance counselor competency in working with diverse populations. Courses also reflect the program's mission of providing scientifically-based psychology training and the goal of integration of science and practice. As well as an increased focus on brief therapy models.

## **Internship**

Each student must participate in a closely supervised internship of at least ten credits over a two semester period. Internships are selected to match the student's career goals as closely as possible. A student may elect to obtain up to twenty-four semester credits of internship which might include a variety of experiences thus meeting or exceeding typical entry level requirements for counseling positions.

Interns have worked at various sites in the tri-state area. For the most part, interns are encouraged to find an internship site which is within a 50 mile radius of Frostburg. This limit is necessary because your assigned faculty supervisor will need to make site visits. If an intern wishes to go beyond the distance that is recommended, then it is necessary to obtain permission from his/her faculty supervisor as soon as possible. A listing of previous internship sites is available from the Program Coordinator.

Additional information regarding internship requirements is listed on page 17 of this handbook.

## Criminal Background Checks

During the third year of study for full-time students, students will participate in an internship. Many sites chosen for internship often involve working with children. As a result, potential interns may be required to undergo a criminal background check before they will be permitted to begin interning. Felonies, including DUI/DWI, and misdemeanors, depending on the state interning in, are revealed through this background check. A felony or misdemeanor charge does not necessarily mean that an intern would be prohibited from interning at the site. Honesty is the best policy and any convictions should be brought to the attention of the agency before any check is performed. In addition, be advised that this process can potentially take several months, so inquire with your site of interest well in advance to ensure timely completion of background checks.

### INTERNSHIP LIABILITY INSURANCE

**ALL INTERNS MUST HAVE LIABILITY COVERAGE DURING ALL SEMESTERS OF INTERNSHIP.**

Your liability insurance will be provided by Frostburg State University if you provide the required information about your site by the end of the semester *prior* to the semester in which you intern.

## Grievance Procedures

Grievance procedures adhere to the APA Code of Ethics and FSU policies and will be reviewed with students during orientation. Students are encouraged to express their concerns to faculty as they occur during the semester. When students only express their concerns at the end of the semester on regular student evaluations of faculty, faculty do not have the opportunity to effect changes earlier in the semester.

## Leave of Absence Policy

If, after acceptance into the program, an unexpected event occurs which you believe will temporarily affect your continuation in the program, you may file for a leave of absence (LOA).

There are two options in taking a leave of absence. Both are with the understanding that the statute of limitations for program completion is six years from the date of the first graduate psychology course. If a program of study is to extend beyond six years, you must file a request with the Program Coordinator and the Office of Graduate Services. The two options are: (1) request a LOA for a specified time period, but no longer than 18 months, after which you would automatically enroll in classes; (2) request a LOA for an unspecified period of time. Under the second option, you must notify the Program Coordinator, in writing, of your plan to return to classes according to the following deadlines: April 1st for Fall classes and September 1st for Spring classes. These deadlines allow the faculty to anticipate enrollments in courses. If you fail to notify the Program Coordinator of your plans, you may be required to re-apply to the program. All students must reapply after a LOA if absence from the program is greater than 18 months.

Newly admitted students may delay beginning course work by one year only. After one year, the student must either apply for an extended LOA or notify the Program Coordinator that he/she wants to enroll in Fall classes by April 1st. If a student has not

responded, an assumption will be made that he/she does not wish to remain in the M. S. program. If the student wishes to return to the program, then he/she will be required to re-apply to the program.

## Provisional Status

Provisional status allows students to enroll in graduate courses in order to qualify for admission to the M. S. in Counseling Psychology degree program. If you have been admitted as a provisional status student, you will automatically receive full program status if your GPA is 3.0 or above after completion of a 15 credit hour special study plan. If there are any changes in this study plan, the Program Coordinator must be notified.

## Program Course Requirements

**Grading Criteria:** The following grading scale will be utilized in all M.S. Counseling Psychology courses:

- A = 93 - 100%
- B = 85 - 92%
- C = 77 - 84%

**Basic Preparation Courses:** Although not required for admission, the following courses represent needed background for the more advanced courses in the program. If the student has not taken these courses at an advanced level as an undergraduate, these courses must be taken at Frostburg State University at the beginning of the student's program of study. If the student has taken some or all of these basic preparation courses at another institution but the courses are not comparable to FSU's, the student will be asked to either take the course(s) at FSU or take an equivalency exam to test out of the course(s).

PSYC 508 - Tests and Measurements

Plus one, three credit hour course addressing the physiological basis of behavior: Physiological Psychology (520), Health Psychology (530), or Addictions Issues and Treatment (686) or their equivalent at another university.

Some students have reported during the first semester that they sometimes have not felt as though they are in a graduate program because they were in some basic preparation or elective courses with undergraduate students. This occurs in some 400/500 level courses. When graduate students are in mixed graduate/undergraduate sections, expectations and assignments will differ for graduate students.

**Program Requirements:** 39 credits of graduate level course work as follows, plus a minimum of 10 credits of Internship (Total = 49 credits).

### Program Courses:

- PSYC 600 Introduction to Counseling and Assessment
- PSYC 602<sup>1</sup> Advanced Research Evaluation and Interpretation (or PSYC 570<sup>2</sup>)
- PSYC 610 Small Group Dynamics/Group Counseling
- PSYC 614 Advanced Developmental Psychology

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PSYC 617	Advanced Abnormal Psychology
PSYC 618	Advanced Child and Adolescent Disorders
PSYC 619 <sup>2</sup>	Professional, Ethical & Legal Issues in Counseling
PSYC 630	Theories and Techniques of Counseling I
PSYC 640	Theories and Techniques of Counseling II
PSYC 650	Family Therapy
PSYC 660	Individual Assessment
PSYC 670	Multicultural Counseling Techniques
PSYC ____	Elective <sup>3</sup>

(Total of 39 credits)

### **Internship:**

PSYC 695	Internship in Counseling (5-12 credits)
PSYC 696	Advanced Internship in Counseling (5-12 Credits)

(Minimum of 10 credits)

<sup>1</sup>Students who have a strong Research Methods background are encouraged to substitute PSYC 602 with PSYC 570-Advanced Experimental Psychology. This course is ideal for those who wish to engage in research and prepare to go on for doctoral studies. You may wish to consult with your advisor in order to determine your eligibility to enroll in PSYC 570, which is a 4 credit course.

<sup>2</sup>In order to complete the program, students will have to take PSYC 619 during an intersession or summer session.

### <sup>3</sup>**Approved Electives:**

Any 500 Level PSYC Course

PSYC 504	Psychology of the Exceptional Child	PSYC 680	Adv. Treatment Strategies w/Children & Adolescents
PSYC 520	Physiological Psychology	PSYC 686	Addictions Issues and Treatment
PSYC 530	Health Psychology	PSYC 692	Adv. Seminar in Psychology
PSYC 570	Advanced Experimental Psychology	PSYC 698	Readings in Psychology
PSYC 581	History and Systems	PSYC 699	Ind. Research in Psychology
PSYC 585	Behavioral App to Human Problems	PSYC/SCC O 625	Spec. Topics: The Counselor as a Person
PSYC 590	Special Topics in Psychology	<b>** APPROVED EDUCATION ELECTIVES:</b>	
PSYC 591	Seminar in Psychology	SCCO 608	Career Guidance and Counseling
PSYC 602*	Adv. Research Eval. & Interpretation	EDUC 523	AIDS: Information, Instruction and Counseling
PSYC 616	Psychological Issues in Career Counseling	EDUC 606	Developmental Theory & Experiential Growth
		EDUC 590	Spec. Topics: AIDS: Peer Counseling and Education

\* You may take both 570 and 602; one can count as the program requirement and one as an elective

\*\* Other SCCO and EDUC courses with prior approval of M. S. Committee

## Graduate Certificate Programs

The Master of Science in Counseling Psychology Program offers two, post-baccalaureate certificates: (1) Addictions Counseling Psychology, and (2) Child and Family Counseling Psychology. In addition to FSU policies governing all post-baccalaureate programs (*see page 9 of the graduate catalog*), these certificates have the following prerequisites and entrance requirements.

1. Certificates will be awarded only to those who have completed graduate degrees in the mental health counseling field. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical

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social work or equivalent degrees. Two master's degree programs at FSU meet this requirement: Master of Science in Counseling Psychology and Master of Education in School Counseling.

2. If you are not currently an FSU graduate student and you plan to enroll in courses in the certificate program as a non-degree-seeking student, OR if you are an FSU graduate student in the M.Ed. School Counseling program, you must apply to the certificate program and then meet with the faculty contact person PRIOR to enrolling in your first course in the certificate program. Application requirements are listed below. Program faculty will determine if you have the necessary qualifications and prerequisites to begin certificate courses.
  - a. FSU M.Ed. School Counseling students (SCCO). All entrance requirements for the SCCO program meet certificate admission requirements EXCEPT that students submitting MAT scores to qualify for admission to the SCCO program must achieve an MAT score of 50 for admission to the psychology graduate certificate programs. Verification of satisfying these admission standards must be submitted prior to meeting with the faculty contact person.
  - b. Non-degree-seeking students' requirements: Completion of a mental health counseling graduate degree from a regionally accredited institution of higher education (verified by an official transcript) with a graduate grade point average of at least 3.0 on a 4.0 scale. One letter of reference from a mental health professional who has taught or supervised the applicant. Transcript and reference must be submitted prior to meeting with the faculty contact person.
3. Some courses in the certificate programs have as prerequisites other certificate courses. Students are expected to take certificate courses in the sequence prescribed by prerequisites. Students will be asked to withdraw from any courses where they have not met the prerequisite(s) or obtained permission of the course instructor.
4. Professionals or students seeking this certification who are not enrolled in FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship through the M.S. Counseling Psychology Program, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be in the service area related to the certificate. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship.

