

**MASTER OF SCIENCE  
IN  
COUNSELING PSYCHOLOGY**

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**GRADUATE STUDENT  
HANDBOOK**

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August 2008

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Department of Psychology

Frostburg State University

Frostburg, Maryland 21532-1099

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<http://www.frostburg.edu/dept/psyc/graduate/handbook.htm>

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**ETHICAL CONSIDERATIONS:**

The ethical standards of the American Psychological Association (which can be found at: <http://www.apa.org/ethics/code2002.html>) and the American Counseling Association (at: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>) are the standards to which we subscribe. You are to read, understand, and internalize these standards. **Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program.** The intern is reminded to take special care to obtain adequate consultation in cases which may present problems outside of his/her range of competencies.

## **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 typically occur on the first day of the Fall semester with a focus on policy and procedures.

#### **Program Mission**

The M. S. program in Counseling Psychology is committed to providing evidence-based training in counseling psychology at the master's level. The program is designed for persons with a background in psychology who wish to continue science-based psychology training with an emphasis on adults, children, adolescents, and families. Students completing this program are expected to be able to work with diverse populations and to have as their goal improving services to clients and the larger community.

The focus of the program is the development of counseling skills through learning about self, client, and counselor-client relationships. Considerable attention is given to both the obtaining of competence in skills, including multicultural competence (APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations can be found at <http://www.apa.org/pi/oema/guide.html>), but also to the professional development of the student. 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.

The M. S. program in Counseling Psychology prepares graduates to work in a variety of mental health positions, such as 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.

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.

## **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 affectively 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?

Throughout this process you will also increase awareness of your stimulus value – the effect you have on others, especially your clients, simply by being present. By understanding your stimulus value you can better understand the behavior of those around you, as well as learn changes you can make in yourself and/or your behaviors to adjust your stimulus value.

### **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 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.**

### **Accreditation**

Frostburg State University is regionally accredited through the Middle States Association as an institution of higher learning. The M.S. in Counseling Psychology Program is a member of the Council of Applied Master's Programs in Psychology (CAMPP). CAMPP has joined with the North American Association of Masters in Psychology (NAMPP) to form MPAC. The M.S. faculty at FSU decided to seek accreditation from a psychology organization (MPAC) rather than 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. MPAC accredits psychology programs that promote training in the scientific practice of professional psychology at the Master's level. Our graduate program received accreditation from MPAC in 1998 and was reaccredited in 2008. The FSU program was the first in the University System of Maryland and the sixth nationwide to be accredited by MPAC in 1998, and received the full 10-year reaccreditation in 2008.

### **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 8:1) 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. The committee consists of Dr. Megan Bradley, Dr. Jason Edwards, Dr. Michael Murtagh (program coordinator), Dr. Kevin Peterson (department chairperson), and Dr. Trina Redmond.

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 B. 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.

## **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, the faculty do not have the opportunity to effect changes earlier in the semester.

## **Leave of Absence Policy**

If, after beginning the program, an unexpected event occurs which you believe will temporarily affect your continuation in the program, you may request a leave of absence (LOA); a request form may be obtained from the program coordinator. Please note; a LOA **does not** change the requirement of completing the program within 6 years from the date of the first graduate psychology course. (Students may request to extend their

program of study beyond six years, however, only the Program Coordinator and the Office of Graduate Services can approve such a request.)

When requesting a LOA you may either request it for a specified time period up to 18 months, or for an unspecified period of time. For the later, 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 if the student wishes to return to the program, then he/she is required to re-apply to the program.

### **Provisional Status**

Students who are admitted, but who did not meet all of the admission requirements (e. g., GPA below 3.0, having not completed all undergraduate preparation courses, etc.) are admitted with a provisional status. Students must complete any missing requirements and gain a 3.0 GPA in their first semester. Any student who is admitted under a provisional status who does not have a minimum of a 3.0 GPA at the end of their first semester will be dismissed from the program. If all conditions have been met, the provisional status will automatically change to full program status.

### **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%

F = < 77%

**APA Style:** Unless informed by their professor otherwise, all papers are expected to be written in APA style. Students are urged to purchase the Publication Manual of the American Psychological Association 5<sup>th</sup> Edition. For a tutorial see:  
<http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html>

**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.

1. PSYC 508 - Tests and Measurements
2. One course (3 credits) addressing the physiological basis of behavior: Physiological Psychology (520), Health Psychology (530), Addictions Issues and Treatment (686) or their equivalent at another university.

