

**MASTER OF SCIENCE
IN
COUNSELING PSYCHOLOGY**

**GRADUATE STUDENT
HANDBOOK**

M Ψ S

2019 - 2020

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

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ETHICAL CONSIDERATIONS:

The ethical standards of the American Psychological Association (which can be found at: <http://www.apa.org/ethics/code/index.aspx>) and the American Counseling Association (at: <https://www.counseling.org/knowledge-center/ethics>) 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. Please see Appendix A for additional information concerning student behavior.

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 one's self, client, and the counselor-client relationship. Considerable attention is given to both the acquiring of counseling skills and 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' openness and use of 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.

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, 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. Two emphasis 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. All courses required for MD licensure (and the National Counselor Exam course areas) are completed as a part of the program. This program is accredited by The Masters in Psychology and Counseling Accreditation Council (MPCAC).

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 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 others and myself? How does 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

The questions in the previous section may be restated in relation to your clients. You need to be constantly working to understand your client in his or her context. This includes the ability to understand clients' views of the self as well as attitudes and feelings toward the self; how clients view others and his or her attitudes and feelings toward others; clients' ways of coping and defending; ways of managing feelings and relationships; client's needs, assets, and problem behaviors; his or her objectives – personal and situational; preferred ways of moving toward objectives; assets (particularly social support) and problems relative to personal goals; and how clients understand the influence of the 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 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

multicultural awareness, and be able to attend to his/her own feelings and reactions as well as to the client's in a non-threatening 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. 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 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 program's courses. **Your eventual goal in this program is to integrate and consolidate your entire course experiences in such a way that you become the best counselor you can be and to 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 accredited by The Masters in Psychology and Counseling Accreditation Council (MPCAC). The M.S. faculty at FSU decided to seek accreditation from this psychology organization due to its focus on psychological science, rather than the Council of Accreditation of Counseling and Related Educational Programs (CACREP) and its identification with educational programs. MPCAC accredits psychology programs that promote training in the scientific practice of professional psychology at the Master's level. Our graduate program was the first in the University System of Maryland and the sixth nationwide to be accredited by MPCAC in 1998 and received a full 10-year reaccreditation in 2018. The program shall be undergoing the reaccreditation process during the 2027-2028 academic year.

Faculty

All full-time graduate faculty have their Ph.D., Psy.D., or Ed.D. in Psychology and/or Counseling and have relevant experience in counseling and/or clinical activities. A small student-faculty ratio ensures 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. Michael Murtagh (Department Chair), Dr. Anne Murtagh, Dr. Jennifer Flinn, Dr. Kimberly James, Dr., and Dr. Trina Redmond-Matz (Committee Chair and Program Coordinator).

The M.S. Committee is the governing body for the M.S. program. The committee oversees curriculum development and policy and 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 supervised by the Chair of the Psychology Department (Dr. Michael Murtagh).

Mail

In order to facilitate communication between faculty and students, each student is assigned a folder which is located outside of the Program Coordinator's office (GC 207A). Students are asked to sign a form stating that they agree to, or do not agree to, having faculty utilize this communication system to distribute confidential information (material will be placed in an envelope). Students may also communicate with one another through the use of these folders.

Resources/Library/Computers

Students have access to library holdings and computer labs. The Gira Center (formerly known as CCIT) Computer Labs (Rooms 122, 127A, 127B, 133, 134) are open Sunday 3 PM-10 PM, Monday through Thursday 8 AM-10 PM, Friday 8 AM-5PM, and Saturday 1 PM-5 PM. There is also a computer lab available in the Lane University Center and in the Ort Library. You may need your FSU student ID to access some of these labs. 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 videotaping.

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 his/her concerns at the end of the semester on regular student evaluations of faculty, the faculty member does not have the opportunity to effect changes earlier in the semester.) If the student is not satisfied with the faculty member's response, or if the student feels unable to talk directly with that faculty member, they may choose to talk about it with another faculty member. They should bring their concern to their advisor and/or the Program Coordinator. After all of this, if they are still not satisfied, they should bring their concern to the Chair of the Psychology Department.

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, both the Program Coordinator and the Office of Graduate Services would need to approve such a request.)

When requesting a LOA, you may either request it for a specific or unspecific time-period. For the latter, 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.

Provisional Status

Students who are admitted, but who did not meet all of the admission requirements 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 meet the above 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 (6th edition). Students are urged to purchase the Publication Manual of the American Psychological Association 6th Edition. For a tutorial of the 6th edition, see: http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed

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 a focus on brief therapy models.