## Additions Counseling Psychology Graduate Certificate

### Program Description

**Required Courses:** 29 credits

*Note: some courses are prerequisites for others*

PSYC 386\*\* Drugs & Behavior or equivalent

*(candidates may elect to complete this area by credit-by examination)*

PSYC 570 or 602 Adv. Experimental or Adv. Research Evaluation & Interpretation

PSYC 600 Introduction to Counseling & Assessment

PSYC 610 Group Counseling

PSYC 614 Advanced Developmental Psychology

PSYC 617 or 618 Adv. Abnormal or Adv. Child & Adolescent Disorders

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PSYC 670 Multicultural Counseling Techniques

PSYC 686\*\* Addictions Issues and Treatment

PSYC 695 and/or 696 Internship: 150 hours of supervised direct services in addictions counseling (5 credits minimum)\*

**Total:** 29 credits minimum

In addition to the listed courses, completion of a graduate degree in mental health counseling is required. Appropriate master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work, or equivalent degrees. [This requirement is consistent with State of Maryland law; a master's degree is required in Health or Human Services.]

*\*Professionals seeking this certification who are **not** graduates of FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship at FSU, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be with clients receiving addiction services. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship.*

*\*\*not an M.S. Counseling Psychology Program requirement*

**Contact Person:** Ann R. Bristow, Professor, Department of Psychology

## Child and Family Counseling Psychology Graduate Certificate

### Program Description

**Required Courses:** 26 credits

*Note: some courses are prerequisites for others*

PSYC 600 Introduction to Counseling & Assessment

PSYC 570 or 602 Adv. Experimental or Adv. Research Evaluation & Interpretation

PSYC 614 Advanced Developmental Psychology

PSYC 618 Advanced Child and Adolescent Disorders

PSYC 630 Theories & Techniques of Counseling I

PSYC 650 Family Therapy

PSYC 680\*\* Advanced Treatment Strategies with Children & Adolescents

PSYC 695 and/or 697 Internship: 150 hours of supervised direct services with children/adolescents & families

**Total:** 26 credits minimum

In addition to the listed courses, completion of a graduate degree in mental health counseling is required. Appropriate Master's degrees would include counseling or clinical psychology, school counseling, mental health counseling, clinical social work, or equivalent degrees.

*\*Professionals seeking this certification who are not graduates of FSU's M.S. Counseling Psychology Program will be required to complete one semester of internship at FSU, and in this semester, 100% of internship direct services hours (i.e., 150 hours) must be with children/adolescents and families. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 hours over two semesters of internship. A criminal background check must be completed prior to interning.*

*\*\*\*not an M.S. Counseling Psychology requirement*

**Contact Person:** Jason H. Edwards, Assoc. Professor, Department of Psychology

### **Licensure Information (Maryland)**

In order to be licensed as a Professional Counselor in the state of Maryland, you need to do the following. First you must obtain a master's degree and additional course work totaling 60 semester hours, including course work in specified areas. Most of these areas are required in FSU's M. S. Counseling Psychology curriculum. In Maryland you are required to take a three credit hour graduate level chemical dependency course which is offered as an elective in our program. In most states, including Maryland, you are required to take a course in Lifestyle and Career Development; this can be taken through the Psychology Department (PSYC 616, Psychological Issues in Career Counseling) or the Education Department (SCCO 608, Career Guidance and Counseling). A Licensed Graduate Professional Counselor (LGPC) is an individual approved by the Board of Professional Counselors and Therapists to practice graduate professional counseling for a limited period of time under the supervision of an approved supervisor while fulfilling the supervised clinical experience for licensure. You can find more information about the LGPC at <http://www.dhmh.state.md.us/bopc/html/lgpc.htm>.

### **National Counselor Exam**

The National Counselor Exam (NCE) is offered every year (in April) through Frostburg State University. Successful completion of this exam in addition to three years supervised experience will qualify you to obtain professional licensure in most states. More information regarding individual state licensing requirements can be accessed on the internet at <http://www.nbcc.org>. **Note: Seven students need to register for the exam in order for it to be administered at FSU.**

Maryland House Bill 421, the Graduate Licensing bill, provides a special licensure category for graduates of master's programs who have completed 60 graduate credits and passed the National Counselor Exam (NCE), but who have not yet attained the necessary clinical experience to qualify for the Licensure Clinical Professional Counselor (LCPC) credential. These graduates would be eligible for the Licensed Graduate Professional Counselor (LGPC) credential which should lead to increased job opportunities and pay.

Students interested in the LGPC should complete the required 60 credits of graduate study while at Frostburg State University, including specified courses outside of degree program requirements. After the credits have been completed (or concurrent with the last semester in which students are taking required courses), students should register for the NCE that is normally given in April of each year. Upon successful completion of the NCE, students will be eligible to apply for the LGPC credential.

**Center for Children and Families**

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The FSU Center for Children and Families is a facility within the department. The Center is co-directed by Dr. Megan E. Bradley, applied development psychologist, and Dr. Jason H. Edwards, clinical child & family psychologist. The purpose of the center is to promote education, research, and community service in the area of child and family psychology. There are 3 rooms devoted to the center. Two rooms with one-way mirrors and video/audio taping capabilities and a third room for observation and housing of the equipment. In addition, the center will be used in conjunction with the Child & Family undergraduate and graduate certificate programs.

### **Student Representatives to M.S. Committee**

Each incoming class will either elect or volunteer a student to serve as their class representative. Student representatives serve as a liaison between students and faculty should an issue of concern arise. Representatives are able to attend selected Graduate Committee meetings.

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M. S. IN COUNSELING PSYCHOLOGY

**THREE YEAR PROGRAM  
REQUIREMENTS  
(IMPLEMENTED FALL 2002: 2002-2004 and 2004-2006 Graduate Catalogs)**

**YEAR ONE**

FALL	SPRING
Tests & Measurements (508)	Advanced Research (602) <sup>1</sup>
Intro. to Counseling & Assessment (600)	Advanced Abnormal (617)
Advanced Developmental Psychology (614)	Theories & Techniques of Counseling I (630)
Physiological Basis of Behavior (520, 530, or 686 - some are offered Fall, some in Spring)	IF PSYC 570 IS TAKEN IN THE FALL SEMESTER OF THE FIRST YEAR, A PHYSIOLOGICAL BASIS COURSE OR ELECTIVE MAY BE TAKEN IN THE SPRING.
Elective (See list of approved electives)	
Advanced Experimental (570) <sup>1</sup>	

<sup>1</sup> Fall Advanced Experimental (570) OR Spring Advanced Research (602); check with your advisor regarding preparation for PSYC 570

**YEAR TWO**

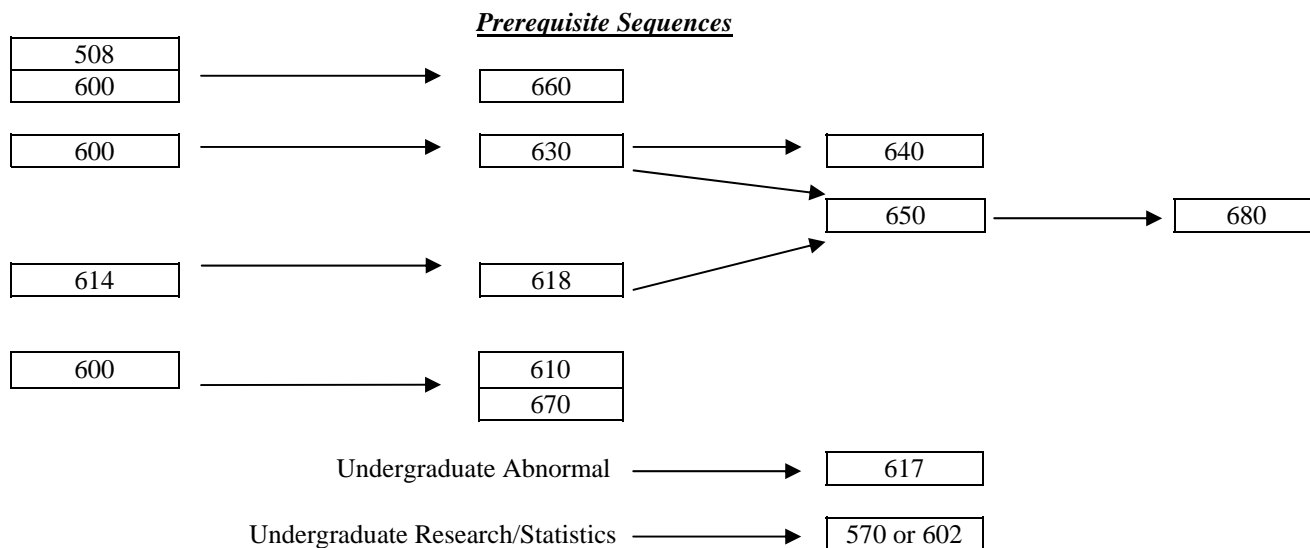
FALL	SPRING
Group Counseling (610)	Multicultural Counseling (670)
Theories and Techniques of Counseling II (640)	Family Therapy (650)
Advanced Child & Adolescent Disorders (618)	Individual Assessment (660)

**YEAR THREE**

FALL	SPRING
Internship (695)	Advanced Internship (696)

**INTERSESSION AND SUMMER**

619\* In order to complete the program, **students will have to take Ethics (619) during an intersession or summer session.** Usually electives and advanced seminars are offered every summer. Internships are not offered in the summer.