**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. Courses reflect the program’s mission of providing scientifically-based psychology training and the goal of integration of science 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 have an increased focus on brief therapy models.

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

600	Introduction to Counseling and Assessment
602 <sup>1</sup>	Advanced Research (or 570 Advanced Experimental <sup>2</sup> )
610	Group Counseling
614	Advanced Developmental Psychology
617	Adult Psychopathology
618	Child Psychopathology
619 <sup>3</sup>	Ethics
630	Theories & Techniques of Counseling I
640	Theories & Techniques of Counseling II
650	Family Therapy
660	Individual Assessment
670	Multicultural Counseling Techniques
500/600 <sup>4</sup>	Elective
695	Internship (minimum of 5 credit hours)
696	Advanced Internship (minimum of 5 credit hours)

<sup>1</sup>Students who have a strong Research Methods background are encouraged to substitute PSYC 602 with PSYC 570-Advanced Experimental Psychology. Taking both courses 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>You may take both PSYC 570 and PSYC 602; one can count as the program requirement and one as the elective.

<sup>3</sup>In order to complete the program, students will have to take PSYC 619 during an intersession or summer session.

<sup>4</sup>Approved Electives: Any 500 or 600 level PSYC Course, SCCO 608: Career Guidance and Counseling, SCCO 625: Special Topics: The Counselor as a Person, EDUC 523 AIDS: Information, Instruction and Counseling, EDUC 590: Special Topics: AIDS: Peer Counseling and Education, EDUC 606: Developmental Theory & Experiential Growth. Other SCCO and EDUC course may be approved by the M.S. Committee.

### Course Sequence

#### YEAR ONE

FALL (9 credits)	SPRING (9 credits)
Tests & Measurements (508)	Advanced Research (602) <sup>1</sup>
Intro. to Counseling & Assessment (600)	Adult Psychopathology (617)
Advanced Developmental Psychology (614)	Theories & Techniques of Counseling I (630)
Physiological Basis of Behavior [520, 530, or 686]	

Elective	Elective
Advanced Experimental (570) <sup>1</sup>	

<sup>1</sup> Fall Advanced Experimental (570) OR SPRING Advanced Research (602); consult with your advisor

**YEAR TWO**

FALL (9 credits)	SPRING (9 credits)
Group Counseling (610)	Multicultural Counseling (670)
Theories and Techniques of Counseling II (640)	Family Therapy (650)
Child Psychopathology (618)	Individual Assessment (660)

**YEAR THREE**

FALL (9 credits)	SPRING (9 credits)
Internship (695)	Advanced Internship (696)

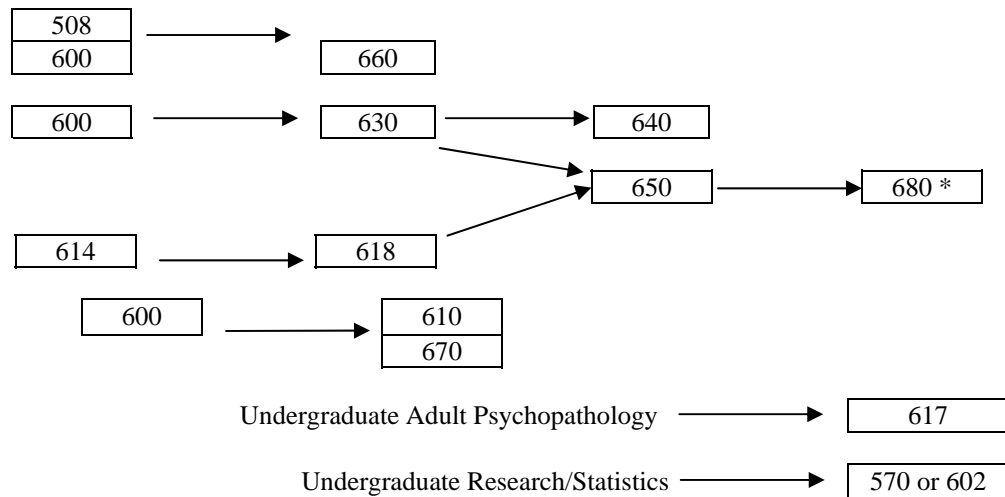
**INTERSESSION AND SUMMER**

**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.

***Prerequisite Sequences***

(Sequence automatic in above full-time schedule)



