



BOWIE STATE UNIVERSITY

Mental Health Program Handbook

**Department of Counseling
College of Education
2014-2015**

Table of Contents

Welcome and Introduction.....	3
University Mission Statement.....	3
University Core Values.....	3
University Accreditation.....	4
College of Education Mission Statement.....	4
Program Mission.....	4
Program Descriptions, Goals and Objectives.....	5
Program Transition Requirements.....	6
T1 Admission.....	6
T2 Core and Foundations.....	7
T3 Advance to Candidacy.....	7
T4 Program Exit.....	7
Professional Dispositions.....	7
Program of Study.....	8
Practicum and Internship Requirements.....	10
Practicum.....	10
Internship.....	11
Grading.....	11
Program and University policies and procedures.....	12
Endorsement.....	12
Retention.....	12
Advisement.....	12
Academic Appeal Policy.....	13
University Policies and Procedures.....	14
Professional Organizations, Resources and Engagement Opportunities.....	18
Student Academic and Disposition Process.....	18
Department and Program Contact Information.....	20
Appendix.....	21

I. Welcome and Introduction

Welcome to the Mental Health Counseling master's program which consist of 60 credits, that is, 20 courses each of which is 3 credits long. Upon completion of the program, students will have completed all required courses needed to sit for the State of Maryland's legal & ethical licensure exam and the National Counselor Exam (NCE). Listed below are key elements of our program and graduate school policies & procedures that are in place at Bowie State University. A key to your success will be staying in regular contact with your academic advisor while you are in our program.

II. University Mission Statement

Bowie State University provides high-quality and affordable educational opportunities at the bachelor's, master's and doctoral levels for a diverse student population of Marylanders and the global community. Building on its legacy as the state's oldest historically black institution, Bowie State is a regional comprehensive university with liberal arts educational programs designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective and socially responsible leaders, function competently in a highly technical world, and pursue graduate and professional study.

The University is committed to increasing the number of students who earn advanced degrees in all disciplines, with special focus on computer science, mathematics, business, the health sciences, information technology, the natural sciences, education, and related disciplines. Academic integrity, the common good, constituent needs, market demands, and emerging challenges serve as important bases in the University's efforts to develop educational programs and improve student access to learning opportunities.

III. University Core Values

Everything we do as a University is directed towards enhancing educational quality and value among the University's stakeholders. As the university progresses, student academic success, public service, and scholarship are undergirded by the following core values:

- Excellence*** Promote a love for learning, discovery, and integration across a wide range of disciplines and interests.
- Civility*** Foster an environment in which each individual is valued, can live safely, and can express himself without fear of reprisal.
- Integrity*** Promote a sense of justice, trust, consistency, and fair play.
- Diversity*** Promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age and disability.
- Accountability*** Provide effective and efficient service to all University constituents

IV. University Accreditation

Bowie State University is accredited by the Middle States Association of Colleges and Schools (MSCHE). University departments are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the National Council of Social Work Education (CSWE), the National League for Nursing Accrediting Commission (NLNAC) Accreditation Commission for Education in Nursing (ACEN), Maryland Board of Nursing (MBON), Association of Collegiate Business Schools and Programs (ACBSP), Network of Schools of Public Policy, Affairs, and Administration (NASPAA); and the Computer Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). The University is a member of the Council of Graduate Schools in the United States and the Northeastern Association of Graduate Schools. The College of Education programs are approved by the Maryland State Department of Education.

V. College of Education Mission Statement

The mission of the College of Education at Bowie State University is to prepare instructional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Effective and Caring Educators for a Global Society." The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

VI. Program Mission

It is the mission of the Mental Health Counseling Program to prepare highly skilled, knowledgeable, and professional mental health counselors who provide competent, caring and ethical services to diverse clients in public, government, community agencies and private practices. Mental health counselors are encouraged to facilitate the change process in individuals, couples, families, groups and communities. The program challenges its graduates to advance the mental health counseling profession through service, research, innovation, advocacy and training. The program's mission is aligned to the American Counseling Association (ACA) and the Council of the Accreditation of Counseling Education and Related Programs* (CACREP). The program is also considered a National Board of Certified Counselors approved graduate program. Candidates also meet the educational requirements for licensure for Maryland State Clinical Professional Counselor and they are eligible to sit for the National Counselor exam.

*The Mental Health program is not an approved CACREP program, however, the program content has been aligned to the to the CACREP standards.

VII. Program Goals and Objectives

The program strives to prepare highly effective and ethical counseling professionals who will positively impact their students, clients, the counseling profession and the diverse populations they serve in the community. Candidates are expected to demonstrate knowledge, skills and professional dispositions as articulated in the CACREP* standards.

1. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP eight Common Core Standards.
 - a. Professional orientation and ethical practice
 - b. Social and cultural diversity
 - c. Human growth and development
 - d. Career development
 - e. Helping relationships
 - f. Group work
 - g. Assessment
 - h. Research and program evaluation
2. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP Mental Health Counseling Program Area Standards.
 - a. Foundation. Knowledge, skills and practices of the history, roles, functions, professional identity, current treatment models, effects of diverse contexts and needs, and processes and operational management of the counseling practices, and impact of crises, disasters, and other trauma-causing events on people.
 - b. Counseling, Prevention, and Intervention. Knowledge and skills of theories and practices regarding etiology, diagnostic process, treatment options, and strategies for effectiveness service delivery and impact.
 - c. Diversity and Advocacy. Knowledge, skills and practices of the effects of racism, discrimination, sexism, power, privilege, social justice and oppression on one's own life and career and those of the client; and are able to identify opportunities and maximize impact in multicultural settings.
 - d. Assessment. Knowledge, skills and practices of principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology; appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational, psychopharmacological medications and personality assessments.
 - e. Research and Evaluation. Knowledge and skills of current research and promising practices, models and strategies of evaluation, and evidence-based treatments and basic strategies for evaluating counseling outcomes.
 - f. Diagnosis. Knowledge, skills and practices of diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM); impact of co-occurring substance use disorders on medical and psychological disorders; and appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

*The Mental Health program is not an approved CACREP program, however, the program content has been aligned to the to the CACREP standards.

3. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the COE Institutional Standards.
4. Centered on the theme of *Preparing Effective, Caring, and Collaborative Educators, Counselors and Clinicians for a Global Society*, the College strives to develop candidates who become *academic scholars, reflective practitioners, and collaborative leaders* strong commitment to professional dispositions and innovative use of technology in the schools and communities in which they work.

VIII. Program Transition Requirements

1. **Transition I** (Admission): Transcripts, CV/Resume, Professional Statement, Interview

Individuals interested in pursuing the graduate program in Mental Health Counseling must qualify for admission to the Graduate School. The following material must be submitted to the [Office of Graduate Admissions](#):

- a. Completed Graduate Application Form with the non-refundable application fee.
- b. Submission of three letters of recommendation. At least two letters of recommendation must come from professors, the other from an employer/supervisor. Recommendation forms may be obtained from the Office of Graduate Admissions.
- c. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single-spaced pages in which the following points are addressed:

Background information: Family, education, and work.

- a. Goals: What do you expect to be doing in five years? In ten years?
- b. Strengths: What strengths do you have that would contribute to your being a good counselor?
- c. Change: What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?
- d. Why Bowie State University? Why did you decide to apply to the counseling program at BSU?
- e. Your comments: What additional information, thoughts, feelings, concerns, and/or questions do you have?
- f. Applicants may also need to have an interview as part of the application process.
- g. Students must have a 3.0 grade point average for the Mental Health Counseling Program.

- h. Students must have an undergraduate degree, preferably in the following fields: psychology, counseling, human development, or a closely related field. Students who do not have a degree in one of the relevant fields will be required to take undergraduate prerequisites.
- i. Students will be able to apply for a Licensed Graduate Professional Counselor License (LGPC) after completing the program. The University will be seeking specialized accreditation for this program from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. Transition II Core Foundation

Upon acceptance into the program, candidates are required to complete required 12-18 credit hours, achieving an overall grade point average of 3.25.

3. Transition III Advancement to Candidacy

At the completion of 12-18 credit hours in the program, candidates are required to make application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If candidates have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program. See attached Advancement to Candidacy form at the end of this handbook.

4. Transition IV Program Exit

To graduate, students must complete the 60 credit (20 courses) Mental Health Counseling as outline in the Program of Study (See Below). Failure to follow the prescribe sequence of courses in the Program of Study may result in delays in graduating or non completion of the program. Certain courses must be taking in order to be eligible for more advanced course work and/or taking the CPCE. For example, PSYC 502 Principles & Philosophy of Counseling must be completed prior to being eligible to take PSYC 734 Counseling Theory & Practice. Both of those courses are required to be completed before a student can take COUN 731 Group Counseling.

The knowledge gained from these prior courses builds the required skills necessary to take each in sequence and to be prepared to take the CPCE. To take the CPCE, all eight CACREP core courses listed earlier in this handbook MUST have been completed. Again, the key to success is to stay in contact with your Academic Advisor and insure you are on track with the courses you are taking each semester. Once a student has passed the CPCE, they are eligible to take their two (2) subsequent Internships, and take the Seminar course.