Course Requirements: (*Total = 60 credits*)

- Graduate course work listed below (42 credits)
 - PSYC 590 Special Topics: Trauma
 - PSYC 600 Introduction to Counseling and Assessment
 - PSYC 602 Advanced Research Evaluation and Interpretation
 - PSYC 610 Small Group Dynamics/Group Counseling
 - PSYC 614 Advanced Developmental Psychology
 - PSYC 616¹ Psychological Issues in Career Counseling
 - PSYC 617 Adult and Child Psychopathology
 - PSYC 619¹ 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 670² Multicultural Counseling Techniques
 - PSYC 686 Addiction Issues & Treatment
- A minimum of a total of 14 credits of internship across 2 semesters
 - PSYC 695 Internship in Counseling (*6-12 credits*)
 - PSYC 696 Advanced Internship in Counseling (*6-12 Credits*)
- Six additional credits consisting of up to 2 additional electives³ or additional credits of internship.

¹ PSYC 616 and PSYC 619 are offered during intersession

² PSYC 670 is offered during summer session

³ 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)
Intro. to Counseling & Assessment (600)	Adult and Child Psychopathology (617)
Advanced Developmental Psychology (614)	Theories & Techniques of Counseling I (630)

Intersession: Psychological Issues in Career Counseling (616)

Summer: Multicultural Counseling (670)

YEAR TWO

FALL (9 credits)	SPRING (9 credits)
Group Counseling (610)	Trauma (590)
Theories and Techniques of Counseling II (640)	Family Therapy (650)
Addictions Issues and Treatment (686)	Individual Assessment (660)

Intersession: Professional, Ethical, & Legal Issues in Counseling (619)

YEAR THREE

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

Internship

Each student must participate in a closely supervised internship of at least 14 credits over a two-semester period (students typically take 9 credits of internship each semester). 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.

Interns have worked at various sites in the tri-state area. For the most part, interns are required to find an internship site that is within a 50-mile radius of FSU. This limit is necessary, as your advisor will need to make site visits. If an intern wishes to go beyond this distance, he or she must obtain permission from their advisor and the Program Coordinator. A listing of previous internship sites is available on the FSU website at: https://www.frostburg.edu/departments/psychology/_files/pdfs/2016-2017-internship-sites.pdf

You must receive acceptance to degree candidacy before you begin work on your internship proposal. All non-elective program course requirements must be completed with a cumulative grade point average of 3.0 or better before interning.

Internship is graded as either Pass or Non-Pass. 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 Case Presentation and Report of Internship Activities 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 FSU if you have submitted your approved internship proposal, including the signed letter of assurance 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.

Comprehensive Examination

All third year students must take a comprehensive examination prior to graduation. The comprehensive exam is based on commercial preparation materials for the National Counselor Examination (NCE). Items are randomly drawn from each content area of the NCE. The purpose is to obtain assessment data for program evaluation. Students will also receive feedback regarding their overall and individual content area performance either prior to or during their exit interview. Date of the comprehensive exam for the graduating class of 2023 is Thursday, March 23, 2019* at 3PM.

Professional Counseling Licensing for the State of Maryland

1. Licensed Graduate Professional Counselor (LGPC)
 - a. A Licensed Graduate Professional Counselor 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 (these areas are required in FSU's M.S. Counseling Psychology curriculum)
 - ii. Pass the NCE
 - iii. Three professional references who can attest to your counseling skills, professional standards of practice, and supervised clinical work
 - iv. Pass The Maryland Law Test

*“The date of the comprehensive examination is dependent upon the timing of Spring Break. As of this writing, the administration has not announced the dates for Spring Break 2023.”

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 postmaster'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
 - v. Pass the State Law Test
3. Additional information on licensure and forms can be found at:
 - a. <https://health.maryland.gov/bopc/Pages/index.aspx>
 - b. <https://health.maryland.gov/bopc/Pages/forms.aspx>

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. Information can be found at <http://nbcc.org/Search/StateBoardDirectory>

National Counselor Exam

The NCE is offered in a variety of locations in the regional area. Students must have a master's degree in hand prior to applying to the state of Maryland to sit for the exam. 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/Search/StateBoardDirectory>

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 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. Many 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 Emphasis Programs

The M.S. in Counseling Psychology Program offers two, post-baccalaureate emphases: (1) Addictions Counseling Psychology, and (2) Child and Family Counseling Psychology. Below are the current requirements for these emphases.