(check if interested)

- \_\_\_\_\_ Licensure Option [ Program requirement 60 hours +, including \_\_\_ 616\*\* and \_\_\_ 686\*\*\* ]
- \_\_\_\_\_ \*\*Psychological Issues in Career Counseling (summer or intersession offering only) and \*\*\*Addictions Issues and Treatment (fall offering only)
- \_\_\_\_\_ Addictions Counseling Psychology Graduate Certificate
- \_\_\_\_\_ Child and Family Counseling Psychology Graduate Certificate
- \_\_\_\_\_ \*PSYC 680 Adv. Treatment Strategies for Children & Families (summer offering only)

**Internship**

Each student must participate in a closely supervised internship of at least ten credits over a two semester period. Students select which internships to apply to, matching their career goals as closely as possible. A student may elect to obtain up to a total of 24 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 on the FSU website at <http://www.frostburg.edu/dept/psyc/graduate/sites.htm>

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.***

### 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.

### Criminal Background Checks

Many internship sites 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 essential and any convictions should be brought to the attention of the agency before any check is performed. This process can potentially take several months, so inquire with your site of interest well in advance to ensure timely completion of background checks.

### Licensure/Certification 60 Credit Hour Option

The 60 credit hour option for licensure/certification includes the M. S. Program Requirements (49 credit hours – as listed on pages 9-10) plus the following (11 credit hours):

686	Addictions Issues & Treatment <sup>1</sup>
616 or SCCO 608	Psychological Issues in Career Counseling <b>or</b> Career Development & Guidance
500/600	Electives (5 credit hours)

<sup>1</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.

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 616 and 619 are offered only during the intersession or summer session.

## Professional Counseling Licensing for the State of Maryland

1. Licensed Graduate Professional Counsel (LGPC)
  - a. “A Licensed Graduate Professional Counsel may practice graduate professional counseling for two years under the supervision of an approved supervisor while fulfilling the 2-years post graduate supervised clinical experience” required for the LCPC.
  - b. Requirements
    - i. A master’s degree in professional counseling or related field 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. The two required courses that are not required for our degree, but are offered as electives, are:
      1. Chemical Dependency
      2. Lifestyle and Career Development
    - ii. Pass the National Counseling Exam (NCE)
    - iii. Three professional references who can attest to your counseling skills, professional standards of practice, and supervised clinical work.
2. Licensed Clinical Professional Counselor (LCPC)
  - a. Requirements
    - i. All of the LGPC Requirements
    - ii. Years of Experience: 3 years of experience; a minimum of 2 of those 3 years must be post-masters experience.
    - iii. Clinical Hours: 3000 hours of supervised experience; a minimum of 2000 of those 3000 must be post master’s (up to 1000 of the 3000 hours may come from master’s level practicum or internship). A minimum of 1500 of the 3000 hours must be face-to-face client contact hours (direct session time with clients physically present).
    - iv. Supervision: Minimum of 100 hours post-masters, at least 50 of which must be individual supervision.
3. Additional information on licensure, and forms, can be found at:
  - a. <http://dhmh.state.md.us/bopc/bopcweb/html/licenseinfo.htm>
  - b. <http://dhmh.state.md.us/bopc/bopcweb/html/forms.htm>

**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 Counselor Exam

The National Counselor Exam (NCE) is offered in April every year through Frostburg State University (note: five students need to register for the exam in order for it to be administered at FSU). Successful completion of this exam in addition to three years supervised experience and a 60 credit master’s degree will qualify you to obtain

professional licensure in most states. More information regarding individual state licensing requirements can be accessed through <http://nbcc.org>.

## 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 the National Counselor Examination (NCE) discussed above. 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.

## 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 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 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 withdrawn 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. In this semester, 100% of the internship's 150 direct services hours (face-to-face time with clients) must be in the service area related to the certificate. Students enrolled in FSU's M.S. Counseling Psychology Program may complete their 150 direct service hours over two semesters of internship.

