

M.S. in Counseling Program -  
Community Counseling Concentration

Student Orientation Manual

Counseling Committee:

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Welcome to the M.S. in Counseling - Community Counseling concentration! The Counseling Committee faculty is proud of the program concentration, our students, and our graduates in the field. We believe that the concentration provides a very strong training experience, and we hope that you are excited about the opportunity to learn with us and to establish yourself as a professional counselor.

The formal process of graduate training in counseling is intense, demanding, and often exhilarating. The requirements for helping people deal with psychological and social difficulties in growth and development demand dedication, sensitivity, tolerance, caring, maturity, and personal stability in addition to highly-developed skills and knowledge and a strong sense of professional commitment. In fact, the philosophy of the PSU Master's in Counseling program mission statement is based upon three major equally-important goals: skilled practice, professional commitment, and effective personal functioning.

The expectations for high levels of academic performance in order to gain the knowledge and skills necessary for skilled practice as a professional counselor meet the rigorous standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), by which the PSU Community Counseling concentration is nationally-accredited. Establishing a professional counseling identity is encouraged and nurtured throughout the program; this process culminates in a two or three-semester practicum and internship field experience working under supervision in a counseling agency. Effective personal functioning, critical to the ability of mental health workers in order to deal with the intimacy and intensity of people's psychological and interpersonal difficulties, is encouraged and nurtured through self-exploration activities in various courses, personal and interpersonal experience in small groups, and feedback and support from faculty, advisors, and other students. Many students choose to enter or continue counseling relationships as clients in order to work through personal issues that might limit their counseling effectiveness.

Most students who enter the program are highly-motivated to learn and grow in order to meet these high personal and professional standards. Even so, counselor training involves continuing career exploration, and some find that becoming a counselor is not consistent with their personal style, interests, and abilities. Other programs may provide more compatible options in these cases.

We invite you to join faculty, advisors, and other students in the exciting learning and personal growth process of becoming a professional counselor. Working together to help each other in these exploration and developmental activities will enhance all of us. Therefore, get to know people involved with the Community Counseling concentration, let them know you, and work together to build a collaborative learning community.

M.S. IN COUNSELING PROGRAM (Community)  
MISSION STATEMENT AND PHILOSOPHY  
Department of Psychology and Counseling  
Pittsburg State University

*Mission Statement*

The mission of the M.S. in Counseling Community emphasis program in the Department of Psychology and Counseling at Pittsburg State University is to prepare qualified graduate students to be effective counselors who will provide a variety of quality professional counseling services to those with whom they work and to prepare them for appropriate licensure, professional development and/or advanced graduate study. The primary focus of training is directed toward those who will begin their professional counseling careers in the four-state area of Kansas, Missouri, Oklahoma, and Arkansas, although graduates should also be well trained to seek licensure, work, and further graduate study in most states.

*Organizational Structure and Philosophical Foundations*

There are three degree concentrations in the master's degree counseling program, including the M.S. in Counseling (Elementary School Counseling), M.S. in Counseling (Secondary School), and M.S. in Counseling (Community Counseling). In fact, the school counseling certification at PSU requires fieldwork at both the elementary and secondary levels. Although each student chooses one of the degree concentrations and receives specialized training in preparation for work in a broad but specific type of setting (e.g., schools, community agencies, etc.), which is consistent with separate certification and/or licensure standards in most states, counseling itself is viewed to be a single discipline with a basic body of knowledge and standards for professional practice common across settings and specializations. Therefore, the counselor training program at Pittsburg State University includes a core of courses required of all counseling majors based upon the recommended core of the National Board for Certified Counselors (NBCC) and of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as well as a required subset of courses for each degree option to prepare counselors for the unique needs and demands of clients in different types of settings.

Counseling is viewed as a professional relationship in which trained counselors work with individuals, families, groups, institutions, and/or agencies to explore and develop understanding of the self, group, or organization; to restructure the self, group, family, or organization and plan for change; and to initiate action that will assist in the personal, social, emotional, educational, mental, and/or career development and adjustment of the individual or group. The three-dimensional model of Morrill, Oetting, and Hurst (1974) in the *Personnel and Guidance Journal*, which describes counselor functioning in terms of four possible target levels, three levels of purpose, and three levels of method of intervention, continues to be a useful description of the counseling process as perceived in the training program. Thus a counselor may engage in more remedial psychological restructuring with individual clients through direct services in one setting while another may emphasize development and prevention with associational groups and the institution through a combination of direct services, consultations, and media/indirect services in another setting. In addition, all counselors may to some extent deal with all of the target, purpose, and intervention levels in any setting. Therefore, some training and minimal competency at all levels of all dimensions is a requirement for counselor effectiveness.