IX. Professional Dispositions

Candidates are evaluated on professional work characteristics by field supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to candidates on dispositions during personal discussions and in other settings which showcase classroom projects, presentations, and professional development activities.

X. Program of Study

The Adlerian option, counselors learn a wide variety of counseling strategies, psychological approaches to human behavior, means of identifying mistaken convictions and notation about life, means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting for responsible and productive children. The Adlerian philosophy also provides for corrective measures to acting out behaviors of young children, both in the home and in school settings; mediation of violence and conflicts; insight and understanding of personality or life style formation; and thematic interpretation of goals and purposes of one's behavior for counseling methodology.

Program of Study: Adlerian				
	Dept.	Course #	Course Title	Credits
1.	PSYC	502	Principles & Philosophy of Counseling	3
2.	EDUC	507	Adv. Human Growth & Development	3
3.	COUN	633	Multicultural Counseling	3
4.	COUN	608	Career Counseling & Development	3
5.	PSYC	730	Adlerian Theory and Other Counseling Theories	3
6.	COUN	731	Group Counseling	3
7.	PSYC	780	Legal & Ethical Issues	3
8.	MHCO	836	Practicum in Counseling Psychology (200 hrs)***	3
9.	EDUC	706	Introduction to Research	3
10.	COUN	610	Appraisal, Assessment & Evaluation	3
11.	COUN	732	Family Counseling	3
12.	PSYC PSYC	744 730	Psychodynamics of Psychopathology I [DSM-IV-TR] or Clinical Assessment in Counseling and Psychology [DSM-IV-TR]	3
13.			ELECTIVE**	3
14.	PSYC	775	Psychopharmacology	3
15.	PSYC	861	Seminar in Counseling Psychology	3
16.	COUN	762	Drug & Alcohol Counseling	3
17.	PSYC	833	Advanced Techniques in Psychotherapy	3
18.			ELECTIVE**	3
19.	PSYC	806	Internship in Mental Health Counseling (400 hrs) ***	3
20.	MHCO	858	Internship in Counseling Psychology (400 hrs)	3
21.	PSYC	799	Comprehensive Examination	0
			Total :	60

The Eclectic option, in accordance with the mission of the University advocates equality of opportunity for all students. It is designed to educate counselors in understanding and applying various counseling methods and techniques to aid school-age students with educational, vocational, and personal concerns. This option will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific individual. Through this option, counselors learn a variety of conceptual approaches to counseling and the understanding of social and psychological factors in influencing human development and behavior.

Program of Study: Eclectic				
	Dept.	Course #	Course Title	Credits
1.	PSYC	502	Principles & Philosophy of Counseling	3
2.	EDUC	507	Adv. Human Growth & Development	3
3.	COUN	633	Multicultural Counseling	3
4.	COUN	608	Career Counseling & Development	3
5.	PSYC	734	Counseling Theory & Practice	3
6.	COUN	731	Group Counseling	3
7.	PSYC	780	Legal & Ethical Issues	3
8.	MHCO	836	Practicum in Counseling Psychology (200 hrs)***	3
9.	EDUC	706	Introduction to Research	3
10.	COUN	610	Appraisal, Assessment & Evaluation	3
11.	COUN	732	Family Counseling	3
12.	PSYC	744	Psychodynamics of Psychopathology I [DSM-IV-TR] or	3
	PSYC	730	Clinical Assessment in Counseling and Psychology [DSM-IV-TR]	
13.	PSYC		ELECTIVE**	3
14.	PSYC	775	Psychopharmacology	3
15.	PSYC	861	Seminar in Counseling Psychology	3
16.	COUN	762	Drug & Alcohol Counseling	3
17.	PSYC	833	Advanced Techniques in Psychotherapy	3
18.			ELECTIVE**	3
19.	PSYC	806	Internship in Mental Health Counseling (400 hrs) ***	3
20.	MHCO	858	Internship in Counseling Psychology (400 hrs)	3
21.	PSYC	799	Comprehensive Examination	0
			Total :	60
Advancement to Candidacy			A Grade Point Average of 3.25 or better has to be attained when a student has between 12 – 18 credit hours	

Transition 1: Admission		
Transition 2: Core Foundation		
Level One		
PSYC	502	Principles and Philosophy of Counseling
EDUC	507	Advanced Human Growth & Development
COUN	633	Multicultural Counseling
Level Two		
PSYC	734	Counseling Theory and Practice or
PSYC	730	Adlerian Theory: and Other Theories (Adlerian Track)
PSYC	780	Legal and Ethical Issues
COUN	608	Career Counseling and Development
Transition 3: Advancement		
Level Three		
COUN	610	Appraisal, Assessment & Evaluation
EDUC	706	Introduction to Research
COUN	731	Group Counseling
Level Four		
COUN	732	Family Counseling
COUN	762	Drug & Alcohol Counseling
PSYC	744	Psychodynamics of Psychopathology I [DSM-IV-TR]
MHCO	836	Practicum in Mental Health Counseling (200 hrs.)***
Transition 4: Program Exit		
Level Five		
PSYC	833	Adv. Techniques in Psychotherapy
PSYC	775	Psychopharmacology
PSYC		Elective**
MHCO	858	Internship in Mental Health Counseling I (400 hrs.)***
Level Six		
PSYC		Elective**
PSYC	861	Seminar in Counseling Psychology
PSYC	806	Internship in Mental Health Counseling II (400 hrs.)***

XI. Practicum and Internship Requirements

1. Practicum

Clinical requirements for the program consist of three courses in sequence that total 1000 hours. Students can review from our list of over 100 approved Practicum & Internship sites that meet CACREP standards where they can interview for an intern position. There students can learn clinical skills from interactions in the field with clients/patients that will hone them to become counselors. The first required clinical course is MHCO 836 Practicum in Mental Health Counseling which consists of 200 hours at a field placement site. While at the site, students must spend a minimum of 40% of their time in direct contact with clients/patients. Practicum can start after students have meet the following requirements: (1) successful completion of the first 27 credits of their Program of Study , that is, Levels 1, 2, and 3, and (2) have been Advanced to Candidacy after completion of the first 12 to 18 credits of their Program of Study. After successfully passing their Practicum, students must

pass the Counselor Preparation Comprehensive Exam (CPCE) before being allowed to take the next two Internships in proper sequence. The first internship is MHCO 858 Internship I in Mental Health Counseling which consists of 400 hours at their internship site. Again, a minimum of 40% of their time must be in direct contact with their clients/patients. The last clinical rotation is PSYC 806 Internship II in Mental Health Counseling which is also 400 hours long, 40% of which is in direct client/patient contact, and exposes interns to more intense clinical learning experiences. Under separate cover is our Practicum & Internships Handbook which has detailed information on how to obtain a Practicum, all required forms and site forms that the student and the site supervisor, and/or the university professor must complete.

2. Internship

MHCO 858 Internship in Mental Health Counseling is designed and designated for those Candidates who are enrolled in the Masters of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering MHCO 858 with the exception of PSYC 861 Seminar in Counseling Psychology. Candidates must have also passed the Comprehensive/ Qualifying Examination prior to enrolling in MHCO 858 and completed Practicum in Mental Health Counseling MHCO 836.

All Candidates in the Mental Health Counseling program must attend a Field Placement Orientation the semester prior to enrollments in MHCO 858. Candidates failing to attend the Field Placement

Orientation one semester prior to enrollment in MHCO 858 will not be permitted to complete the course or receive a field placement.

During the Field Placement Orientation, Candidates must complete all required Placement Applications and documents (See Appendix). Please note, all placement arrangements and procedures must be executed by the Field Placement Coordinator.

Dates for the Field Placement Orientation will be posted on the Mental Health Counseling and Counseling Department Bulletin Board located in the CLT building and announced through the Counseling Department listserv.

3. Grading

Candidates will receive either a Passing (P) or Failing (F) Grade for the Practicum in School Counseling. Successful completion of 600 hours, a satisfactory evaluation from the field supervisor and the university supervisor are required to receive a passing grade. If the Candidate is unable to complete the hours and satisfactorily demonstrate both academic and professional competencies during COUN 837, the Candidate MUST register for COUN 805 Advisement, to be able to satisfactorily complete the internship experience. COUN 805 is one (1) credit hour.

iSuccess/Task Stream Statement

To ensure success throughout the academic program, the COE has implemented the iSuccess, powered through Taskstream, as its assessment and accountability system that tracks candidate performance, program quality, and unit operations. Candidates are expected to meet a set of performance criteria throughout the programs of study, which

include course-embedded and field-based signature assignments (SAs) as well as surveys. The assessments are strategically designed to measure candidate competencies as articulated in national, state and professional standards. The SAs and surveys mandatory for course completion. Final grades will be held until satisfactory completion of these requirements through iSuccess/Taskstream

XII. Program and University Policy and Procedures

I. Endorsements

The Mental Health Counseling program is structured according to the guidelines and standards of the Council of the Accreditation of Counseling Education and Related Programs. The Mental Health Counseling Program and the School Counseling program are also considered a National Board of Certified Counselors approved graduate program. Candidates, upon completion of the 60 credits program, also meet the requirements for licensure as a Maryland State Licensed Clinical Professional Counselor and are eligible to sit for the National Counselor Exam.