(check if interested)

- \_\_\_\_\_ Licensure Option [ 60 hrs., including \_\_\_ 616, \_\_\_ 686 ]
- \_\_\_\_\_ Addictions Counseling Psychology Graduate Certificate
- \_\_\_\_\_ Child and Family Counseling Psychology Graduate Certificate

\*PSYC 616 & 619 Offerings:

- |                |                |
|----------------|----------------|
| I05: PSYC 616  | I07: PSYC 616  |
| Su05: PSYC 619 | Su07: PSYC 619 |
| I06: PSYC 619  | I08: PSYC 619  |
| Su06: PSYC 616 | Su08: PSYC 616 |

## Student Employment/Credit Hours

The demands of a graduate student exceed those of undergraduates. In light of these personal, professional, and academic demands, the M. S. Committee recommends that students use the following guidelines in order to determine how many credits are advisable to take. Students must realize that these guidelines are not rigid criteria, but rather each student may need to use these guidelines for consideration. If you have additional questions about determining the ideal number of credit hours based on hours of employment and other time commitments, it would be beneficial to speak with your advisor and/or the Program Coordinator.

20 or fewer working hours--recommendation:	9 credit hours
30-35 working hours--recommendation:	6 credit hours
40 working hours--recommendation:	3 credit hours

## Changing Admission Status (full- or part-time) Policy

You have been admitted to our program as either a full-time (three, 600-level courses per semester) or part-time (one or two, 600-level courses per semester) student. Your admission under either of these categories is based, in part, on enrollment management considerations. That is, our maximum class size goal of 10 is achieved by a particular mix of full- and part-time students. Therefore, you cannot change from part-time to full-time, or from full-time to part-time study without written permission from your advisor and the Program Coordinator. Similarly, a change in the number of courses taken as a part-time student must be approved. You should attempt to obtain this permission **NO LATER THAN** the beginning of the semester prior to the semester you wish to change your status. Please be aware that a change in status may affect financial aid.

## Role of the Advisor and the Study Plan

The program study plan leading to the degree requires a minimum of 49 graduate credits to be completed within six years from the time of enrollment in the first graduate (500 or 600 level) course. The study plan stipulates the sequence of courses the student will take and the projected date for taking courses. A copy of the study plan is sent to the Program Coordinator indicating that the program has been initiated. Scheduling of classes will occur to meet the needs of most students and to facilitate the planning of the student's program.

Upon acceptance into the M. S. program, each student is temporarily assigned to the Program Coordinator for academic advising. The student should meet with the Program Coordinator prior to registering for the first class. The purpose of this meeting is to clarify expectations about the program and to begin developing the study plan.

At the beginning of the student's first semester of study, he/she is assigned an advisor. The advisor plays a key role in the professional development of the student, and is often viewed as a mentor. The advisor is responsible for providing regular formal and informal feedback about the student's progress in the program and professional development, as well as communicating recommendations developed by the faculty.

A student wishing to change his/her advisor must go through the following process: 1) inform current advisor, and 2) notify the Program Coordinator who makes advising assignments. When changing an advisor, students are asked to remain sensitive to the demands placed on faculty. Each faculty member can accommodate a limited number of advisees. Thus, students may not always be assigned to their first choice. Students are encouraged to review their program, personal and career goals, and objectives with their advisor throughout their program.

### **Electronic Submission of Assignments**

Copies of classroom assignments and written proposals should **NOT** be submitted electronically unless under the permission of the instructor.

### **Student Disruptive Behavior**

The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. Disruptive behavior includes indecent exposure, lewd behavior, bomb threats, false fire alarms and other actions which disrupt normal university functions, activities and processes. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course. (From the *Pathfinder 2005*, page 80.)

### **Description of Experiential Lab Courses**

Experiential lab courses provide an opportunity for the student to apply and develop skills and techniques in a classroom setting. The class is usually divided into dyads or triads in order to practice. One person will serve as counselor and the other as client; in a triad, one student will be an observer. Student-clients may use fictional concerns or real, personal concerns. Student-counselors tend to benefit most from the sessions when their student-clients choose among personal growth issues they are currently focusing on, concerns they are ready to begin working through, or real issues they have dealt with in the past. Suppressed issues may emerge as a result of these exercises. When practice involves real, personal concerns, students are cautioned not to use their class for personal counseling. Personal counseling should occur in the context of a professional relationship. Student-clients maintain the right to limit the information they wish to disclose to their student-counselors. *Anything the student-client says or does during the practice sessions must be held in strictest confidence by the student-counselor and the observers (including faculty observers of student-clients). Breaking of this confidence can be made according to Ethical Guidelines subscribed to by the Program.*

During these practice sessions, the instructor or a course assistant, as well as another student, may observe. The purpose of the observation is to provide feedback on strengths and areas of possible improvement in the techniques and style of the counselor. Our goal is for students to learn to respond positively to supervision and accept feedback non-defensively.

Personal logs/journals are frequently required in experiential lab courses. The content is exclusively between you and your instructor. You can expect that any issues written

about in a personal log/journal will not be shared with other M. S. faculty unless otherwise indicated beforehand by the instructor. In courses where journals are not assigned, the faculty strongly recommend that you keep them on your own as journals are helpful in writing self-assessment papers. Self-assessments are required in all of the experiential lab courses. Self-assessments, on the other hand, may be shared with other M. S. faculty because they refer to counseling skills and issues that may be affecting your development as a helping professional.

All practice sessions are governed by the ethical guidelines of the American Psychological Association and the American Counseling Association. Be sure that you read these guidelines. They can be found in Appendices B and C.

*Failure to abide by these ethical standards may result in dismissal from the M. S. Program.*

### **Volunteering to Observe in Experiential Lab Courses**

Students who have volunteered as observers in the experiential lab courses have cited numerous advantages of this opportunity. This experience is helpful in building self-esteem and confidence. Volunteers are able to practice gently confronting and giving supervisory feedback to student-counselors. Through careful observation, volunteers gain a deeper awareness of the counseling process and are able to sharpen their own counseling skills. Volunteers can list this as teaching assistant experience on their resumes and can receive 1 hour of course credit by signing up for PSYC 590, Counselor Supervision. Interested students should contact the Program Coordinator for more information. See Appendix A on feedback guidelines.

### **Academic Regulations and Procedures**

**Transfer Credit:** FSU will not accept transfer credit from another institution for a graduate course previously taken at FSU.

**Time Limitations:** You will be dismissed from the University if you do not complete all your degree requirements within any of the following time limitations:

- ◆ Within six years from the time of completion of the first graduate course.
- ◆ Within six years after having been admitted as a degree-seeking student.

The only exception will be if you received an approved extension on the time limit from your Graduate Program Coordinator and the Director of the Office of Graduate Services.

You should also be aware that if a student has not enrolled for a period of 18 months, they must reapply for acceptance into the program, and if accepted, enter under the catalog in place at the time of reapplication.

**Course Repetition:** You are permitted to repeat a graduate course with the approval of your graduate program coordinator only once and up to a maximum of one course in which a grade of C, F, FX or WF was earned.

If the most recent grade for the repeated course is an F, FX, or WF, or if you fail a required course after you have repeated the maximum credit hours allowed, you will be dismissed from the university.

**Academic Probation:** When your cumulative grade point average (GPA) falls below 3.0, you are placed on academic probation. You will be notified that your academic progress is unsatisfactory. You have a maximum of two semesters of graduate study to achieve a cumulative GPA of 3.0. If after two semesters (excluding summer and intersessions) of graduate study you have not achieved a GPA of 3.00, you will be dismissed.

**Dismissal:** If you earn two grades below the level of “B” within your first 12 credit hours of graduate study, you will be dismissed.

Appeals will be considered by the Graduate Council if extraordinary circumstances exist. In such appeals, faculty recommendations will be considered as well as mitigating circumstances.

If you are dismissed from the University for any reason you may not reapply to the program of study from which you have been dismissed.

Note: Individual degree programs may have additional academic probation and dismissal standards. See the appropriate degree program section of this catalog.

**Appeals:** Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes (**including admission and graduate assistantships**), regulations, and procedures are directed to the appropriate Graduate Program Coordinator and then to the appropriate College Dean.

Appeals regarding interpretation of, or exceptions to, degree requirements (**including transfer credit, changes in the catalog year under which your program of study falls**) are directed to the Graduate Council.

Some programs have additional appeals procedures; e.g., students in College of Education graduate programs appeal first to the Graduate Program Coordinators group before going to the Graduate Council. Please see specific graduate program policies for additional appeals procedures.

## Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Science in Counseling Psychology program. *The purpose of the candidacy evaluation is to judge whether or not the student has or will be able to meet the criteria for completing the Program and develop the necessary skills and characteristics to establish adequate counseling relationships within the time limits established by the graduate program.* Criteria for this evaluation are found beginning on page 17 of this handbook.

The candidacy application is distributed to all faculty who have had you in courses. After they have provided individual feedback, the M. S. Committee reviews these evaluations and makes an outcome decision. This decision usually occurs in the middle of the third semester of full-time study, and will vary for part-time students. The outcome of your candidacy evaluation is shared by the advisor with her/his advisee usually within a one- to-two week period following the M. S. Committee meeting. *It is the responsibility*

*of the student to schedule all formal feedback meetings with his/her advisor (end of first and second semesters; candidacy evaluation).*

Students have the option to receive candidacy feedback from the MS Graduate Faculty Committee, which is comprised of the graduate department professors. This option would require the graduate student to attend a scheduled Graduate Committee meeting and receive evaluations and feedback firsthand from the professors. Students also have the option of receiving candidacy evaluation from the advisor only.