Addictions Counseling Psychology Graduate Emphasis

Program Description

Required Courses: 29 credits

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 Adult and 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

* Not an M.S. Counseling Psychology Program requirement

Contact Person: TBD

Please see Appendix C for more information on addictions licensing in the state of Maryland.

Child and Family Counseling Psychology Graduate Emphasis

Program Description

Required Courses: 23 credits

PSYC 600 Introduction to Counseling & Assessment

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

PSYC 614 Advanced Developmental Psychology

PSYC 617 Adult and Child Psychopathology

PSYC 630 Theories & Techniques of Counseling I

PSYC 650 Family Therapy

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

Total: 26 credits minimum

Contact Person: Dr. Kim James, Department of Psychology

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
21-30 working hours--recommendation:	6 credit hours
31-40 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 (9 credits per semester) or part-time 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.

Three-Year Study Plan

The program study plan leading to the degree requires a minimum of 60 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. Each student will complete the 3-year study plan with the Program Coordinator during the student orientation.

Role of the Advisor

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 may request a change in advisor through the Program Coordinator (who makes advising assignments). Students are encouraged to discuss with their advisor what level of interaction they would like to have with them (ranging from meeting just when there is a specific need to active mentoring). All students should, at a minimum, 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, 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. Please see Appendix A for more information concerning student behavior.

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 of any kind will not be tolerated. Please see Appendix A for more information concerning student behavior.

Confidentiality and Mandatory Reporting

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student's experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, faculty have a duty to report the information to the University's Title IX Coordinator. The only exception to this reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. The duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

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 are to use fictional concerns as this

is not to be used for actual personal counseling. Personal counseling should occur in the context of a professional relationship.

During these practice sessions the instructor, student skill observer, and/or other students may observe. The purpose of the observation is to provide feedback on strengths and areas of improvement in the techniques and style of the counselor. In addition to helping the development of counseling skills, our goal is for students to learn to respond positively to supervision and accept feedback in a thoughtful, non-defensive manner.

Personal logs/journals may be 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/code/index.aspx> and at <http://www.counseling.org/knowledge-center/ethics> *Failure to abide by these ethical standards may result in dismissal from the M.S. Program.*

Volunteering to Observe in Experiential Lab Courses

All students are expected to volunteer to work as skill observers in at least two or three semester-long courses during their time at FSU. Students have cited numerous benefits of this opportunity. Volunteers are able to practice gently confronting and giving feedback to student-counselors. Through careful observation, volunteers gain a deeper awareness of the counseling process and are able to sharpen his/her own counseling skills, as well as build self-esteem and confidence. See Appendix B on feedback guidelines.

Academic Regulations and Procedures Including Dismissal

Time Limitations: Failure to complete all your degree requirements within any of the following time limitations will result in dismissal from the University:

- ◆ 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.
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If a student has not enrolled in a course for a period of 18 months, they must reapply for acceptance into the program. If accepted, they enter under the catalog in place at the time of reapplication.

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.

Course Repetition: With the approval of the graduate coordinator, once during your time in the program, you can repeat a single graduate course in which you earned a grade of C. This can only be done for one course, and can only be done one time.

Grades: *Students will be dismissed from the Counseling Psychology Program if they obtain two C's or 1 F in the program.* Students may appeal to the M.S. Committee and/or the Dean's Office *if extraordinary* circumstances exist. In such appeals, faculty recommendations will be considered as well as mitigating circumstances.

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.* Please see Appendix A for more information concerning student behavior.

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 have completed 12 or more total credit hours of 600-level program requirements including PSYC 640. In order to apply for degree candidacy the student must have completed all graduate credit taken as approved from FSU with a cumulative grade point average of 3.0 or better. 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 the student in courses. After they have provided individual feedback, the M.S. Committee reviews these evaluations and makes an outcome decision. If candidacy is approved, the student will continue in the program and is then 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 ethical guidelines of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>) and the American Counseling Association (<http://www.counseling.org/knowledge-center/ethics>). If candidacy is denied, the student will be dismissed from the program.

The outcome of the candidacy evaluation is shared by the advisor with his or her 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 M.S. 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.

Evaluations 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 the student's graduate studies, including at the end of each semester of their first year, and at candidacy. It is the responsibility of the student to schedule these feedback meetings with his or 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 their 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 (See the Case Study and Report of Internship Activities handbook).

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 is removed from the program.

Evaluative Criteria:

The faculty have identified the following personal qualities, knowledge & understanding, and skills to be important in client-counselor relationships (See Appendix A for more information concerning student behavior.)