II. Retention

All candidates must advance to candidacy in order to move on in the program. According to university policy, candidates must secure a grade point average (GPA) of 3.25 within the first 12-18 semester hours of coursework and the recommendation of two full time professors in order to advance in the program. In addition, Mental Health Counseling applicants must pass faculty review in which all full time faculty meet to discuss the student's progress to date. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). They will be allowed to take up to 9 additional semester hours of coursework to re-apply and advance to candidacy. After that time, candidates who lack sufficient aptitude or who fail to show evidence of serious purpose may be requested to withdraw from the program.

Per policy of the graduate school, candidates must maintain a 3.00 grade point average each semester prior to and after advancement to candidacy. If they fall below, the candidate will be placed on academic probation. The candidate will meet with their advisor to develop a plan of action which is documented on the Graduate School's Academic Progressive Plan form. After completing 9 additional credits, the candidate will be re-evaluated to determine if they have regained a cumulative GPA of 3.00. If they have, the candidate will be restored to good standing. If they have not, per graduate policy, candidate will be dismissed from the program. Dismissed candidates may re-apply to the Mental Health Counseling program after sitting out at least one semester (i.e., fall or spring). These individuals must make a formal request to the Graduate School and the Mental Health Counseling to be reinstated. These individuals will also may be asked to re-interview with the Counseling Admission's committee. The committee will make a final determination regarding re-admittance into the program.

Please see the graduate catalog for policy regarding retention and dismissal.

III. Advisement

All students entering either program are required to receive mandatory advisement at the beginning of the program. A registration hold is placed on their account to make sure that every student receives advisement. There are Orientation sessions sponsored by the Graduate School which begin with general information about the library, financial aid etc and then students meet with the program coordinator to receive specific information about

the program and advisement. All students are assigned an advisor as they enter the program. They are given general advisement at orientation and the advising hold is lifted. They are instructed to meet with their advisor during the 1st semester to create their program of study. This program of study is to be submitted for signature by the Dean of Education and the Graduate Dean. This is an official document that goes into their university file. This form is checked at Advancement to Candidacy and again at graduate.

The advisor is one of the full-time faculty in the department. All full-time faculty have mandatory advisement hours of 8 hours per week. Those hours must be signed off on by the department chair, the dean and the provost.

There is an advisement week each semester prior to registration. Students are to meet with their advisor to formulate their specific schedule for the semester. Faculty are assigned to cover the hours from 9-7pm for several days. They are welcome to meet with their advisor any time through the semester, but all students will be required to meet with their advisor during advisement week.

If a student is identified as having difficulty during the program, the advisor is to be notified and the student will be called in to meet with the advisor to formulate a plan for remediation.

IV. Academic Appeal Policy Student Grade Appeal Procedures

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student must direct the appeal in writing, with documentation, through the appropriate channels: Instructor, Department Chair, College Dean, and Provost. If a course assignment grade is in dispute, the student must initiate the appeal no later than ten (10) working days after receiving the grade. If a final grade is in dispute, the student must submit an appeal no later than thirty (30) days from the end of the semester during which the grade was received. Procedures are detailed below.

- a. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.
- b. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.
- c. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the College Dean within fifteen (15) days after receiving notification of the Department's decision.
- d. The College Dean will render a final resolution.

V. University Policies and Procedures

Attendance Policy

Students are expected to attend classes and laboratory experiences, take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Three (3) or more unexcused absences may result in the student's receiving a grade of "F" for the course. A student who is absent from class because of circumstances beyond his/her control and wishes to obtain an excuse must submit documentation to the Chair of his/her academic college requesting an official written excuse to be given to the instructor. The student must provide to his/her instructor the written excuse from the Chair.

Note: It is to your advantage to inform the instructor of your absence. If it is necessary for you to miss a class, leave early or arrive late, it will be assumed that you have made the best decision for the circumstances and that you will accept the consequences of that decision. If you know that you will be late in arriving, please contact the instructor in advance. When arriving late, please be considerate and enter the classroom area as quietly as possible.

Student code of Conduct

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Civility, Integrity, Diversity, and Accountability), purpose, goals, and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, uninhibited by the behavior of others. The University reserves the right to deny admission to any applicant, to discontinue the enrollment of any student, or to withhold the degree of any student if, in the opinion of University authorities, a student's behavior is in continuous or serious violation of the Student Code of Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

Academic Integrity

Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, and improper acknowledgment of sources of material are intolerable offenses that carry serious penalties.

Policy on Plagiarism

1. Plagiarism is the act of representing another's ideas, words, or information as one's own. Every student writing a paper should be aware of the following principles.
 - a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.
 - b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
 - c. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by **anyone** familiar with the subject under discussion) need not be acknowledged.

- d. Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

Academic Dishonesty/Plagiarism Academic Dishonesty

Academic dishonesty is defined 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. Courses you will take will use the resources of safe assign, which searches the web for possible plagiarism and is over 90% effective. 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.

Falsification of Information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section.

Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

Network System Misuse and Dishonesty

The University considers any misuse of its software programs to be a serious offense. A student may not attempt to degrade the performance of the software programs, to seek to penetrate its security, or in any way deprive other users of resources or access to the computer. Further violations include, but are not limited to, (a) using a computer account belonging to another individual without the explicit permission of that individual; (b) tampering with the operation of the University's software programs including both its equipment and its software; (c) using the system for commercial purposes; (d) using the network system to send abusive, obscene, or otherwise harassing communications.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such materials is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a BSU student, you are required to follow the institution's copyright policy.

Email Use

The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines.

Dropping a Class

Students who wish to drop a course(s) may do so through Bulldog Connection self-service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct.

The last day on which courses may be dropped is published in the **Academic Calendar** for each semester/term.

All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

Withdrawal from Class

Undergraduate: Withdrawal (Given for courses that are officially dropped within the specified period of time printed in each semester's *Schedule Bulletin*.) It is the student's responsibility to handle withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Graduate: Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees. Refunds for all courses offered whether 16-week, 8-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

Incomplete "I" Grade

(A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with approval of the School Dean. No credit is given for the incomplete grade until the faculty member assigns a regular grade.

An "Incomplete" is used only in exceptional circumstances when 70% of the course work has been already completed with a grade of "A" or "B". Graduate students who receive a grade of Incomplete (I) have one academic year from the date of the end of the semester in which the course was taken to have the grade changed. If a grade of incomplete (I) is not changed after one year, it converts to an "F".

Class participation. You are expected to participate in all class discussions and activities. These activities are meant to enhance your understanding of the material both on an

individual and class level. ***Note: It is expected that your class participation will be professional and collegial. Respect for the comments and questions of classmates, however unnecessary they may seem to you personally, is expected and will be enforced.***

Assignments. You will be asked to complete a variety of assignments that will help accentuate the concepts, methods and strategies learned in the course. Each assignment will be worth points (see evaluation) and will be explained before you begin. Assignments are to be submitted on time and via electronic media (angel/blackboard or email). **Assignments** are to be submitted on or before the due date. No assignment will be accepted late. **All assignments** must display knowledge of the content standards and principles of the program.

Contacting the Instructor

Office hours are listed in all course syllabi for your full time professors and also on their office door. If you need to reach a full time professor anytime other than those listed above, the most effective way is via email. However if you do not have access to email, you may reach your professor via telephone at their office numbers.

Special Needs/Disabilities

It is the policy of Bowie State University to ensure that all University facilities, services, and accommodations are accessible to individuals with disabilities in accordance to the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be provided for those students who properly register with the Office of Special Populations.

The Office of Special Populations provides students with disabilities several support services, including advisement, counseling, and special assistance in school-related matters. Together in consultation with the student and other interested persons, if necessary, the Office recommends accommodations for courses; extended testing hours, note takers, scribes, readers, taped texts, and sign language interpreters. This Office also manages the ADA Resource Center that houses adaptive equipment for the needs of disabled students.

If you have a verified disability both physical and/or learning, accommodations will be made for you. It is your responsibility to advise the instructor of this need. A disability, however, does not exempt you from completing all requirements of the course. Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

Technology

Cell phones, pagers, beepers or any other "attention-grabbing" devices are to be turned off or placed on vibrate before class begins. It is distracting and discourteous to both the instructor and your colleagues. If you are expecting an important call or page during class please make arrangements to handle the situation in a manner that is not disruptive to the classroom process.

Class Cancellation

When severe weather creates hazardous road conditions in the area or response to other emergencies, classes may be canceled or postponed. Notice of cancellation will broadcast on the following radio and television stations: 680 AM (WCBM-Baltimore); 1430 AM (WNAV-

Annapolis); 1300AM (WFBR-Baltimore); 630 AM (WMAL-DC); B-104 FM (Baltimore); 1500 AM and 107.7 FM (WTOP-DC); Channel 2 (WMAR-ABC, Baltimore); Channel 4 (WRC-NBC, Washington); Channel 5 (WTTG-Fox, Washington); Channel 7 (WJLA-ABC, Washington); Channel 9 (WUSA-CBS, Washington); Channel 11 (WBAL-NBC, Baltimore); Channel 13 (WJZ-CBS, Baltimore).