## **Conditions of Degree Candidacy and Internship**

### ***Degree Candidacy:***

It is each student's responsibility to apply for degree candidacy. Full-time students must apply during their third semester of study. Part-time students will apply after the semester in which they have completed 12 or more credit hours of 600-level program requirements. If you are uncertain when to apply, please contact the program coordinator. In order to apply for degree candidacy the student must:

1. Have completed all required "basic preparation" courses.
2. Have completed all graduate courses taken as approved graduate credit from Frostburg State University with a cumulative grade point average of 3.0 or better.
3. Complete Candidacy Application which is available from the program coordinator and submit by posted deadline.

### ***Internship Requirements:***

You must receive acceptance to degree candidacy before you begin work on your internship proposal. All program course requirements must be completed, except the elective, prior to interning. You must have achieved a cumulative grade point average of 3.0 or better before interning.

Internship is graded on a Pass, Non-Pass, and CS (Continued Studies). In order to continue in the program and register for Advanced Internship (696), you must receive a **Pass** in Internship (695). ***Please consult your Internship Proposal Guidelines and Guidelines for Writing the Internship Evaluation Paper for more detailed information.*** In addition, see Appendix D for APA Style Guidelines.

## **Evaluation of Student Within the Program**

The faculty recognizes that a diversity of counseling styles and personal characteristics are effective in counseling relationships. The faculty also recognizes that a number of personal characteristics and counseling characteristics interfere with adequate counseling relationships. The purpose of evaluation is to identify students' strengths, needs, and characteristics that appear to interfere with the development of counseling skills or the development of counseling relationships.

Student evaluations take place several times. During the first year there are preliminary evaluations at the end of students' first and second semesters, if the student is full-time. Part-time students will be evaluated at the end of his/her first and second years. **At the end of the first and second semesters, and at candidacy, students will be provided with feedback by their advisor and may see the written record of this**

**feedback if they wish. This feedback will be a global composite of faculty feedback. For specific feedback students should meet with individual instructors.**

Students are encouraged to continuously assess themselves with their advisors as part of students' preparation of their internship proposals. A formal, rated evaluation of internship activities is completed by the site supervisor at the end of each intern semester. The final evaluation takes place during the exit interview.

Evaluations are based on three criteria: academic progress, development of counseling skills, and professional/personal characteristics. Academic performance is based on tests, papers, logs, other written material, oral reports and in-class contributions. Counseling skills are based on observations in classes utilizing practice sessions as well as students' written self-assessments. Professional characteristics are based on the evaluative criteria provided in this handbook and are evaluated during observations of professional interactions in class and in other professional interactions with students and faculty.

The following are possible outcomes of the evaluations:

1. The student is making satisfactory progress.
2. The student shows some skill deficits or personal characteristics that need to be addressed. Recommendations are made to meet the problems. For example, it might be recommended that a student obtain a volunteer position for practice and maturing experiences, or take a particular course in a specified semester, or obtain personal counseling or complete additional internship requirements.
3. The student shows significant skill deficits or personal characteristics which interfere with counseling relationships. However, the student may be able to meet acceptable standards with concerted effort. Candidacy may be deferred until the standards are met, or candidacy may be given with conditions that must be completed in a specified amount of time. For example, the conditions listed in #2 above might be requirements.
4. It is judged that the student will not be able to develop the necessary skills or professional characteristics in the time allowed by the graduate program. The student may be advised to withdraw from the program or candidacy may be denied. When candidacy is denied, the student must withdraw from the program.

***Evaluative Criteria:***

The faculty have identified the following personal qualities, understandings, and skills to be important in client-counselor relationships.

**A. Personal Qualities**

1. Self-awareness, self-acceptance, self-objectivity
2. Personal congruence
3. Ability to interact constructively with youth and adults
4. Professional commitment
5. Constructive professional relationships
6. Authenticity
7. Respect for the dignity and worth of others

## **Student Handbook, M. S. in Counseling Psychology**

8. Sensitivity to individuals and their needs

### **B. Understandings**

1. Developmental processes–typical and atypical
2. Personality and adjustment processes–adaptive and maladaptive
3. Learning processes–cognitive, behavioral, affective and interpersonal
4. Counseling processes–individual, group, and family
5. Group dynamics
6. Measurement and evaluation
7. Role of the Counselor
8. Statistics and research methodology
9. Career development
10. Professional, ethical and legal aspects of counseling
11. Cultural and gender issues–multicultural awareness
12. Biological bases of behavior

### **C. Skills**

1. Interviewing techniques
2. Test administration and interpretation
3. Case conceptualization and communication of same
4. Group counseling techniques
5. Family counseling techniques
6. Evaluating and using research findings
7. Responding to supervision and consultation

## **Personal Growth Experience**

Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective helping professional. Prior to or during internship, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The growth experience must be at least 12 hours in length. A list of opportunities to fulfill this requirement will be presented at New Student Orientation.

One option that has been popular with students in the past is to attend individual counseling. Many students have chosen to remain in therapy beyond the minimum 12 hour requirement. Particularly while interning, students have recognized the need to work through personal issues so these do not interfere with the counseling process. For example, personal therapy may help students identify blocks to growth and areas they have been avoiding. Students learn that they must confront themselves before they can expect clients to do the same. Students who have experienced the effectiveness of therapy techniques during their own counseling have felt more comfortable using these techniques

with their own clients. Students also tend to gain a broader perspective of the helping relationship by directly experiencing the role of the client.

Participation in a personal growth experience will be documented by each student writing a separate paragraph in the self-evaluation section of the **Report of Internship Activities**. This paragraph will be a summary of the personal growth experience. The student is required to describe the type(s) of experience(s) and to briefly discuss the effect of this experience on his/her development as a professional counselor. The written evaluation of the personal growth experience is the means through which faculty monitor students' compliance with this program requirement. You need to complete this requirement no later than the last semester of internship

## Other Personal Considerations

The self-awareness and personal growth encouraged by the M. S. program inevitably affect relationships with significant others. Students have noted both the positive and negative effects involvement in the program has had on their personal lives. As a result of their self-development, family and social networks have changed. Students' growth often results in conflict with partners and families, etc. Another area of concern involves balancing the demands of school, employment, and a family. Issues such as stress-management, time-management, and a tendency for students to practice their techniques on significant others have also been noted.

The faculty hopes that informing beginning students of potential concerns, particularly those arising out of the program's emphasis on personal growth, will help minimize some undesired effects of change. Students are encouraged to avail themselves of existing resources such as informal support from other students. Another recommended strategy is for students to use their ability to nurture others in the form of self-care. Students are urged to discuss their concerns with significant others as a preventative measure. The three-year program with limited summer offerings reflects the need for maintaining a balance in your personal and professional life. A recommended strategy would be to use the summers for consolidation and integration of the past nine months into your life and to reevaluate your own sense of balance. For example, have you been spreading yourself too thin? You may wish to spend your summers devoting time to family, friends, and interests you may not have had time to pursue during the academic year.

## Program Focus

Providing training in professional psychology at the Master's level, FSU's program is designed for those pursuing further study in science-based counseling psychology. Our theoretical perspective is integrative, including cognitive-behavioral, family systems, developmental, feminist, multicultural, humanistic, and brief therapies. We emphasize training in empirically-supported treatments for children, adolescents, families and adults. Students develop counseling skills through learning about self, client, counselor-client relationships, and the importance of cultural contexts. Considerable attention is given not only to development of professional skills but also to personal development and multicultural awareness. These emphases reflect our belief that an effective counselor is one who is self-aware and receptive to consultation. For continuing study at the doctoral level, experience and knowledge gained in this program provide a firm foundation.

Optional research opportunities prepare students for advanced graduate study in psychology. The Center for Children and Families offers unique research and service experiences. Two certificate programs provide specialized training in Addictions Counseling Psychology and Child and Family Counseling Psychology. These can be completed within the three-year program of study, as well as courses required for licensure. All National Counselor Exam course areas are offered, and FSU offers this exam. The Masters In Psychology Accreditation Council accredits this program.

The Counseling Psychology Program may be viewed as focusing on the following:

**A. Learning About Self**

In order to achieve competence in the above areas and to further develop the above personal qualities, the counselor-student must approach the program ready to learn effectively as well as intellectually. In effect, you will find that learning about yourself and your relations with others, honestly and courageously, is fundamental to becoming an effective helping professional. Thus, throughout this program you should seriously and repeatedly examine and explore the following facets of yourself.

Who am I? How do I relate to others? What are my attitudes toward myself and others? How do each of the above affect my relationships with others and especially with clients, individually and in groups? What are my personal strengths and weaknesses, and how am I going to act on this information about myself? How receptive am I to supervisory feedback?

What do I believe about counseling? What is the role of a counselor? At this time, what kind of a counselor am I choosing to be? What are my academic or knowledge strengths and weaknesses, and how am I going to remedy my weaknesses?

**B. Learning About Clients**

Practically all of the questions in the previous section may be restated in relation to your clients. Thus, you should be constantly working toward greater skill in understanding your clients:

Ability to see clients as interdependent with others, view of self and attitudes and feelings toward self; view of others and attitudes and feelings toward others; ways of coping and defending; ways of managing feelings and relationships; needs, assets, and problem behaviors; objectives—personal and situational; preferred ways of moving toward objectives; assets (particularly social support) and problems relative to personal goals; understanding of cultural/environmental context.

**C. Learning About Counselor-Client Relationships**

Over and above learning about one's self and better understanding others and their feelings and behavior, the counselor-student must develop a here-and-now sensitivity to and understanding of ongoing relationship(s) in one-to-one, group, and family situations. Within the counseling relationship, the counselor must foster collaboration, have a multicultural awareness and be able to attend to his/her own feelings and reactions as well as to the client's in a non-threatened and non-distorting manner. The

counselor must learn to approach rather than avoid difficult, sensitive, and painful experiences at those times when the relationship is strong enough to allow this deeper exploration. Above all, the counselor must learn to avoid allowing his/her own needs to interfere with the client's growth or the development of a healthy, constructive client-counselor relationship.