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. Knowledge and Understanding

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. During the program, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The growth experience must be a minimum of 6 hours in length.

Typically, the personal growth experience has been entering into individual counseling (any other method of completing this requirement must be approved ahead of time by the program coordinator). 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 in areas they have been avoiding. Students learn that they must confront themselves before they can expect clients to do the same. 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 Case Study and 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 can result 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 as well as evaluation of the M.S. Program.

While you are enrolled in our program, you will be asked to participate in outcomes assessments a minimum of two times. The first assessment administration will be during your first semester orientation meeting and the second will take place during one of your last internship seminar meetings.

There is also a more open-ended program evaluation component in the Case Study and Internship Evaluation paper. These responses are discussed at the Exit Interview and then are reviewed by the M.S. Committee.

Graduation

A student must apply for graduation according to the schedule stated under the "Graduation" section of the FSU graduate catalog (also found in the FSU course schedule booklet). This can be completed online through PAWS. 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 both committee member's signatures on the Exit Interview Form at the completion of the exit interview which the advisor submits it to the program coordinator.

Graduate Student Honors Award

One graduating student is selected each year to receive the Graduate Student Honors Award, which is awarded at a University wide ceremony the evening before graduation. Only students with a minimum GPA of 3.75 (graduate courses) are eligible.

Placement Service

The FSU placement service (Career Services Center) 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. Through their own contact with members of the counseling profession, faculty are often aware of job leads as they develop.

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.

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 FSU's chapter. Psi Chi is an opportunity for those who wish to present research at professional conferences. 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

As part of your professional identity, 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. **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/>
2. **American Psychological Association (APA).** As stated in their bylaws, “the objects of the APA 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/>
 3. **The Masters in Psychology and Counseling Accreditation Council (MPCAC).** As stated by Pat O’Connor, Executive Director of MPCAC, “MPCAC is making a significant and substantial contribution to the quality of people’s lives by ensuring exceptional training and education of master’s degree graduates of its accredited programs. Most of these graduates become licensed providers of mental health services; our MPCAC accreditation process protects the public by holding the graduate programs accountable, not only for their curriculum, but also for their outcomes.”
 4. **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 master’s level in the professional, academic, governmental, and consumer communities.” For further information please go to <http://www.enamp.org/>

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, Massie Unit, Frostburg Village Nursing Home, Archway Station, and the Western Maryland Health System.

Appendix A

Graduate Student Professional Behavior

Sources of information: APA Ethics Code, University of Massachusetts Medical School Guidelines for Professional Behavior; The American Physiological Society recommendations for graduate professional behavior; National Highway Traffic Safety Administration Emergency Medical Safety Standards of Professional Behavior.

The professional behavior of students in the Master of Science in Counseling Psychology Program reflects not only on the individual student but also upon the training institution and the profession. How the student carries him or herself as a counselor will be viewed by others as characteristic of other counselors in the field. It is for this reason, that the FSU Master of Science in Counseling Committee closely examines the professional demeanor of students in the Master of Science in Counseling Program. ***The following list is a helpful guide but is not exhaustive:***

Students will be evaluated according to the following criteria:

- A. Knowledge of and adherence to professional societies' (APA and ACA) codes of ethics
- B. Follows the APA and ACA ethics codes in relationship to appropriate relationships with clients and supervisors, e.g.,
 - a. Does not have sexual relationships with clients or supervisors.
 - b. Avoids dual relationships and seeks appropriate consultation.
- C. Displays honesty and integrity
 - a. Maintains appropriate confidentiality of client information
 - b. Maintains complete and accurate documentation of client information
 - c. Does not plagiarize
- D. Shows respect for instructors, supervisors, colleagues, and clients in person and on the Internet
- E. Maintains a professional demeanor
 - a. Maintains appropriate interpersonal communications with faculty, colleagues, and clients
 - i. Works to ensure that verbal discourse is professional even when stressed, e.g., is not:
 1. dismissive
 2. hostile
 3. verbally abusive
 4. physically expressing anger

- b. Appropriately available to clinical and academic meetings, e.g., orientation, internship staff meetings, exit interview, etc.
- c. Maintains punctuality in the following areas:
 - i. Arrival to meetings and client appointments
 - ii. Turning in assignments
 - iii. Turning in appropriate paperwork, e.g., Candidacy application
 - iv. Making appointments with faculty, e.g., end of semester feedback
- d. Appearance and dress conforms to accepted standards
 - i. Maintains appropriate hygiene
 - ii. Maintains an appearance that does not detract from professional duties