BEES

All students are to sign up for BEES (Bowie State University Electronic Emergency System). BEES registration is located on the homepage of the Bowie Website.

XIII. Professional Organizations, Resources and Engagement Opportunities

Candidates are encouraged to join professional organization for counselors, including the American Counseling Association (ACA), and its divisions, as well as state counseling organizations such as the Maryland Counseling Association (MCA), Maryland Association for Multicultural Counseling and Development (MAMCD) and the Maryland Career Development Association. Candidates are also eligible to join the department Student Adlerian Society, university Graduate Student Association, local Chi Sigma Iota Counseling Academic & Professional Honor Society International (CSI) in the Department of Counseling.

VI. Student Academic and Disposition Process (Effective Fall 2014)

The student in the Mental Health Counseling Program and the School Counseling Programs are monitored throughout the program to maximize their potential for success. The process is 5 tiered.

1. Students are screened during the admission process. In Mental Health Counseling, students are paper screened when they submit their applications. First, they are screened at the graduate Admission's Office and then by the Mental Health Counseling Program Admission's committee. They must have a GPA that is 3.0 or above and provide answers to the narrative questions which are reviewed by the admissions committee. If in range, they are offered admission into the program.
The admissions process in School Counseling is slightly different. All other tiers are the same. School Counseling students are also paper screened by the graduate Admissions Office and the School Counseling Admissions Committee. Students who do not meet the program expectations may be eliminated at either round of the paper screening. The School Counseling Admissions Committee then interviews students who are moved forward after the two rounds of paper screening. All interviewees are asked the same questions and the responses are scored on a rubric. Students who pass the interview are admitted into the program
2. In the second tier, students attend classes. All classroom professors have an incident report form which is called the Student Professional Development Recommendation (SPDC). All classroom. (see form). Professors are to fill out an SPDC form on any student who is having a professional or academic problem. These forms are moved forward to the Department Chair. It is then moved forward to the advisor or to the full faculty for remediation depending on the severity of the issue.
3. At Advancement to Candidacy the file is pulled to see if there has been any incidents and remediation. The student must submit an application with a picture and the GPA at 12-18 hours in the program. A form evaluating their dispositions is collective filled out by the faculty. If there is a problem, the student is referred to the advisor for remediation. If the student has the requisite GPA and dispositions, they are Advanced to Candidacy.

4. All students are reviewed again during and at the end of Practicum. Practicum is 100 hrs for the School Counseling Program and 200 hours for the Mental Health Counseling Program. Formative and Summative evaluations are completed by the On-site Professional School Counselor who supervises the student and, the Individual University Practicum Supervisors who listens to their tapes and provides one-to-one or one-two supervision. Students also reflect and submit a form at the mid-term and final portions of the Practicum. All forms are review with the Professor of the course and a decision is made about whether the student is ready to move forward. The professor gives the final grade. A final grade of Pass is given to student who are allowed to move forward to internship. A remediation plan is put in place for students who are having difficulty at this level.
5. The last tier of this process occurs during Internship. School Counseling students have one Internship (600 hrs) and Mental Health students have two Internships (400 +400 hrs). Students must complete the signature assignments for this course(s); the assignments vary by program. Additionally, supervisors and class professors fill out a Formative and Summative evaluations. The final grade is given by the professor. If a student is having difficulty at this point, a remediation plan can be put in place. This usual includes addition supervised hours. The final part of the exiting process includes a reviewed by the registrar's office, completion of a contact information sheet and the student's evaluation of their placement.

XIV. Department and Program Contact Information

1. Dr. Roselyn Green's information that you have listed
Chair, Department of Counseling and Associate Professor
Room 277 Center for Learning and Technology
Bowie State University
301-860-3234 phone
301-860-3154 fax
Email: rgreen@bowiestate.edu

2. Dr. Frank Norton's information that you have listed
Coordinator, Mental Health Counseling and Professor
Room 284 Center for Learning and Technology
Bowie State University
301-860-3236 phone
301-860-3154 fax
Email: fnotron@bowiestate.edu

3. Geoff Palmer, Ph.D.
Assistant Professor
Director of Clinical Training
Room 286, Center for Learning and Technology,
Bowie State University
301-860-3367 phone
301-860-3154 fax
Email: gpalmer@bowiestate.edu

4. Consuella, Broome
Clerk Typist in Department of Counseling
Room 278 Center for Learning and Technology,
Bowie State University
301-860-3367 phone
301-860-3154 fax
Email: cbroome@bowiestate.edu

XV. Appendix I

To facilitate communication quickly on upcoming events, the Department of Counseling has an email list serve. It is also often used as a reminder of already posted hard copy events and/or important workshops, and other key events. Please fill out the form which is at the end of this handbook and return the completed form to the Department Administrative unit.

**Bowie State University
College of Education**

Mental Health Counseling – Adlerian Concentration

Program of Study

Name:	Student ID Number:
Address:	Enrollment Date:
	Program: Mental Health Counseling
Telephone: (H)	Concentration: Adlerian
(W)	Advisor:
Email:	Email:

Transfer Courses

(An official transcript(s) must be on file with the Graduate Registrar. A copy of the transcript(s) must be attached to this form.)

Course #	Course Title	Credits	Institution	Semester/Year

Prerequisites

Course#	Course Title	Credits

	Dept.	Course #	Course Title	Credits
1.	PSYC	502	Principles & Philosophy of Counseling	3
2.	EDUC	507	Adv. Human Growth & Development	3
3.	COUN	633	Multicultural Counseling	3
4.	COUN	608	Career Counseling & Development	3
5.	PSYC	730	Adlerian Theory and Other Counseling Theories	3

6.	COUN	731	Group Counseling	3
7.	PSYC	780	Legal & Ethical Issues	3
8.	MHCO	836	Practicum in Counseling Psychology (200 hrs)***	3
9.	EDUC	706	Introduction to Research	3
10.	COUN	610	Appraisal, Assessment & Evaluation	3
11.	COUN	732	Family Counseling	3
12.	PSYC PSYC	744 714	Psychodynamics of Psychopathology I [DSM-IV-TR] or Clinical Assessment in Counseling and Psychology [DSM-IV-TR]	3
13.			ELECTIVE**	3
14.	PSYC	775	Psychopharmacology	3
15.	PSYC	861	Seminar in Counseling Psychology	3
16.	COUN	762	Drug & Alcohol Counseling	3
17.	PSYC	833	Advanced Techniques in Psychotherapy	3
18.			ELECTIVE**	3
19.	PSYC	806	Internship in Mental Health Counseling (400 hrs) ***	3
20.	MHCO	858	Internship in Counseling Psychology (400 hrs)	3
21.	PSYC	799	Comprehensive Examination	0
			Total :	60
Advancement to Candidacy			A Grade Point Average of 3.25 or better has to be attained when a student has between 12 – 18 credit hours	

Expiration Date: _____

Signatures:

Student:	Date:
Advisor:	Date:
College Dean:	Date:
Graduate School Dean:	Date:

**Bowie State University
College of Education**

Mental Health Counseling – Eclectic Concentration

Program of Study

Name:	Student ID Number:
Address:	Enrollment Date:
	Program: Mental Health Counseling
Telephone: (H)	Concentration: Eclectic
(W)	Advisor:
Email:	Email:

Transfer Courses

(An official transcript(s) must be on file with the Graduate Registrar. A copy of the transcript(s) must be attached to this form.)

Course #	Course Title	Credits	Institution	Semester/Year

Prerequisites

Course#	Course Title	Credits

	Dept.	Course #	Course Title	Credits
1.	PSYC	502	Principles & Philosophy of Counseling	3
2.	EDUC	507	Adv. Human Growth & Development	3
3.	COUN	633	Multicultural Counseling	3
4.	COUN	608	Career Counseling & Development	3
5.	PSYC	734	Counseling Theory & Practice	3

6.	COUN	731	Group Counseling	3
7.	PSYC	780	Legal & Ethical Issues	3
8.	MHCO	836	Practicum in Counseling Psychology (200 hrs)***	3
9.	EDUC	706	Introduction to Research	3
10.	COUN	610	Appraisal, Assessment & Evaluation	3
11.	COUN	732	Family Counseling	3
12.	PSYC PSYC	744 714	Psychodynamics of Psychopathology I [DSM-IV-TR] or Clinical Assessment in Counseling and Psychology [DSM-IV-TR]	3
13.	PSYC		ELECTIVE**	3
14.	PSYC	775	Psychopharmacology	3
15.	PSYC	861	Seminar in Counseling Psychology	3
16.	COUN	762	Drug & Alcohol Counseling	3
17.	PSYC	833	Advanced Techniques in Psychotherapy	3
18.			ELECTIVE**	3
19.	PSYC	806	Internship in Mental Health Counseling (400 hrs) ***	3
20.	MHCO	858	Internship in Counseling Psychology (400 hrs)	3
21.	PSYC	799	Comprehensive Examination	0
			Total :	60
Advancement to Candidacy			A Grade Point Average of 3.25 or Better has to be attained when a student has between 12 – 18 credit hours	

Expiration Date: _____

Signatures:

Student:	Date:
Advisor:	Date:
College Dean:	Date:
Graduate School Dean:	Date:

Guidelines and Forms
for
Mental Health Counseling Program

01/02/2014

PRACTICUM ORIENTATION GUIDELINES

Mental Health Counseling (MHC)

Mental Health Counseling graduate students should plan on attending the Practicum Orientation the semester **BEFORE** they take it. For example, if you are planning on taking the Practicum in Spring semester, you should attend the Fall semester prior to gain the information you need to take Practicum.