D. Learning How to Help Clients Learn About Themselves, Their Environment and Their Relations with Others

While this learning is implicit in the earlier sections above, giving some emphasis to this objective should serve to indicate that information seeking and information giving is an important facet of counseling help. Individual assessment in its many forms (interview, observation, testing, etc.), career exploration activities, and consultation skills are a part of this learning objective. Also, the importance of community resources and client advocacy need to be addressed.

E. Learning About Stability and Change in Human Behavior

The counselor-student will begin learning how human behavior is maintained and how behavior may be changed. This learning will include an understanding of external and internal factors in human learning. These factors include social forces, group norms and pressures, interpersonal payoffs, cognitive consistency, and anxiety-defense dynamics. The counselor's knowledge of behavioral change will be shared with her/his clients. The direction of change as well as the procedures and program for change will ideally be acceptable to, and voluntarily chosen by, the client. However, it is necessary to consider the special needs of involuntary or coerced clients.

F. Learning About the Helping Profession

The counselor-student will begin to identify with the "helping profession." This process begins early in the program as the individual learns about self in relation to helping others and sees the relationship between the varied learning experiences and the development of a competent professional. The internship is an important stage in this process of professional identification. During the internship, the counselor-student begins to appreciate more fully his/her responsibility to other professional helpers; internalizes the professional code of ethical conduct; and lastly, appreciates the necessity of continuous professional development.

***Final Comment:***

The above descriptions are intended as a program focus rather than as a complete and comprehensive list of learning objectives. Detailed and specific objectives are to be found in each of the courses in the program. Your eventual goal in this program is to integrate and consolidate all of your specific course experiences in such a way that you will become the best counselor you can become and continue to learn and grow as a person and as a helping professional throughout your life.

*Note:* The student who wishes to examine an extensive and fairly detailed presentation of counselor competencies should read, Dameron, J.D. (Ed.). (1990). The professional

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counselor: Competencies, performance guidelines, and assessment. (2nd ed.). Alexandria, VA: American Counseling Association.

## Outcomes Assessment: What, Why & When?

Outcomes assessment is another name for program evaluation, and the M. S. Program endorses the importance of systematically evaluating our program with respect to stated goals and objectives by focusing on student outcomes (learning); i.e., what skills and knowledge do students have when they leave our program?

It is very important that students take outcomes assessment seriously. Curricular and policy changes are based, in part, on results of students' program evaluation responses. Collecting data on students' experiences in our program is one very important way to assess program quality and needed modifications. We also survey alumni, usually in four year cycles, asking questions about employment satisfaction as well as evaluation of the M. S. Program.

While you are enrolled in our program, you will be asked to participate in outcomes assessment at the beginning and end of your program of study. The first assessment administration will be during your first semester orientation meeting. The exiting assessment will be during your second to last or last internship seminar meeting. A specific assessment of the internship experience necessitates that interns complete information forms on individual clients seen at the time of the first and last (termination) counseling sessions.

There is also a more open-ended program evaluation component in the Internship Evaluation paper. These responses are discussed at the Exit Interview and then are collated within weeks of each intern groups' graduation for review by the M. S. Committee.

### Summary of Administration of Outcomes Assessment:

1. Beginning of Program: New Student Orientation Meeting
2. Interns' completion of therapist questionnaires after first and last sessions with clients.
3. End of Program: Internship Group Supervision (PSYC 696); **2nd to last or last** class meeting and Internship Evaluation Paper
4. Alumni Surveys

The M. S. Program Coordinator is responsible for the collection and analysis of outcomes assessment data. Some outcomes assessment data are reviewed on an annual basis and are available to students. Reviews of other data will be available less frequently, given the longitudinal nature of some of the assessments. Outcomes assessment data are also submitted to the institution as part of program evaluative responses for program reviews for institutional accreditation (Middle States) and accountability within the University System of Maryland, of which FSU is a member.

## Graduation

A student must apply for graduation according to the schedule stated under the "Graduation" section of the Frostburg State University graduate catalog (also found in the Frostburg State University course schedule booklet). You must obtain this Application for

Graduation from the Office of Graduate Admissions and Records and submit it before the due date. In addition to satisfactorily completing the degree requirements as enumerated in the catalog and this handbook, a recommendation for graduation from the student's Master's Committee is required. You will need to indicate your preference for one graduate faculty member who will serve on your master's committee with your advisor. This committee will conduct your exit interview at the end of your internship and prior to the final exam week of your last semester before graduation. Candidates for graduation must obtain two committee member's signatures on the Exit Interview Form at the completion of the exit interview and submit this form to the Office of Graduate Admissions & Records.

## Placement Service

The Frostburg State University placement service includes the maintenance of student credentials, dissemination of employment related information, job-seeking skills workshops, and an extensive library of resource materials. Specific information regarding employment opportunities in the helping professions is shared by the Placement Office with the faculty. The faculty maintains on-going personal contact with all M. S. counseling students. Through their own contact with members of the counseling profession, faculty are often aware of job leads as they develop. These are also made available to students.

In our 2003 survey of alumni, 41 respondents answered the following question, "How did you find your current or most recent position?" Their answers, by percentage were as follows: (See complete 2003 alumni survey in Appendix G.)

24.4%	friend/colleague
22.0	networking
19.5	classified ads
19.5	other
9.8	contact from internship
4.9	hired at internship

*The faculty encourages a post-graduate relationship whereby continued service is available to graduates.* Faculty are excellent resources for employment. Alumni are also invited to contact faculty for direction and support. Graduates of the M. S. program have appreciated this continued guidance, particularly in dealing with ethical issues. For example, a former student may be employed in a setting where the ethical guidelines of the American Psychological Association are being violated. In another instance a graduate of our program may be working in a setting where agency concerns do not mesh with her training and personal philosophy of counseling.

Graduates are often the source of information about employment in their own and others' work settings which are shared with faculty and program students. The Program Coordinator and other M. S. faculty value continued feedback from FSU graduates.

Alumni surveys regarding the relevancy and quality of their degree help faculty continue to shape and improve the direction of the program.

## **Psi Chi**

Psi Chi is the national honor society in psychology. The major goals of Psi Chi are to honor outstanding psychology students by membership in this society and to foster a climate conducive to the creative development of the society. If you meet the requirements for membership, then you may be newly inducted as a graduate student.

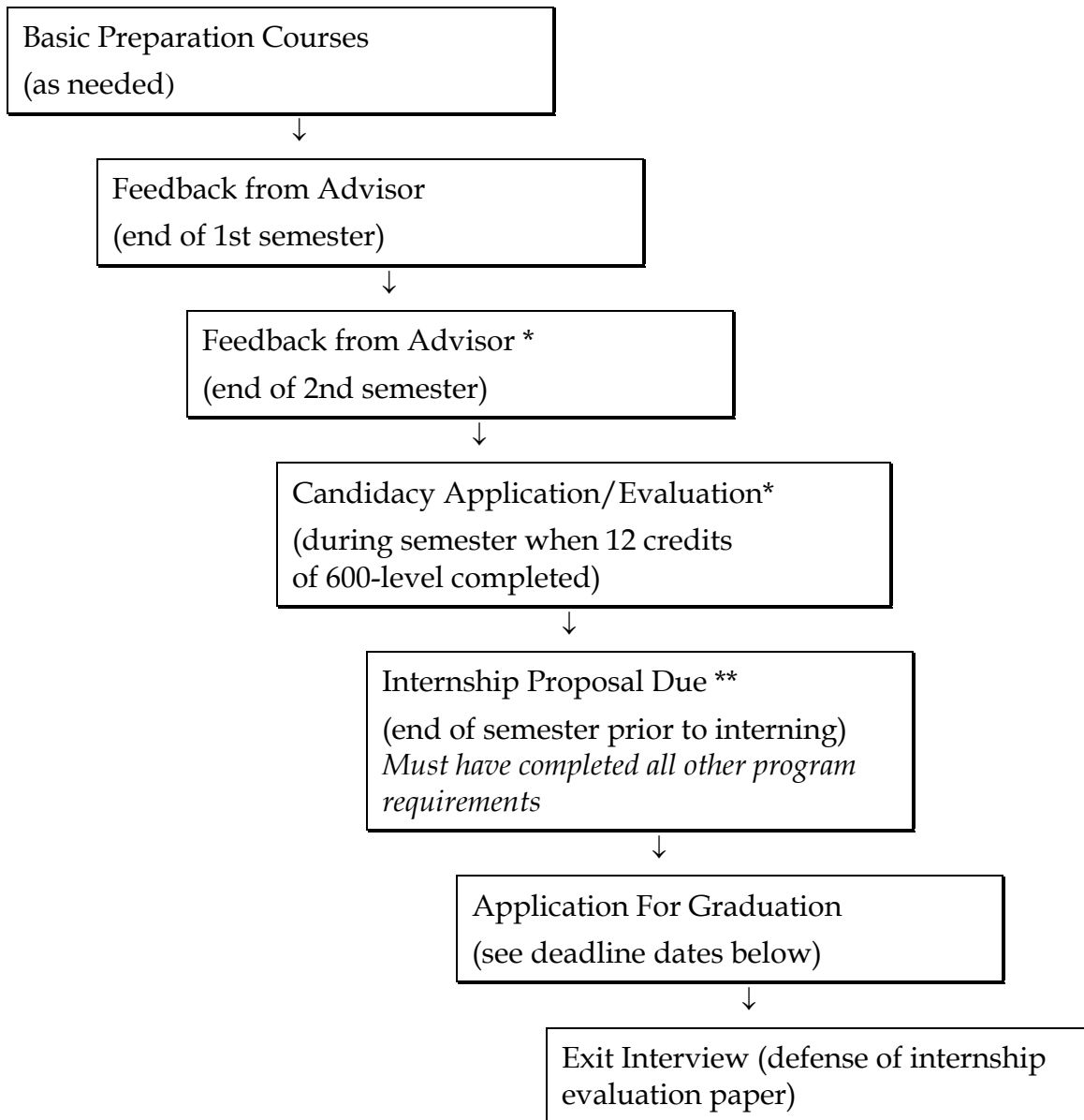
If you have already been inducted into Psi Chi at another institution, then you might wish to consider transferring your membership to Frostburg State at University's chapter. Psi Chi is a tremendous opportunity for those who wish to present research at professional conferences. In fact, if you fulfill your obligation as a Psi Chi member, then you might qualify to be financially sponsored to present your research at one of the professional conferences. This opportunity is recommended for those who wish to continue graduate work for a doctoral degree.