## **Addictions 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 Adult or Child Psychopathology

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

\* See Page 14 for additional requirements for all Graduate Certificate Programs

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

**Contact Person:** Dr. Michael Murtagh, Program Coordinator, 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 Child Psychopathology

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

\* See Page 7 for additional requirements for all Graduate Certificate Programs

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

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

### **Center for Children and Families**

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 Employment/Credit Hours**

The demands of a graduate student greatly exceed those of undergraduates. In light of the 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
36-40 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. 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 Office of Graduate Services and 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 and Program Coordinator will determine what courses the student will be registered for the Fall semester.

At the beginning of the student's first semester of study, he/she is assigned an advisor. Together they will complete the 3-year study plan. 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.

## **Student Disruptive Behavior**

Students are expected to behave in a professional manner which is respectful to the other students and faculty. This includes not engaging in activities which may interfere with learning such as failing to turn off cell phones and pagers, packing up early, and talking in class when the instructor or another student is talking. FSU's official policy on disruptive behaviors can be found in the Student Handbook: Pathfinder.

## **Academic Dishonesty:**

Academic dishonesty is defined in the student handbook Pathfinder as "to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the

University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student's academic transcript" (pp 81-82). Academic dishonesty, in any size or form, will not be tolerated.

### **Reporting of Child Abuse:**

Please be aware that according to Maryland law, educators are required to report past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose past abuse/neglect in class, in papers, or to a faculty member personally, we are required by law to report it.

### **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, student supervisor, and/or other students 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 in a thoughtful, non-defensive manner.**

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 recommends that you keep a journal on your own as they are helpful for both self-growth and 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 at <http://www.apa.org/ethics/code2002.html> and at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> ***Failure to abide by these ethical standards may result in dismissal from the M. S. Program.***

## Volunteering to Supervise in Experiential Lab Courses

All students are expected to volunteer to supervise for a minimum of one course for one semester during their time at FSU. Students have cited numerous benefits of this opportunity. 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, as well as build self-esteem and confidence. 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 or Program Assistants for more information. See [Appendix A](#) on feedback guidelines.

## Academic Regulations and Procedures Including Dismissal

**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.

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:** If your cumulative grade point average (GPA) falls below 3.0, you will be placed on academic probation. 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 intercessions) of graduate study you have not achieved a GPA of 3.0, you will be dismissed.

**Ethics:** The ethical standards of the American Psychological Association and the American Counseling Association are the standards to which we subscribe. You are to read, understand, and internalize these standards. **Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program.** The intern is reminded to take special care to obtain adequate consultation in cases which may present problems outside of his/her range of competencies.

**Grades:** 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.

**Appeals:** Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes regulations, and procedures are directed to the 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.

**Dismissal:** 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.

## Degree Candidacy

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. It is each student's responsibility to apply for degree candidacy. Application for degree candidacy must occur during the semester in which you will complete 12 or more credit hours of 600-level program requirements including PSYC 640. In order to apply for degree candidacy the student must have completed 1) all graduate credit taken as approved from Frostburg State University with a cumulative grade point average of 3.0 or better, 2) all undergraduate preparation courses and any other course deficiencies as they are listed on your Study Plan, and 3) all required basic preparation courses. Full-time students typically apply for candidacy the Fall semester of their second year.

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. If candidacy is approved, you will continue in the program and are approved to pursue the internship phase of the program. After being approved for candidacy, students must continue to demonstrate counseling skills competency in all courses, including adherence to the APA Ethical Code (<http://www.apa.org/ethics/code2002.html>). If candidacy is denied, you will be dismissed from the program.

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 in which the application was evaluated. It is the responsibility of the student to schedule this feedback meeting with his/her advisor. Students do have the option to receive candidacy feedback from the MS Graduate Faculty Committee. This option would require the graduate student to attend a scheduled Graduate Committee meeting and receive evaluations and feedback firsthand from the professors.

## 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 throughout your graduate studies, including at the end of each semester of your first and second year. It is the responsibility of the student to schedule these feedback meetings with his/her advisor. **For increased specific feedback students should meet with individual instructors who can provide more substantive comments.**

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. Ability to receive feedback in an open, non-defensive manner
6. Constructive professional relationships
7. Authenticity
8. Respect for the dignity and worth of others
9. 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. Individual counseling techniques
5. Group counseling techniques
6. Family counseling techniques
7. Evaluating and using research findings
8. 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 at **a minimum of 6 hours in length.**

Typically the personal growth experience has been entering into individual counseling. Many students have chosen to remain in therapy beyond the minimum 6 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.