- **Mental Health Counseling majors/students can sign up for Practicum, MHCO 836 Practicum in Mental Health Counseling**, after the completion of the first 27 credits of your program. Their Practicum consists of 200 hours of experience and a minimum of 80 of those hours must be in direct client contact (40%). **They have to pass the Counselor Preparatory Comprehensive Exam (CPCE) PRIOR to taking their subsequent two internships, that is, MHCO 858 Internship in Mental Health Counseling is taken first, then PSYC 806 Internship in Mental Health Counseling is taken as your last internship.** Each of the internships is for 400 hours. Direct client contact must again be a minimum of 40%, that is, 160 hours, and also must be supervised by a licensed mental health care provider (that is, a licensed counselor, social worker, psychologist, etc.). As Mental Health Counseling majors need 1000 total hours of practicum and two internships, they should plan on **12 months being needed to complete their clinical hours**, for example, from September to August of the following year.

- A list of approved sites can be obtained from the Department of Counseling listserv. If you are not signed up for it, please complete the sign-up sheet for the listserv outside of Mrs. Harris officer, CLT 278 and return the completed form to her and/or to one of our Graduate Assistants (GAs).

- Most Practicum students continue at the **same site for their Internship(s)**. Some choose to start over at a new Internship site after completion of their Practicum. As your Practicum unfolds, you should discuss with your Practicum professor how your site is measuring up to your expectations and how the site views your progress.

- At the university level, a graduate student **cannot** sign up for an internship course at the same time as a practicum course **nor** can two internship courses be signed up for the same semester.

- Students should interview to at least **three** sites. The interview is a two way process where they interview you and you interview them as to a match.

- Do not just do a phone interview. **Visit** the sites you are interested in and talk to people there.

- Dress professionally for your interview, treat it like a job interview, prepare a resume/CV.

- **Interview months before you want to start** at a site. Start in May/June for Fall semester, October/November for Spring semester. Do not wait until the last minute when most sites are already filled and your selection is minimal.
- Most sites start in the academic Fall semester which has the most openings available. It is a competitive process. You would thus start looking in May/June for a Fall start date. That is also when most students from other universities are looking for a practicum/internship site. Some site may have only a few slots for graduate students. Others may have more. You are more likely to get accepted at a site with a larger number of available slots than one with just a few slots. Besides counseling graduate students from other universities, social work graduate students will also be looking at many of the same site that you are for a practicum/internship.
- Join ACA and get their malpractice insurance for one million/three million. It is free for the first year membership in ACA. You must have malpractice insurance to be at a placement site for practicum or internships. Such liability insurance is needed by the university and the site.
- You must bring a completed form to the first night of class titled “Application for Counseling Practicum Placement.” The form must be signed by you, your site supervisor agreeing to accept you, and your Practicum/Internship professor agreeing the site is acceptable by our university. You cannot start a Practicum until you start your Practicum class, have proof of malpractice insurance and provide a copy of it to your professor and site supervisor and turn in the required paperwork. All the forms you need are in this Handbook.

Your Practicum/Internship site must agree to:

Provide a **licensed** mental health care provider to supervise you.

- That Supervisor must meet with you at least once a week for a minimum of one hour.
- The site must agree to fill out our evaluation form on you at the end of the practicum/internship experience.
- You must have a minimum of 40% of your time in direct service with clients/patients.
- The site must provide a group supervision experience for you if there is more than one intern at their site.
- If you find a site that is not on our list, you may have them fill out a “Field Placement Site Application for Mental Health Counseling”. Once reviewed by our department, they can be approved as a site if they meet all of the above criteria.

REMEMBER!

- You are competing with other interns from other universities for a position there.

- Think. Where do you want to be working five years from now? Therefore, plan your practicum/internship experiences to benefit you in getting a job.
- You can do 1, 2, or 3 practicum **sites** at any one time. Some students like to have different learning experiences at a site to help them make a career choice. Remember, you must treat your practicum site like a job. Be on time, call if you will be late, keep your client/patient appointments, and so forth and so on.
- Larger agencies tend to offer a broader range of services that will benefit you as an intern student, for example, they may offer more workshops, conferences, have their own family therapist, etc., than a smaller agency.

Good luck!

Dr. Norton

Coordinator, Mental Health Counseling

BOWIE STATE UNIVERSITY
College of Education
Department of Counseling
Letter to the Supervisor for Practicum

Dear: _____

We are grateful that you have agreed to work with the Bowie State University Counseling Program as a Practicum Site Supervisor. The purpose of the Practicum experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a community agency setting under the supervision of a professional licensed mental health professional. Candidates in our Mental Health Counseling field placements are required to complete a 200 hour Practicum. Those Candidates also will be completing at least 80 of those hours in direct service to clients. After completion of their Practicum, candidates will be required to complete two 400 hours internship experiences of 400 hours each of which a minimum of 40% must be in direct client contact.

All Practicum Candidates have professional liability insurance coverage unless the Candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the Candidate.

We look forward to working closely with you and hope that the placement of our Candidate in your facility will be mutually advantageous.

We look forward to discussing with you our Candidate's Practicum activities. If you have any additional questions, **please** do not hesitate to contact us at the following number (301) 860-3236, 3227 or 3367 and/or our fax 301-860-3154.

Enclosed you will find the Evaluation Form which is to be completed by you at the end of the Practicum experience. Please place this form in a sealed envelope and return it to the Practicum Candidate.

Thank you again for your willingness to participate and cooperate with us in the professional development of our Practicum Candidate.

Sincerely,

Bowie State University Professor

Enclosures: Evaluation Form Plan for Counseling Practicum
cc: Candidate, Advisor

BOWIE STATE UNIVERSITY
College of Education
Department of Counseling
Letter to the Supervisor for Practicum

Dear: _____

We are grateful that you have agreed to work with the Bowie State University counseling Program as an Internship Site Supervisor. The purpose of the Internship experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a community agency setting under the supervision of a licensed mental health provider. Candidates in our Mental Health Counseling Internship field placements are required to complete two 400 hours Internship. Candidates must have at least 160 hours in direct service to clients for each internship experience.

All Internship Candidates have professional liability insurance coverage unless the Candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the Candidate.

We look forward to working closely with you and hope that the placement Candidate in your facility will be mutually advantageous.

We look forward to discussing with you our Candidate's Internship activities. If you have any additional questions, **please** do not hesitate to contact us at the following number (301) 860-3236, 3227 or 3367 and/or fax 301-860-3154.

Enclosed you will find the Evaluation Form which is to be completed by you at the end of the Internship experience. Please place this form in a sealed envelope and return it to the Internship Candidate.

Thank you again for your willingness to participate and cooperate with us in the professional development of our Internship Candidate.

Sincerely,

Bowie State University Professor

Enclosures: Evaluation Form Plan for Counseling
cc: Candidate, Advisor

PREPARE IN TRIPLICATE

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING**

**APPLICATION FOR MENTAL HEALTH COUNSELING
PRACTICUM/INTERNSHIP PLACEMENT**

Date: _____

Candidate's Name:

Candidate's Address:

Telephone: (H)_____ (W)_____ Student ID #: _____

Email Address: _____

Semester of Placement: _____

Internship site assignment: _____

Internship Address/Ph.#: _____

Signature of Chair/Faculty Coordinator

CONFIRMATION

Approved _____ Agency/Institution Name: _____

Disapproved _____ Site Supervisor & Phone #: _____

Person at site to report: _____

Approved: _____ Date: _____

Site Intern Supervisor Signature

Bowie State University Intern Supervisor _____

Student Signature _____

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING**

**APPLICATION FOR MHCO 858 & PSYC 806: INTERNSHIP IN
MENTAL HEALTH COUNSELING (M. A.)**

NAME: _____

ADDRESS: _____

Student ID#: _____

DATE: _____

PHONE#: (H) _____ (W) _____ (C) _____

Indicate the year next to the semester that you will enroll in Internship in Mental Health Counseling:

Fall _____ Spring _____ Summer _____

**Please place a check mark next to each course that you have completed in the
Counseling program.**

Level One

___ PSYC 502 Principles and Philosophy of Counseling	3
___ EDUC 507 Human Growth & Development (Adv.)	3
___ COUN 633 Multicultural Counseling	3