For complete information, contact the Chairperson of the Department of Psychology.

## **Volunteer Opportunities**

You might wish to consider volunteering at a particular site for additional practical experience. Such volunteer experience may help you to determine your level of comfort with clients. Previous students have reported numerous benefits gained from volunteering while undertaking the graduate studies. Possible volunteer opportunities exist at, but are not limited to, the Thomas B. Finan Center, Brandenburg Center, Massie Unit, Frostburg Village Nursing Home, Archway Station, and the Western Maryland Health System. If you are interested in volunteering, please contact the Graduate Program Coordinator for additional information.

### Procedural Flow Chart



\* In some cases, completion of second semester will coincide with 12 credits of 600-level courses. When this happens, only regular feedback from the advisor will be given. The Candidacy Application will be held until the middle of the third semester (for full-time students).

\*\*In developing the Internship Proposal, be sure to use the Internship Proposal Guide that sets forth the manner by which the proposal is to be developed and the content which must be addressed.

## **APPENDIX A**

## Feedback Guidelines for Experiential Lab Courses

Guidelines for student-supervisors observing role-plays in experiential courses and for the professors of these courses.

### **I. Professors' Responsibilities**

- A. Hold an orientation meeting for the student-supervisors which focuses on:
  - 1) Your expectations of the students as supervisors and the grading process. (e.g. Are role-play sessions graded? How involved are the students in grading and who makes the final decision?)
  - 2) Your expectations of student proficiency in developing counseling skills.
  - 3) How to give feedback and what kind to give (e.g. focus on strengths only, constructive criticism & how much, etc.). Identify feedback forms used.
  - 4) What type of issues or concerns you want to be informed of.
  - 5) When or whether to interrupt a counseling session to give feedback or to demonstrate a counseling technique.
  - 6) The class tape recording policy and how to provide feedback to student-counselors in regards to this issue.
  - 7) Student-counselor limitations and realistic expectations of them. (Graduate students have a tendency to be more critical when giving feedback.)
  - 8) Discuss if or how you see undergraduates/graduates differently when giving feedback.
- B. Define any additional duties or expectations of the student-supervisors (e.g. reading journal entries, assisting with class discussions, giving a presentation, etc.).
- C. Inform the class of the student-supervisor's role.

### **II. Student-Supervisors' Responsibilities as role-play supervisors**

- A. Important considerations when giving feedback to student-counselors:
  - 1) Let the student-counselor control how much feedback she/he receives.
  - 2) Guide the feedback given to the student-counselor by the student-client/-observer. Ask the student-counselor to comment first on what they did well (or if there is anything they might have done differently). Then ask the student-client and -observer to comment positively. Then provide feedback as well.
  - 3) Feedback should focus on strengths; be concrete and specific; be selective/economical focusing on a few major points; and be non-judgmental.
  - 4) Keep constructive criticism to a minimum.
  - 5) Assess the student-counselors' readiness to receive feedback that may be difficult to hear. Put yourself in their shoes (e.g. how would you hear it?)
  - 6) Feedback should not be directed to the student-client, only to the counselor. Try not to put the student-client's problem in the focus of your feedback.
  - 7) Define the time parameters. Ask the student-counselor if he/she wants a time-warning. Going over a time limit in one session affects all subsequent sessions.
  - 8) Allow the student-counselor to conduct the session, interrupt if necessary.
  - 9) Explain your supervisory style and how it may differ from the professor.
  - 10) Consider how undergraduates/graduates differ when giving feedback.
  - 11) Modeling may be an effective method for demonstration purposes. Seeing an alternative might help to make it meaningful.
- B. Some opening lines when giving feedback to the student-counselors:
  - 1) As an alternative you may wish to consider .....
  - 2) As I saw it .....
  - 3) Some suggestions to consider in the future are .....
  - 4) What I might have done differently....
- C. Involve the student-clients/-observers as much as possible.

- D. Remember that role-plays are practice periods for student-counselors and not counseling sessions for student-clients.
- E. Direct any questions to the class professor or the assigned role-play supervisor.



## **APPENDIX B**

## **Ethical Principles of Psychologists and Code of Conduct**

Click here

<http://www.apa.org/ethics/code2002.html>

## **APPENDIX C**

**American Counseling Association  
Code of Ethics  
and  
Standards of Practice**

Click here

[http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/  
ACA\\_Code\\_of\\_Ethics.htm](http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Code_of_Ethics.htm)

## **APPENDIX D**

# PSYCHOLOGY DEPARTMENT REQUIREMENTS FOR TYPED ASSIGNMENTS

Adopted Version of APA Style\*

## GENERAL PRESENTATION:

1. Margins at least 1 inch on all sides
2. Right margin unjustified
3. Consecutive page numbering
4. Paragraph indentation (5-7 spaces)
5. Section headings according to APA's five levels (where applicable)

## PARTS OF MANUSCRIPT:

Where applicable:

1. Title page
2. Abstract
3. Introduction section (literature review)
4. Methods section
  - a. Participants subsection
  - b. Materials subsection
  - c. Procedure subsection
5. Results section
6. Discussion section
7. Reference section--separate page
8. Footnotes section
9. Appendix
10. Tables and Figures

## EXPRESSION OF IDEAS:

1. Clear writing style
2. Accurate punctuation
3. Accurate grammar--whole sentences
4. Nonsexist language usage

Note: Please visit [www.apastyle.org](http://www.apastyle.org) to stay current on changes in the manual between editions.

\*American Psychological Association. (2001). Publication manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Revised 12/1/94

## **APPENDIX E**

**COUNSELOR LICENSURE OR CERTIFICATION**  
**FROSTBURG STATE UNIVERSITY (FSU)**  
**M. S. IN COUNSELING PSYCHOLOGY**  
July 1998

## **PREFACE**

Many of our graduate students and alumni inquire about national or state certification, licensure, and our program's accreditation. This document attempts to clarify these issues as they pertain to FSU's M. S. in Counseling Psychology Program and your training.

It should be noted that the main objective of the program at FSU is to prepare students for employment in settings such as mental health clinics, counseling centers, and human services agencies. In such areas of employment, licensure or certification *may not be* required by your employer.

## **DEFINITIONS**

**Accreditation:** Approval given to a learning institution, or a program at that institution, by an official review board after the school has met specific requirements.

**Certification and Licensure:** Official or legal permission to practice counseling and/or psychology. This permission is usually granted by a state or national board. These terms are sometimes used interchangeably.

**Credentialing:** A program that has met certain minimum curricular requirements established by a state or national board, and/or other professional organizations (e.g. CAMPP, see below).

## **FSU'S ACCREDITATION**

FSU is regionally accredited by the Middle States Association of Colleges and Secondary Schools and by the Masters in Psychology Accreditation Council (MPAC).

## **ACCREDITATION OF FSU'S M. S. IN COUNSELING PSYCHOLOGY PROGRAM**

FSU's M. S. in Counseling Psychology Program is a member of the Council of Applied Master's Programs in Psychology (CAMPP). In order to qualify for membership, the program was reviewed with respect to total number of credit hours and areas of emphasis (curriculum). The basis upon which the program was accepted for membership into CAMPP constitutes CAMPP's credentialing process.

CAMPP has joined with the Northamerican Association of Masters in Psychology (NAMPP) to form MPAC. Several years ago, the M. S. faculty at FSU decided to seek accreditation from a psychology organization rather than pursue accreditation with the Council of Accreditation of Counseling and Related Educational Programs (CACREP) because of their identity with educational programs. The program at FSU strongly identifies itself with psychological science and seeks accreditation with a body of similar emphasis.

Subsequently, MPAC initiated their accreditation process (Fall 1995). Our program submitted the accreditation application with MPAC early in the Spring 1997 semester. We received notification that our graduate program received accreditation from MPAC on January 23, 1998. MPAC accredits psychology programs that promote training in the scientific practice of professional psychology at the Master's level.

## **STATE LICENSURE OR CERTIFICATION**

### **MARYLAND**

The state of Maryland licenses professional counselors at a master's or doctorate level. To meet licensure requirements you first must have a master's or doctoral degree from a regionally accredited educational institution that has been approved by the Maryland State Board of Examiners of Professional Counselors. FSU meets this

accreditation requirement. In addition, FSU's M. S. in Counseling Psychology Program offers all course work that is required for licensure (see Licensure Option).

Also, the state of Maryland licenses doctoral level psychologists. If you plan to pursue a Ph.D. degree you can obtain additional information about Maryland's licensure requirements from the State Board of Examiners for Psychologists.