**Receiving counseling services and/or volunteering time at FSU Center for Psychological Services may eliminate this site as a possible internship experience because of dual-role relationships.**

## 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.

### **Outcomes Assessment**

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 periodically survey alumni 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 one of your last internship seminar meetings.

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.

### **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.

### **Outstanding Graduate Student Award**

Students with a minimum 3.75 GPA (graduate courses) will be invited to nominate themselves for the Outstanding Graduate Student Award. They will be given the criteria for the award and asked to address these criteria in a nominating letter. Students' self-nominations (nominating letter plus resume) will be due February 15. We will announce that the award is not necessarily given every year. Finally, the M. S. faculty will review self-nominations and select the recipient of the award by March 15.

## 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 C.)

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 more information, contact the Chairperson of the Department of Psychology.

## Professional Organizations

Students are encouraged to become involved in professional organizations which may influence your development as a counselor and/or your future certification/licensure plans. Some organizations that you may want to become involved with are:

1. **Northamerican Association of Masters in Psychology (NAMPP)**. As stated on their website NAMPP “is an international association which represents the interests of all master level psychologists throughout Canada, the United States and Mexico. It is a nonprofit organization founded to promote advocacy, affiliation, identity, and communication for psychologists in training or trained at the masters level in the professional, academic, governmental and consumer communities. For further information please go to <http://www.enamp.org/>
2. **American Counseling Association (ACA)**. The 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. For further information please go to <http://www.counseling.org/>
3. **American Psychological Association**. As stated in their bylaws, “the objects of the American Psychological Association shall be to advance psychology as a science and profession and as a means of promoting health, education, and human welfare...” For further information please go to <http://www.apa.org/>
4. **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. For further information please go to <http://www.camppsite.org/>
5. Master’s in Psychology Accreditation Council (MPAC) is made up of CAMPP and NAMPP representatives to accredit Master’s level programs. For further information please go to <http://www.mpacsite.org/council>

## 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.

## 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.

1. Professor's responsibilities
  - a. Hold an orientation meeting for the student-supervisors which focuses on:
    - i. 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?)
    - ii. Expectations of student proficiency in developing counseling skills.
    - iii. How to give feedback and what kind to give (e.g. focus on strengths only, constructive criticism & how much, etc.). Identify feedback forms used.
    - iv. What type of issues or concerns you want to be informed of.
    - v. When or whether to interrupt a counseling session to give feedback or to demonstrate a counseling technique.
    - vi. The class tape recording policy and how to provide feedback to student-counselors in regards to this issue.
    - vii. Student-counselor limitations and realistic expectations of them. (Graduate students have a tendency to be more critical when giving feedback.)
    - viii. 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.
2. **Student-Supervisors' Responsibilities as role-play supervisors**
  - a. Important considerations when giving feedback to student-counselors:
    - i. Let the student-counselor control how much feedback she/he receives.
    - ii. 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.
    - iii. Feedback should focus on strengths; be concrete and specific; be selective/economical focusing on a few major points; and be non-judgmental.
    - iv. Keep constructive criticism to a minimum.
    - v. 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?)

- vi. 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.
- vii. 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.
- viii. Allow the student-counselor to conduct the session, interrupt if necessary.
- ix. Explain your supervisory style and how it may differ from the professor.
- x. Consider how undergraduates/graduates differ when giving feedback.
- xi. 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:
  - i. As an alternative you may wish to consider.....
  - ii. As I saw it.....
  - iii. Some suggestions to consider in the future are.....
  - iv. 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

### INTERLIBRARY LOAN PHOTOCOPYING GUIDELINES

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

*I(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 C

### 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 male (27.6%) and 20 female (69.0%)\*, aged 25 - 55 years old (mean = 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?

<b>Personal Quality*</b>	<b>Mean</b>	<b>Stand. Dev.</b>	<b>N</b>
<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 persona 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?

Type of Feedback*	Mean	Stand. Dev.	N
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**

- Sixty-nine percent 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.
- Working in a psychology-related field: 89.7%.
- 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.