Level Two

___ PSYC 734 Counseling Theory and Practice	3
---	---

or

___ PSYC 730 Adlerian Theory and Practice	3
___ PSYC 780 Legal & Ethical Issues	3
___ COUN 608 Career Counseling and Development	3

Level Three

___ COUN 610 Appraisal, Assessment & Evaluation	3
___ EDUC 706 Introduction To Research	3
___ COUN 731 Group Counseling	3

Level Four

___ COUN 732 Family Counseling	3
___ COUN 762 Drug & Alcohol Counseling	3
___ PSYC 744 Psychodynamics of Psychopathology I (DSM4)	3
___ PSYC 836 Practicum In Counseling Psychology	3

Level Five

___ PSYC 833 Adv. Techniques in Psychotherapy	3
___ PSYC 775 Psychopharmacology	3
___ Elective	3
___ MHCO 858 Internship in Mental Health Counseling I	3

Level Six

___ Elective	3
___ PSYC 861 Seminar in Counseling Psychology	3

___ PSYC 806 Internship in Mental Health Counseling

3

Total credit hours completed to date: _____

Please list any additional courses you have completed in the Graduate Counseling programs:

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING
BIOGRAPHICAL SKETCH AND EXPECTATIONS OF COUNSELING
INTERNSHIP EXPERIENCE

A. BIOGRAPHICAL SKETCH

Name: _____

Current Address:

Telephone Number (Home): _____

(Work): _____

Program of Study: Counseling

Number of Hours Completed: _____

COUNSELING EXPERIENCE

I have _____ years of counseling experience in a government setting or _____ in a private setting in the following areas:

____ Individual Counseling

____ Group Counseling

____ Marital Counseling

____ Family Counseling

___ Art Therapy

___ Counseling Children

___ Developmentally Delayed

___ Multicultural Counseling

___ Drug and Alcohol Counseling

___ Academic Counseling

___ Career Counseling

___ Other:

AWARDS, RECOGNITIONS AND HONORS INCLUDE:

PROFESSIONAL MEMBERSHIPS INCLUDE:

B. EXPECTATIONS OF COUNSELING PRACTICUM EXPERIENCE

As a Practicum/Internship Candidate, I wish to obtain experience in the following areas:

1. Group Counseling _____
2. Classroom Group _____
3. Individual Counseling _____
4. Special programs for clients (i.e. drug and alcohol counseling,
male and female issues) _____
5. Create and develop workshops and seminars _____
6. Administrative activities _____
7. Developing and participating in activities for at-risk clients _____
8. Developing programs and participating in activities for clients
with special needs _____
9. Multicultural Counseling _____
10. List any additional areas: _____

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

**PLAN AND EXPECTATIONS FOR MENTAL HEALTH COUNSELING
PRACITUCUM/INTERNSHIP**

*THIS FORM IS TO BE COMPLETED JOINTLY BY THE PRACTICUM/INTERNSHIP
SUPERVISOR AND CANDIDATE*

Candidate's Name _____ Student ID# _____

Address _____

Telephone # (H) _____ (W) _____ Semester of Placement _____

Internship Placement Site _____

Address _____

Telephone # _____ Field Supervisor _____

PLAN FOR MENTAL HEALTH COUNSELING PRACITUCUM/INTERNSHIP

The Candidate should plan with the Field Supervisor the various activities he/she will be engaged in and the tentative schedule. It is expected that the Candidate will have an opportunity to counsel individually and perhaps in groups, to participate in, or possibly help conduct, workshops or other learning activities (if offered), and to gain some familiarity with the administration of your agency. As a bare minimum, the Candidate is expected to spend 160 hours at least in direct service to clients, out of 400 hours service during the semester at the agency/institution.

Please summarize planned activities below **(Type in your duties at your site for each activity):**

1. Individual counseling or co-counseling (Type of clients, ages, frequency of sessions, and the like)
2. Training in agency policies/procedures
3. Group or family counseling
4. Participation in workshops, seminars, and the like.
5. Administrative Activities
6. Arrangements for supervision
7. Assessments/tests
8. Consultation with staff members
9. Tentative schedule

Approved:

Date _____ 1. Field Supervisor _____

2. BSU Advisor or Internship Professor _____

3. Candidate _____

Submit a copy of this completed form on the **first day** of internship/practicum **class** to your Practicum/Internship Professor.

BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING

MENTAL HEALTH COUNSELING INTERNSHIP CANDIDATE EVALUATION
BY SITE SUPERVISOR

Practicum/Intern Candidate _____ Date _____

Agency or Institution

Practicum/Internship Site Supervisor _____

Phone _____

Number of individual clients seen _____

Total number of individual sessions _____

Number of group counseling groups led or co-led _____

Number of sessions _____

Number of couples or families seen _____

Number of sessions _____

Number of intake meetings, conferences, workshops, training sessions or other groups _____

Number of individual supervisory sessions _____

Number of group supervisor sessions _____

Number of total hours spent in Practicum Placement _____

Please indicate other activities:

Please indicate your assessment of the Candidate in regard to the following (if possible, compare with other Practicum. Candidates you have worked with). Clarifying comments will be appreciated. Use the following 5-point scale:

1. Unsatisfactory
 2. Minimally effective
 3. Fair
 4. Good
 5. Very good
- N/A - not applicable if did not engage in activity

I. Individual Counseling

_____ A. Establishing empathy and rapport

_____ B. Reflective listening

_____ C. Getting essential information

_____ D. Hypotheses testing

_____ E. Confrontation

_____ F. Re-education

_____ G. Encouragement

_____ H. Planning next session

II. Group Counseling

Comments:

III. Relationships with supervisors and colleagues

Comments:

IV. Participation in supervisory and other meetings

Comments:

Will you please comment on what you perceived to be the Candidate's:

A. Area needing improvement

B. Strengths

Practicum Site Supervisor

Date

TO PRACTICUM/INTERNSHIP SUPERVISOR:

You may want to exercise your option of discussing this evaluation with the Candidate. After completing this form and perhaps discussing it with the Candidate, will you please enclose it in a sealed envelope with your signature over the sealed flap and give to the Candidate to return to the instructor. Your supervisory help has been a significant contribution to the training and education of this Candidate. Thank you for supervising the Candidate's Practicum/Internship and for completing this evaluation

Semester of Placement_____

**BOWIE STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING**

**MENTAL HEALTH COUNSELING INTERNSHIP CANDIDATE EVALUATION
BY INTERNSHIP SITE SUPERVISOR**

Internship Candidate _____ Date _____

Agency or Institution _____

Internship Site Supervisor _____ Phone _____

Number of individual clients seen _____

Total number of individual sessions _____

Number of group counseling groups led or co-led _____

Number of sessions _____

Number of couples or families seen _____

Number of sessions _____

Number of intake meetings, conferences, workshops, training sessions or other groups _____

Number of individual supervisory sessions _____

Number of group supervisor sessions _____

Number of total hours spent in Internship Placement _____

Please indicate other activities:

Please indicate your assessment of the Candidate in regard to the following (if possible, compare with other Internship Candidates you have worked with). Clarifying comments will be appreciated. Use the following 5-point scale:

1. Unsatisfactory

2. Minimally effective
 3. Fair
 4. Good
 5. Very good
- N/A - not applicable if did not engage in activity

I. Individual Counseling

_____ A. Establishing empathy and rapport

_____ B. Reflective listening

_____ C. Getting essential information

_____ D. Hypotheses testing

_____ E. Confrontation

_____ F. Re-education

_____ G. Encouragement

_____ H. Planning next session

II. Group Counseling

Comments:

II. Relationships with supervisors and colleagues:

Comments:

IV. Participation in supervisory and other meetings

Comments

Will you please comment on what you perceived to be the Candidate's:

A. Area needing improvement

B. Strengths

Internship Site Supervisor

Date

TO INTERNSHIP SUPERVISOR:

You may want to exercise your option of discussing this evaluation with the Candidate. After completing this form and perhaps discussing it with the Candidate, will you please enclose it in a sealed envelope with your signature over the sealed flap and give to the Candidate to return to the instructor. Your supervisory help has been a significant contribution to the training and education of this Candidate. Thank you for supervising the Candidate's Internship and for completing this evaluation.