**As a master's level graduate you have a licensure and a certification option available:**

1. Obtain licensure from the State Board of Examiners of Professional Counselors. Three licensure titles may be applied for: Licensed Clinical Alcohol and Drug Counselor (L.C.A.D.C.), Licensed Clinical Marriage and Family Therapist (L.C.M.F.T.) and Licensed Clinical Professional Counselor (L.C.P.C.).
2. Obtain certification as a Psychology Associate. This option allows you to use the term "Psychology" in your title and requires that you are supervised by a licensed Psychologist. To obtain additional information for this option contact:

Board of Examiners for Psychologists  
201 West Preston Street  
Baltimore, MD 21201-2399  
(410) 764-4787

**Requirements for licensure as a Professional Counselor for master's level graduates:**

- ◆ Complete a minimum of 60 graduate credit hours in counselor training that has been approved by the Board. In addition to specified curricular areas also required by our program, students must complete a chemical dependency course (PSYC 686) and a course in Lifestyle and Career Development ( PSYC 616 or SCCO 608 at FSU).
- ◆ Complete not less than **three years of supervised experience in counseling, with a minimum of 3,000 hours**. You can complete **not more than 1000 hours** of pre-master's supervised experience. The remaining required hours must be completed after the award of your master's degree.
- ◆ Pass the state exam which is the National Counselor Examination (NCE), which is offered every year (in April) at Frostburg State University. This exam may be waived if: 1) you are licensed or certified in another state which grants a reciprocal waiver to licensees of Maryland; or 2) you have passed another exam approved by the Board.

**NOTE:** Being licensed does not guarantee that you will be eligible to receive third-party payments in the state of Maryland. If you are in private practice, whether or not you receive third-party payments depends upon the insurance companies or managed care arrangements in your area.

**60 CREDIT HOUR LICENSURE/CERTIFICATION OPTION**

The 60 credit hour<sup>1</sup> option for licensure/certification includes the following course work:

M. S. Program Requirements (49 credit hours)

600	Introduction to Counseling and Assessment <sup>2</sup>
602	Advanced Research (or 570 Advanced Experimental)
610	Group Counseling
614	Advanced Developmental Psychology
617	Advanced Abnormal Psychology
618	Advanced Child & Adolescent Disorders
619	Ethics
630	Theories & Techniques of Counseling I

640	Theories & Techniques of Counseling II
650	Family Therapy
660	Individual Assessment
670	Multicultural Counseling Techniques
695	Internship (minimum of 5 credit hours)
696	Advanced Internship (minimum of 5 credit hours)
500/600	Elective

plus the following (11 credit hours):

686	Addictions Issues & Treatment <sup>3</sup>
616 or SCCO 608	Psychological Issues in Career Counseling <b>or</b> Career Development & Guidance
500/600	Electives (5 credit hours) <sup>4</sup>

- <sup>1</sup> All 60 credit hours must be taken at the graduate level (500 or above).
- <sup>2</sup> PSYC 570 is four credit hours; if this course is selected, the total credit hours of program requirements is 50.
- <sup>3</sup> A graduate level course in chemical dependency is required in Maryland; check with the state(s) you are interested in for any additional requirements.
- <sup>4</sup> Electives may include any Basic Preparation courses taken at the graduate level (508, 520, 530, 686), Internship credit hours taken beyond the minimum, and other approved electives.

Note: A full-time load is 9 credit hours per semester. Six semesters of full-time study totals 54 credit hours. The additional 6 credit hours could be taken during summer or intersessions. PSYC 619 is offered during the intersession or summer session.

**To obtain complete details for Maryland licensure as a Professional Counselor contact:**

Aileen Taylor, Administrator  
 Department of Health and Mental Hygiene  
 State Board of Examiners of Professional Counselors  
 Metro Executive Center, 3rd Floor  
 4201 Patterson Avenue  
 Baltimore, Maryland 21215-2299  
 Telephone: (410) 764-4732

**Implications for FSU students:**

- ◆ With respect to the supervised experience requirement, internship hours at FSU are under the supervision of a Maryland licensed psychologist, the M. S. Program Coordinator. The M. S. Program Coordinator is officially responsible for contractual arrangements between the M. S. program and internship sites. Therefore, a Maryland licensed psychologist provides the signature attesting to supervised hours. The Program Coordinator is the appropriate person to sign your application for certification /licensure where documentation of supervised internship hours is required.
- ◆ The maximum number of supervised internship hours that a student at FSU can obtain as part of the M. S. Counseling Psychology Program is 1080 hours (12 credits per semester x 3 hours on site for each FSU credit hour x 15 weeks of internship per semester x 2 semesters).
- ◆ Students who have graduated from our program (e.g. Alumni) may be allowed to re-enroll in Internship to obtain additional hours under licensed supervision, if necessary.
- ◆ The M. S. Program Coordinator has a copy of the identified course work needed.

## **PENNSYLVANIA**

Pennsylvania licenses counselors at the master's or doctorate level. To meet licensure requirements, individuals holding a Master's degree in counseling must obtain three years of supervised experience. An examination must also be passed. Additional information on Pennsylvania licensure is available from the Coordinator's office.

## **WEST VIRGINIA**

West Virginia licenses professional counselors at the master's level who pass the NCE and have obtained two years of supervised experience by a licensed psychologist, one year of which must be post-master's degree.

In order to be a licensed psychologist in West Virginia, you must have either a doctorate degree and pass the Professional Examination Service exam (PES), or have a master's degree, pass the PES and have five years experience supervised by a license psychologist.

## **OTHER STATES**

The M. S. in Counseling Psychology Program has information on certification and/or licensure for Maryland, West Virginia and Pennsylvania only. The American Counseling Association (ACA) has compiled a handout summarizing requirements for all states and appropriate state contacts for additional information. This handout is available from the M. S. Program Coordinator.

**NOTE:** It would be to your benefit to contact the state board of the state in which you plan to work before graduation to determine their requirements for licensure and/or certification.

## **NATIONAL CERTIFICATION**

The National Board of Certified Counselors (NBCC) is a non-profit voluntary corporation organized in 1982 to establish a national certification system for professional counselors. NBCC offers a National Counselor Examination (NCE) which identifies professionals who may be eligible to become National Certified Counselors (NCC). In addition, NBCC offers a specialty certification to become a Master Addictions Counselor (MAC). The purpose of the NCE is to assess professional counselors' knowledge of counseling information and skills viewed as important for providing appropriate counseling services. ***Thirty-five states have adopted the NCE as part of their statutory licensure or certification process, including Maryland and West Virginia.*** In addition, some states do not certify counselors with a Master's degree, and national certification provides a valid professional credential. To obtain information on national certification contact:

National Board of Certified Counselors, Inc.  
3 Terrace Way, Suite D  
Greensboro, NC 27403-3660  
(910) 547-0607

The NCE is given every year at Frostburg State University (April).

## **FUTURE TRENDS**

Managed Care has been a political agenda in our country to establish standards for health care providers. These standards influence the type of services that are available in counseling settings, the duration of these services, and those who provide the care. The current and anticipated trend for managed care counseling is to provide focused therapy, with a short duration of treatment, for specific concerns or problems. This trend shifts the focus of counseling away from the expectation of long term client care. Also with the onset of managed care, another trend may be preferential reimbursement of Master's level providers because they are not as costly as Doctoral level psychologists.

## PROFESSIONAL ORGANIZATIONS

This list consists of professional organizations that you may want to become familiar with as they will pertain to your development as a counselor and/or your future certification/licensure plans.

- ◆ Northamerican Association of Masters in Psychology (NAMPP). Members are Master's level psychologists who address issues relevant to Master's level professionals. NAMPP offers student liability insurance. To obtain additional information contact:

NAMPP  
c/o Box 721270  
Norman, OK 73070  
(405) 329-3030

- ◆ American Counseling Association (ACA) was formerly American Personnel and Guidance Association (APGA) and American Association for Counseling and Development (AACD). The ACA is an educational, scientific, and professional organization dedicated to the professional growth and enhancement of emerging counselors. The ACA offers many services to graduate students such as student liability insurance. To obtain additional information contact:

American Counseling Association (ACA)  
5999 Stevenson Avenue  
Alexandria, VA 22308-3300  
1-800-347-6647

- ◆ Council of Applied Master's Programs in Psychology (CAMPP). Members are Master's level training programs in psychology; sets standards for training. FSU's program is a CAMPP member.
- ◆ Masters in Psychology Accreditation Council (MPAC) is made up of CAMPP and NAMPP representatives to accredit Master's level programs.

## GLOSSARY OF TERMS

**INSTITUTIONAL ACCREDITATION** is granted by regional and national accrediting commissions. Accreditation is awarded based on an institution's overall compliance with specific criteria. A college or university should have institutional accreditation and may seek accreditation from any of the specialized accrediting bodies for a particular program.

**CERTIFICATION** is the process by which a national or state board grants recognition to an individual who has met the predetermined professional standards it has specified.

**CONTACT CLOCK HOURS** refer to the number of actual hours spent in direct participation between learner and instructor or facilitator. Time devoted to preparation for activities, independent study, assignments, and socializing is not calculated in the actual number of hours granted.

**CONTINUING EDUCATION** refers to formal activities that enhance and upgrade professional counseling knowledge and skills which include seminars, workshops, internships, and advanced graduate or postgraduate courses.

**CREDENTIALING** is the formal endorsement or professional standards and refers specifically to accreditation, certification, and licensure.

**LICENSURE** is the process by which a state agency or government grants permission to an individual to engage in a given occupation upon finding that the individual has attained the minimal requirements to ensure that the public health safety and welfare will be reasonably well protected.

**PROFESSIONAL COUNSELING EXPERIENCE** refers to the provision of counseling and related services in a professional setting; included are counselor education, human service delivery, and counseling in mental health, rehabilitation, correctional, employment, pastoral, academic, career and vocational settings

**REGISTER** is a document that lists by name and other pertinent information those individuals who have been certified by a professional certification board. Such a document is published and offered to the public upon request to assist them in identifying certified counselors.