F. Interpersonal relationships

- a. Supervision
 - i. Accepts and incorporates feedback in a non-resistant and non-defensive manner
 - ii. Seeks out supervision when appropriate
 - iii. Is on time for supervision
 - iv. Is prepared for supervision
 - 1. Has questions
 - 2. Tape is at the appropriate place in the session for viewing or listening
 - 3. Notes are ready for signature
 - 4. etc.
- b. Maturity
 - i. Accepts responsibility for failure or errors
 - ii. Demonstrates reliability, initiative, and conscientiousness
 - iii. Does not need reminders about academic responsibilities or responsibilities to clients. (See professional demeanor.)
 - iv. Is a good time manager
 - v. Shows enthusiasm for learning and improvement
 - vi. Communicates to faculty, supervisors, clients, etc., concerning emergencies, missed appointments and the like in a timely manner
 - vii. Shows sensitivity to the feelings and needs of faculty, colleagues and clients
 - viii. Awareness of personal biases and works to limit possible interference of these biases with client care and collegial relationships
- c. Class room demeanor
 - i. Actively listens and participates
 - ii. “Adjusts communication strategies to various situations” NHTSA (2005, p. 3)
 - iii. Does not receive or answer cell phone or text messages during class time

- iv. Arrives to class on time (see professional demeanor)
- v. Does not abruptly leave class or otherwise disturb classroom functioning, e.g.
 - 1. passing notes
 - 2. packing up early
 - 3. talking while the instructor is talking
 - 4. sleeping
 - 5. etc.

G. Careful delivery of service

- a. Does not practice without adequate supervision
- b. Does not “try out” new techniques without careful consideration, appropriate supervision, and training
- c. Maintains adequate and appropriate records
- d. Actively works toward mastery of counseling skills
- e. Follows internship procedures, policies, and protocols
- f. Appropriately consults
- g. Is aware of his or her limitations
- h. Keeps abreast of relevant research

Appendix B

Feedback Guidelines for Experiential Lab Courses

Guidelines for students 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-skill observers which focuses on:
 - i. Expectations of the students as skill observers 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-skill observers (e.g. reading journal entries, assisting with class discussions, giving a presentation, etc.)
- c. Inform the class of the student-observer's role.

2. Student-responsibilities as role-play skill observers

- 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.

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- 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 feedback 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 skill observer.

Appendix C

Addictions Licensing in the State of Maryland

As of this writing, the state of Maryland provides licensure at four distinct levels from. FSU's Master's Program emphasis program meets the requirements for the Licensed Clinical Alcohol and Drug Counselor (LCADC). The graph below was sent to our program by the board and delineates which courses meets the board requirement. Students will note that FSU does not have a course that meets the requirement for *Treatment of Co-Occurring Disorders*. This particular course falls in category which asks for three of four courses. Students completing the addictions emphasis in the masters program will take those other three courses reflect these content areas: theories in counseling, human development, and topics in substance related and addictive disorders.

Board Requirement	FSU Course	LCADC	LGADC	CAC-AD	CSC-AD
A. Medical Aspects of Chemical Dependency (Pharmacology)	PSYC 686 PSYC 386	√	√	√	√
B. Group Counseling	PSYC 610	√	√	√	√*
C. Individual Counseling	PSYC 600	√	√	√	√*
D. Addictions Treatment Delivery	PSYC 695 PSYC 387	√	√	√	√
E. Ethics (must include issues related to AD counseling).	PSYC 619 PSYC 389	√	√	√	√
F. Human Development	PSYC 614 PSYC 208	√	√*	√*	√*
G. Abnormal Psychology	PSYC 617 PSYC 317	√	√	√	√*
H. Theories in Counseling	PSYC 630 PSYC 640 PSYC 314	√	√*	√*	√*
I. Treatment of Co-Occurring Disorders		√	√*	√*	√*
J. Topics in substance related and addictive disorders	PSYC 696 PSYC 388	√	√*	√*	√*

Board Requirement	FSU Course	LCADC	LGADC	CAC-AD	CSC-AD
K. Family Counseling	PSYC 650	√	√*	√*	√*
L. Internship (6 credits)	PSYC 695 PSYC 696	√	√	√	√*
M. Personality Disorder <i>(grad level only)</i>		√	√		
N. Diagnosis & Psychopathology <i>(grad level only)</i>		√	√		
O. Psychotherapy and treatment of mental and emotional disorders <i>(grad level only)</i>		√	√		

√* indicates 3 required