Semester of Placement: _____

**Bowie State University
College of Education
Department of Counseling**

CANDIDATE EVALUATION OF INTERNSHIP SITE SUPERVISOR

Internship Candidate Name: _____

Date of Evaluation: _____

Name of Agency: _____

Agency Supervisor (include Title and License): _____

Internship Dates: _____

Total Number of Hours: _____

The rating scale is as follows:

4 - Outstanding

3 - Good

2 - Fair

1 - Poor

NA - Not Applicable

The candidate will rate the site according to the following criteria:

___ Overall agency operations and administration

___ Introduction to agency mission and structure

___ Awareness of roles of administrative staff

___ Knowledge of agency goals

___ Understanding of agency care standards

___ Policies on duty to risk management

___ Policies on confidentiality of records

The candidate will rate their supervisor according to the following criteria:

___ Communication skills

___ Interviewing

___ Diagnosis

___ Treatment

___ Case management

___ Agency operations

___ Professional orientation

___ Knowledge and application of professional ethics

___ Ability to process my professional issues with my supervisor

* Any additional comments may be added and would be helpful:

Internship Candidate

Date

BioPsychoSocial Evaluation Form of Client/Patient

Name: _____ Date: _____

Age: _____ Marital Status: _____ Referred By: _____

1. Chief Complaint:

2. History of Present Illness:

3. Past History:

4. Family History (include Psychiatric Illness):

5. Education/Vocational Information:

6. Medical History (include Psychiatric Illness):

7. Development Issues:

8. Present Situation:

9. Mental Status:

10. Diagnosis, DSM-IV-TR, and Severity (Mild, Moderate, or Severe):

AXIS I:

AXIS II:

AXIS III:

AXIS IV:

AXIS V:

11. Goals in Treatment:

12. Therapeutic Modality (and reason for choice):

13. Prognosis:

Signature: _____

Date: _____

Semester _____

Bowie State University
College of Education
Department of Counseling
FIELD PLACEMENT SITE APPLICATION FOR
MENTAL HEALTH COUNSELING PSYCHOLOGY

1. Name of Facility: _____

2. Address and County: _____

3. Phone: _____

4. Contact Person: _____ Title: _____

5. Type of Clients Served: _____
Example: Gender Age Range Diagnosis Other Identifiers

6. Would Candidate be covered by your liability insurance? _____

7. Do you provide reimbursement for students? _____ If so, what? _____

8. Provision for supervision (hours/week _____, individual _____, group _____)

9. Theoretical orientation (s) of supervisor(s): _____

10. Types of counseling: ___Individual ___Couples ___Family ___Group

11. Activities other than counseling: _____

12. Please describe any training that you offer or require: _____

13. Specialty areas in which you provide counseling and supervision:

___ Family Counseling ___ Career Counseling ___ Health Counseling ___ Psychotherapy
___ Art Therapy ___ Addictions ___ Pastoral Counseling ___ Psychological Assessments
Please describe

Other _____

14. Do you provide field placement for other institutions? _____ If yes, which ones:

15. It may be appropriate for some students to do the practicum/internship at more than one site. Indicate which blocks of time (in hours) you could provide practicum/internship training: ___100; ___200; ___300; ___400; ___500; ___600

16. Indicate whether you can provide: ___ Practicum (100 hours)
___ Specialty Area (Please specify specialty areas (100 hours)

Bowie State University will be applying for accreditation by the Council for Accreditation of Counseling and Related Education Programs (CACREP). CACREP has established certain standards for field placement sites. We recognize that not all sites will be in a position to satisfy CACREP standards completely. However, we would like to have information regarding the extent to which you meet these standards and will appreciate it if you will indicate those standards that you would meet.

CACREP STANDARDS FOR FIELD PLACEMENT SITES

The program requires Candidates to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of individual counseling and group work skills under supervision. The Candidate's practicum includes the following. (Please check all that your facility would provide):

___ a minimum of 40 hours of direct service with clients, so that experience can be gained in individual and groups interactions (at least 1/4 of these hours should be in group work)

- _____ a minimum of one (1) hour per week of individual supervision (using audiotape, videotape, and/or direct observation) over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member
- _____ a minimum of one and one-half (1-1/2) hours per week of group supervision with other students in similar practicum over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member, and
- _____ evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum

The program requires Candidates to complete a supervised internship that total a minimum of 600 clock hours that is begun after the successful completion of the Candidate's practicum (as defined above). Consideration should be given to selecting internship sites that offer opportunities for students to engage in both individual counseling and group work. The internship provides an opportunity for the Candidate to perform under supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the Candidate is aspiring. The Candidate's internship includes:

A minimum of 240 hours of direct service with clients appropriate to the program of study;

A minimum of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;

A minimum of one and one-half (1-1/2) hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;

The opportunity for the student to become familiar with a variety of professional activities other than direct services;

The opportunity for the student to develop audio and/or videotapes of the Candidate's interactions with clients appropriate to the specialization for use in supervision;

The opportunity for the Candidate to gain supervised experiences in the use of a variety of professional resources such as assessment instruments, computer, print and non-print media, professional literature, research, and information and referral to appropriate providers; and

A formal evaluation of the Candidate's performance during the internship by a program faculty supervisor in consultation with the site supervisor.

***Group supervision seminars for practicum and internship should not exceed 20 students.

***Clinical experiences (practicum and internship) provide opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of their community.

***Students formally evaluate their supervisors at the conclusion of their practicum and internship experiences.

IF YOU ARE INTERESTED IN BEING A FIELD PLACEMENT SITE, PLEASE RETURN THIS COMPLETED FORM AS SOON AS POSSIBLE.

THANK YOU FOR YOUR INTEREST IN HELPING TO PROVIDE QUALITY COUNSELING TRAINING FOR OUR STUDENTS. FEEL FREE TO CONTACT US IF YOU HAVE ANY COMMENTS, QUESTIONS OR SUGGESTIONS. WE WILL LOOK FORWARD TO WORKING CLOSELY WITH YOU.

COMMENTS/QUESTIONS/SUGGESTIONS:

Please return the completed form to: **Dr. Geoff Palmer, CLT 286 or Frank Norton, CLT 284 Department of Counseling, 14000 Jericho Park Road, CLT 284, Bowie, MD 20715; or Dr. Jake Johnson, CLT 283 or Dr. Green, CLT 280, Department of Counseling, 14000 Jericho Park Road, Bowie, MD 20715**

Sample #1

PRACTICUM LOG OF HOURS

Name: _____

Site Location _____

Type of Activity	Date	Start Time	End Time	Total Time

AMERICAN COUNSELING ASSOCIATION

(For membership application)

<http://www.counseling.org>

ACA INSURANCE TRUST

<http://www.acait.com/>

NATIONAL BOARD FOR CERTIFIED COUNSELORS

<http://www.nbcc.org/>

MARYLAND STATE LICENSING REQUIREMENTS

Please check the website regularly for all updates and changes!

<http://www.dhmf.state.md.us/bopc/>

Student Name: _____

Site Location: _____

Log of Practicum/Internship Accumulated Hours

Dates	Contact Ind. Hours	Contact Group Hours	All Counseling Activity Descriptions	Site Superv. Signature	Univ. Superv.

Total Contact Hours					

**FORMATIVE (MIDTERM) PRACTICUM/INTERNSHIP EVALUATION: MENTAL HEALTH
COUNSELING PROGRAM**

TO BE COMPLETED BY THE FIELD SUPERVISOR

COLLEGE OF EDUCATION, FALL/SPRING 2014-2015

Candidate: _____ **Phone:** _____ **Email:** _____

Supervisor: _____ **Phone:** _____ **Email:** _____

Internship Site: _____ **Semester/Year** _____ **Semester /Year** _____

Instructions: Rate the candidate’s performance using the following scale. The items listed represented expectations as articulated in professional (CACREP) and institutional (BSU) standards. Ratings on each of the items should represent candidates’ knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth up to week 8 of the semester. The results should be discussed with candidates to ensure obtainment of competencies as expected of the profession.

1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

PROFESSIONAL CONDUCT AND IDENTITY

1. Professionalism

Presents self as a professional to others, including attire, punctuality and interaction with others. **1 2 3 4 N/A**

2. Ethical Practice

Adheres to American Counseling Association and Institutional policies, procedures, and ethics in all areas of professional functioning. **1 2 3 4 N/A**

3. Helping Relationships

Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed. **1 2 3 4 N/A**

4. Awareness, Growth, and Development

Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts. **1 2 3 4 N/A**

5. Theory and Practice

Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation.	1	2	3	4	N/A
--	---	---	---	---	-----

CACREP PROGRAM AREA STANDARDS

1. Foundations

B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in mental health counseling.	1	2	3	4	N/A
--	---	---	---	---	-----

B-2 Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.	1	2	3	4	N/A
--	---	---	---	---	-----

2. Counseling, Prevention, & Intervention

D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	1	2	3	4	N/A
--	---	---	---	---	-----

D-2 Applies multicultural competencies to mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	1	2	3	4	N/A
--	---	---	---	---	-----

D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	1	2	3	4	N/A
---	---	---	---	---	-----

D-4 Applies effective strategies to promote client understanding of and access to a variety of community resources.	1	2	3	4	N/A
---	---	---	---	---	-----

D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	1	2	3	4	N/A
--	---	---	---	---	-----

D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk.	1	2	3	4	N/A
---	---	---	---	---	-----

D-7 Applies current record-keeping standards related to mental health counseling.	1	2	3	4	N/A
---	---	---	---	---	-----

D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	1	2	3	4	N/A
---	---	---	---	---	-----

D-9 Demonstrates the ability to recognize his or her own limitations as a mental health counselor and to seek supervision or refer clients when appropriate.	1	2	3	4	N/A
--	---	---	---	---	-----

3. Diversity & Advocacy

F-1 Maintains information regarding community resources to make appropriate referrals.	1	2	3	4	N/A
--	---	---	---	---	-----

F-2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	1	2	3	4	N/A
--	---	---	---	---	-----

F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	1	2	3	4	N/A
---	---	---	---	---	-----

4. Assessment

H-1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	1	2	3	4	N/A
H-2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	1	2	3	4	N/A
H-3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	1	2	3	4	N/A
H-4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	1	2	3	4	N/A

5. Research and Evaluation

J-1	Applies relevant research findings to inform the practice of clinical mental health counseling.	1	2	3	4	N/A
J-2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	N/A
J-3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	1	2	3	4	N/A

6. Diagnosis

L-1	Demonstrates appropriate use of diagnostics tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	1	2	3	4	N/A
L-2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	1	2	3	4	N/A
L-3	Differentiates between diagnosis and developmentally appropriate reactions during Crises, disasters, and other trauma-causing events.	1	2	3	4	N/A

III. FEEDBACK AND RECOMMENDATIONS

1. Overall Assessment on Areas of Strength

2. Overall Assessment on Areas for Growth and Action Plan

3. Additional Comments

Supervisor Signature

Date

THANK YOU!