**RELATED PROFESSIONAL COUNSELING FIELDS** are those professional fields related to and supportive of counseling such as human development, psychology, social work, psychiatry, psychiatric nursing, gerontology, marriage and family therapy, pastoral counseling, human services, and other approved by the NBCC.

**SPECIALIZED ACCREDITATION** is awarded to professional programs within institutions or to occupational schools offering specific training skills and knowledge. Specialized accrediting bodies define standards of excellence in educational training programs for recognized professions. CACREP is specialized accreditation since only counselor education and related programs are eligible.

**SUPERVISED COUNSELING EXPERIENCE** is the provision of counseling services within a professional counseling setting under the direction of a counselor (preferably certified) or a qualified professional from a related field.



## **APPENDIX F**

## INTERLIBRARY LOAN PHOTOCOPYING GUIDELINES

### Guidelines for the Proviso of Subsection 108(G)(2)

- 1(a). *with respect to any given periodical (as opposed to any given issue of a periodical), filled requests of a library or archives (a "requesting entity") within any calendar year for a total of six or more copies of an article or articles published in such periodical within five years prior to the date of the request. These guidelines specifically shall not apply, directly or indirectly, to any request of a requesting entity for a copy or copies of an article or articles published in any issue of a periodical, the publication date of which is more than five years prior to the date when the request is made. These guidelines do not define the meaning, with respect to such a request, of "... such aggregate quantities as to substitute for a subscription to (such periodical)."*

These guidelines mean that legally, a library **MAY NOT** request more than 5 copies of articles out of any one journal title within the most recent 5 years. To obtain an article exceeding those 5 copies in 5 years you may do one of the following:

1. Check MCAT, the Maryland Catalog on CD in the Reference Area to see if local libraries hold the title. See a Reference Librarian for suggestions for searching other library collections to locate titles that FSU does not hold.
2. The EBSCO Masterfile Full text database, accessible on VICTOR has the full text of articles from @ 350 periodicals. You may find your article indexed in this manner and print the entire article.
3. UnCover is a computerized document delivery service available through VICTOR, the on-line catalog, which will produce full text copies of accessible documents within 24-48 hours for a \$6.50 service charge plus a specific copyright fee which is set by the publisher of the article. If the article is indexed in UnCover, you can register your FAX number and a credit card number and have the articles sent to you for this fee.
4. University Microfilms International maintains a service which allows patrons to purchase copies of a given article: \$9.75 sent US Mail or \$14.75 sent FAX in @ 48 hours. See Reference or Interlibrary Loan personnel for help in acquiring articles in this manner.

5. The patron may write to the publisher and request the desired articles. The publisher ordinarily will give written permission for the articles to be copied, with a copyright disclaimer included if it is to be used for class purposes. There may or may not be a fee for this service. They may send copies of the issues of the periodical to the patron.

There will probably be a charge for this service. The copyright fee is for the protection of the publisher. It is at this level that most patrons have success receiving copies of articles. See a librarian for publisher information.

6. The patron may suggest that the library purchase the periodical, or donate a subscription to the library.

#### References:

1. H.R. Rep. no. 1733, 94th Congress, 2nd session, Sept. 29, 1976, p. 71-74.
2. Public Law 94-553 Title 1, Sec. 101, October 19, 1976. 90 Stat 2541. **CONTU Guidelines**, from the National Commission on New Technological Uses of Copyrighted Works.
3. **The Library Copyright Guide**, by Ruth H. Dukelow. Washington, D.C., The Association for Educational Communication and Technology, 1992. p. 116-118.

*(excerpts from FSU Library)*

**NOTE: Students should order articles at the beginning of the semester because they can take a few weeks to get here.**

## **APPENDIX G**

## **Fall 2003 Alumni Survey**

Twenty-nine alumni (of 54 surveys mailed; 53.70 % response rate), who graduated from 1999 to 2003 from M. S. Counseling Psychology Program at Frostburg State University, completed an alumni survey that was mailed on September 5, 2003. There were 8 men (27.6%) and 20 females (69.0%)\*, aged from 25 to 55 years old, with the average age being 34.9 years. Ethnic group identification was 1 (3.4%) Native American/Alaskan Native and 27 (93.1%) White/Caucasian\*\*.

*\*One respondent did not indicate gender.*

*\*\*One respondent did not indicate ethnic background.*

### **Employment:**

- 100% were employed, 86.2% of them full-time, and 10.3% of them held two or more positions
- 75.9% obtained their first choice of employment positions, and 13.8% of the respondents preferred to have a different position
- The gross incomes ranged from less than \$5,000 to above \$40,000. 37.9% of the respondents made between \$30,000 and \$34,999 and 24.1% made between \$35,000 and \$39,999. The mode for income was the \$30,000-\$34,999 range; 11 respondents were within this range.
- Respondents were also asked to rate their perception of the job market:  
Poor: 13.8%  
Fair: 51.7%  
Good: 20.7%  
Excellent: 10.3%
- 41.4% of the respondents have obtained state certification/licensure.

## Overall Program Evaluation

The following evaluations are based on scales from 1 (not effective at all, not helpful at all) to 7 (very effective, very helpful).

- How effective was the program in preparing to seek certification/licensure?  
-The mean was 6.3 (SD = 1.07) and N was 27 (Missing = 2).
- How helpful was having a M.S. Counseling Psychology degree in finding a position?  
-The mean was 6.48 (SD = 1.37) and N = 29.
- How satisfied are/were you in your current or most recent employment position?

Area of Rating	Mean	Stand. Dev.	N
<i>Co-workers</i>	6.0	1.0	28
<i>Working Conditions</i>	5.5	1.1	28
<i>Overall</i>	5.5	0.82	29
<i>Supervisor</i>	5.5	1.5	28
<i>Benefits</i>	5.3	1.7	29
<i>Opportunities for personal development</i>	5.0	1.7	29
<i>Opportunities for promotion</i>	4.1	1.5	28

- How does the education and experience received at FSU compare to your perception of your co-workers' degree preparation? (1 = poor preparation compared to co-workers and 7 = superior preparation compared to co-workers)?  
-The mean was 5.9 (SD = 0.9) and N = 28.
- How effective was our program in fostering development of your personal qualities?

Personal Quality	Mean	Stand. Dev.	N
<i>Sensitivity to the needs of others</i>	6.3	0.89	29
<i>Professional integrity</i>	6.3	0.7	29
<i>Respect for others</i>	6.2	0.9	29
<i>Self-awareness</i>	6.1	1.1	29
<i>Ability to interact with others</i>	5.9	1.0	29

\*The overall mean for the effectiveness of the program in fostering development of personal qualities was 6.16.

- How effective was our program in fostering development of your counseling skills & techniques?

<b>Skill/Technique</b>	<b>Mean</b>	<b>Stand. Dev.</b>	<b>N</b>
<i>Receptivity to supervision</i>	6.2	1.0	29
<i>Interviewing</i>	6.1	0.84	29
<i>Evaluation/using research findings</i>	5.9	0.83	28
<i>Case communication/conceptualization</i>	5.7	1.0	29
<i>Group Counseling</i>	5.4	1.3	29
<i>Test administration/interpretation</i>	5.3	1.4	27
<i>Family Counseling</i>	5.2	1.4	29

\*The overall mean for the effectiveness of the program in developing counseling skills and techniques was 5.69.

- How effective was our program in fostering development of your basic content area understanding in preparation of your subsequent endeavors?

<b>Content Area</b>	<b>Mean</b>	<b>Stand. Dev.</b>	<b>N</b>
Counseling Processes	6.5	0.6	29
Interpersonal	6.2	0.8	29
Behavioral	6.1	0.8	29
Professional, Ethical, Legal	6.1	1.0	29
Developmental Processes	6.0	0.8	29
Cognitive	5.9	1.0	29
Affective	5.9	0.8	29
Personality & Adjustment Processes	5.7	0.8	29
Group Dynamics	5.7	1.1	28
Statistics & Research	5.7	0.98	29
Family System Theory	5.6	1.3	29
Diversity	5.6	1.4	29
Biological-Psychological	5.4	1.1	29

\*The overall average rating effectiveness of the program in developing understanding of basic content area was 5.88.

- How helpful was the feedback you received from faculty at FSU?

<b>Type of Feedback</b>	<b>Mean</b>	<b>Stand. Dev.</b>	<b>N</b>
Internship supervision	6.4	0.7	29
Class role plays	6.2	0.6	29
Class work and papers	6.1	0.9	29
Academic advising	6.0	1.0	29
Candidacy Evaluation	5.5	1.3	29
End-of-semester evaluations	5.3	1.3	29

\*The overall average of faculty feedback rating was 5.07.

- How effectively has the education at FSU enhanced employment opportunities?  
-The mean was 6.4 (SD = 0.86) and N = 29.
- How closely related is your current job to the M.S. Counseling Psychology degree? (1 = not at all related and 7 = very related)  
-The mean was 6.3 (SD = 1.2) and N = 29.
- How helpful was the FSU internship in obtaining your current employment position?  
-The mean was 5.3 (SD = 2.2) and N = 29.

### **Additional Areas of Interest**

- 69% would study for a M.S. Counseling Psychology degree and 82.8% would attend FSU if they were given the chance to do things over; However, 13.8% would not study for a M.S. Counseling Psychology degree again.
- Only 20.6% of the alumni are not currently counseling clients in their current work activities.
- 89.7% are working in a psychology-related field.
- The acquisition of counseling skills was cited by 24.1% of the respondents as the most helpful from the program. Regarding the least useful aspects of the program, 34.5% said Research/Testing/Statistics, 10.3% said Multicultural, and an additional 3.4% said a combination of Research and Multicultural.
- Alumni were also asked what the program could do to improve: 51.7% either said nothing or left this question blank, 17.2% said that improvement could be made in giving feedback and evaluations, and 6.9% said they needed more training in family therapy.