FORMATIVE PRACTICUM EVALUATION: MENTAL HEALTH COUNSELING PROGRAM
TO BE COMPLETED BY THE CANDIDATE

COLLEGE OF EDUCATION, FALL 2014

Candidate: _____ **Phone:** _____ **Email:** _____

Supervisor: _____ **Phone:** _____ **Email:** _____

Internship Site: _____ **Semester/Year** _____ **Semester /Year** _____

Instructions: Rate yourself, the candidate's - on performance using the following scale. The items listed represented expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure obtainment of competencies as expected of the profession.

1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

PROFESSIONAL CONDUCT AND IDENTITY

6. Professionalism

Presents self as a professional to others, including attire, punctuality and interaction with others. **1 2 3 4 N/A**

7. Ethical Practice

Adheres to American Counseling Association and Institutional policies, procedures, and ethics in all areas of professional functioning. **1 2 3 4 N/A**

8. Helping Relationships

Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed. **1 2 3 4 N/A**

9. Awareness, Growth, and Development

Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts. **1 2 3 4 N/A**

10. Theory and Practice

Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling **1 2 3 4 N/A**

principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation.

CACREP PROGRAM AREA STANDARDS

7. Foundations

B-1	Demonstrates the ability to apply and adhere to ethical and legal standards in mental health counseling.	1	2	3	4	N/A
B-2	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.	1	2	3	4	N/A

8. Counseling, Prevention, & Intervention

D-1	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	1	2	3	4	N/A
D-2	Applies multicultural competencies to mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	1	2	3	4	N/A
D-3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	1	2	3	4	N/A
D-4	Applies effective strategies to promote client understanding of and access to a variety of community resources.	1	2	3	4	N/A
D-5	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	1	2	3	4	N/A
D-6	Demonstrates the ability to use procedures for assessing and managing suicide risk.	1	2	3	4	N/A
D-7	Applies current record-keeping standards related to mental health counseling.	1	2	3	4	N/A
D-8	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	1	2	3	4	N/A
D-9	Demonstrates the ability to recognize his or her own limitations as a mental health counselor and to seek supervision or refer clients when appropriate.	1	2	3	4	N/A

9. Diversity & Advocacy

F-1	Maintains information regarding community resources to make appropriate referrals.	1	2	3	4	N/A
F-2	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	1	2	3	4	N/A
F-3	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	1	2	3	4	N/A

10. Assessment

H-1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	1	2	3	4	N/A
H-2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	1	2	3	4	N/A
H-3	Screens for addiction, aggression, and danger to self and/or others, as well as co- occurring mental disorders	1	2	3	4	N/A
H-4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	1	2	3	4	N/A

11. Research and Evaluation

J-1	Applies relevant research findings to inform the practice of clinical mental health counseling.	1	2	3	4	N/A
J-2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	N/A
J-3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	1	2	3	4	N/A

12. Diagnosis

L-1	Demonstrates appropriate use of diagnostics tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	1	2	3	4	N/A
L-2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	1	2	3	4	N/A
L-3	Differentiates between diagnosis and developmentally appropriate reactions during Crises, disasters, and other trauma-causing events.	1	2	3	4	N/A

VI. FEEDBACK AND RECOMMENDATIONS

4. Overall Assessment on Areas of Strength

5. Overall Assessment on Areas for Growth and Action Plan

6. Additional Comments

Candidate Signature

Date

THANK YOU!

**SUMMATIVE PRACTICUM/INTERNSHIP EVALUATION: MENTAL HEALTH COUNSELING
PROGRAM**

TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

COLLEGE OF EDUCATION, FALL/SPRING 2014-2015

Candidate: _____ **Phone:** _____ **Email:** _____

Supervisor: _____ **Phone:** _____ **Email:** _____

Internship Site: _____ **Semester/Year** _____ **Semester /Year** _____

Instructions: Rate yourself, the candidate's - on performance using the following scale. The items listed represented expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure obtainment of competencies as expected of the profession.

1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

I. PROFESSIONAL CONDUCT AND IDENTITY

11. Professionalism

Presents self as a professional to others, including attire, punctuality and interaction with others. **1 2 3 4 N/A**

12. Ethical Practice

Adheres to American Counseling Association and Institutional policies, procedures, and ethics in all areas of professional functioning. **1 2 3 4 N/A**

13. Helping Relationships

Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed. **1 2 3 4 N/A**

14. Awareness, Growth, and Development

Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts. **1 2 3 4 N/A**

15. Theory and Practice

Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client's worldviews, and coherent to counselor's theoretical orientation. 1 2 3 4 N/A

II. CACREP PROGRAM AREA STANDARDS

13. Foundations

B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in mental health counseling. 1 2 3 4 N/A

B-2 Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling. 1 2 3 4 N/A

14. Counseling, Prevention, & Intervention

D-1 Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. 1 2 3 4 N/A

D-2 Applies multicultural competencies to mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. 1 2 3 4 N/A

D-3 Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. 1 2 3 4 N/A

D-4 Applies effective strategies to promote client understanding of and access to a variety of community resources. 1 2 3 4 N/A

D-5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. 1 2 3 4 N/A

D-6 Demonstrates the ability to use procedures for assessing and managing suicide risk. 1 2 3 4 N/A

D-7 Applies current record-keeping standards related to mental health counseling. 1 2 3 4 N/A

D-8 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. 1 2 3 4 N/A

D-9 Demonstrates the ability to recognize his or her own limitations as a mental health counselor and to seek supervision or refer clients when appropriate. 1 2 3 4 N/A

15. Diversity & Advocacy

F-1 Maintains information regarding community resources to make appropriate referrals. 1 2 3 4 N/A

F-2 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. 1 2 3 4 N/A

F-3 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. 1 2 3 4 N/A

16. Assessment

H-1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	1	2	3	4	N/A
H-2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	1	2	3	4	N/A
H-3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	1	2	3	4	N/A
H-4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	1	2	3	4	N/A

17. Research and Evaluation

J-1	Applies relevant research findings to inform the practice of clinical mental health counseling.	1	2	3	4	N/A
J-2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	1	2	3	4	N/A
J-3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	1	2	3	4	N/A

18. Diagnosis

L-1	Demonstrates appropriate use of diagnostics tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	1	2	3	4	N/A
L-2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	1	2	3	4	N/A
L-3	Differentiates between diagnosis and developmentally appropriate reactions during Crises, disasters, and other trauma-causing events.	1	2	3	4	N/A

IX. FEEDBACK AND RECOMMENDATIONS

7. Overall Assessment on Areas of Strength

8. Overall Assessment on Areas for Growth and Action Plan

9. Additional Comments

Candidate Signature

Date

THANK YOU!

**Bowie State University
College of Education
Department of Counseling Student Directory Information
BSU Counseling Listserv**

Today's Date: _____

Semester/Year: _____

Name: _____

Address: _____

Phone Numbers: (H)

(C) _____

(W) _____

Email Address: _____

Program: SCH COUN CPSY MENTAL HEALTH COUN

SCH PSYC ECL ADL

Advisor: _____

**Must submit this information for the Listserv. Please return to CLT 278. Thank you.
This information will be used for the Department of Counseling ONLY.**

XVI. Appendix II

All graduate students are expected to complete ten (10) hours of community Professional Development Activity for each course they complete in their program.

BOWIE STATE UNIVERSITY
DEPARTMENT OF COUNSELING
COMMUNITY PROFESSIONAL DEVELOPMENT ACTIVITY FORM (PDA)

Your Name _____ Phone(s) _____

Activity and Date _____

Location _____

Number of Clock Hours _____

Person Responsible for Activity _____

Phone _____ Number of Clock Hours _____

Requirement for _____

Course Name and Number

Description of Activity:

Provide a written summary of the activity and its relevance to the course.

Would this activity be appropriate for other candidates? _____

Rate on this five-point scale how highly you would recommend this activity for other students (from 1- do not recommend to 5-highly recommend):

I I I I I

1 2 3 4 5

Signature of Course Instructor

Date

Signature of Person Responsible for Activity

Date