Other basic assumptions upon which the counselor training program rests include a strong emphasis on the valuing and respect for individuals, groups, and agencies with whom counselors work and an emphasis on

the critical importance of a strong counselor-client relationship as a foundation for successful counseling. A corollary of these assumptions is the holistic perspective that humans, groups, and institutions can best be understood as organized systems with purpose and meaning. Another set of assumptions is that human problems that bring people to counseling are most often best understood in a developmental context and that humans generally strive toward growth and wellness. Therefore, most distress bringing people to counseling can best be understood as resulting from difficulty in mastering developmental tasks and transitions and interruption of the developmental process rather than as symptoms of disease from a medical model perspective, although biological and social influences interact with and influence psychological development and, where appropriate, sometimes become central in the treatment process. Students are also exposed to a variety of theories of human behavior, of individual, group, and family counseling and psychotherapy in various modes, and of interventions for working with different clients in different settings. Understanding the multicultural diversity of modern American and world society and when and how to adapt traditional counseling methods and adopt alternative culturally-relevant theory and techniques is considered crucial to effective counseling practice. A systematic, integrative eclectic approach reflects the major thrust of the training program, and students are encouraged to adopt, adapt, build, and internalize a personal theory and style of counseling that best fits them and their clients in their work settings.

The philosophy of the counseling program also includes an emphasis upon both didactic and experiential modes of learning, as well as focusing upon the importance of the necessity for the counselor to develop high levels of self-awareness and effective and congruent intrapersonal and interpersonal levels of functioning. Counseling, as well as counselor training, requires work on affective, experiential issues and functioning as well as mastery of theoretical material and technical competence. It also assumes an openness to, respect for, and valuing of individual and cultural diversity.

Finally, counseling is presented as a professional endeavor. Students are expected to understand current professional issues in the field; to understand and work within the guidelines of the codes of professional ethical standards relevant to their settings and practices; to operate within the scope of practice of their training, experience, and credentials; and to begin to demonstrate involvement in professional organizations.

Objectives of the M.S. in Counseling -  
Community Counseling Concentration 6/04

*Mission Statement*

The mission of the M.S. in Counseling Community emphasis program in the Department of Psychology and Counseling at Pittsburg State University is to prepare qualified graduate students to be effective counselors who will provide a variety of quality professional counseling services to those with whom they work and to prepare them for appropriate licensure, professional development and/or advanced graduate study. The primary focus of training is directed toward those who will begin their professional counseling careers in the four-state area of Kansas, Missouri, Oklahoma, and Arkansas, although graduates should also be well trained to seek licensure, work, and further graduate study in most states.

*Program Objectives*

The counselor as a person possesses a philosophy of human nature that reflects and supports a valuing and respect for human beings, a commitment to enhance the quality of human life, and a commitment to self-wellness. The counselor as a professional is committed to maintaining his or her professional skills, to promoting ethical practice, and to supporting counseling as a profession. The counselor as a skilled practitioner has acquired and uses knowledge of human growth and development, a personalized model to explain and drive counseling change, and helping and intervention skills necessary for working effectively with individuals, groups, and organizations.

I. Effective Personal Functioning

**GOAL:** To facilitate the development of a philosophy of human nature that reflects and supports a valuing and respect for human beings, a commitment to enhance the quality of life and a commitment to self-wellness.

**OBJECTIVES:** Upon completion of the CC program, students will have received instruction to enhance their personal functioning as counselors as evidenced by successful completion (at least a grade of B) of the following courses: PSYCH 745 Introduction to Counseling and Psychotherapy, PSYCH 816 Group Dynamics, PSYCH 818 Theories of Counseling and Psychotherapy, PSYCH 821 Family Counseling, PSYCH 748 Career Development, PSYCH 759 Advanced Developmental Psychology, PSYCH 844 Family Therapy and Special Populations, PSYCH 811 Psychopathology and Diagnosis of Mental Disorders, and PSYCH 809 Personality Assessment.

1. Student counselors will demonstrate an awareness of their own value systems by participating in class discussion, debates, and completing written assignments in PSYCH 745 Introduction to Counseling and Psychotherapy and PSYCH 844 Family Therapy and Special Populations.
2. Student counselors will demonstrate an awareness of social and cultural issues affecting the quality of human life, will develop an understanding of and a respect for individuals and their varied social and cultural backgrounds, and will begin to develop a sensitivity to the implications of these social-cultural variables as they apply to cross-cultural counseling by completing a minimum of three hours of specialized coursework, PSYCH 844 Family Therapy and Special Populations, in working with minority clients and other diverse populations relevant to their eventual professional work setting.
3. Student counselors will participate in personal growth experiences leading to greater self-awareness and

interpersonal functioning by successfully completing PSYCH 745 Introduction to Counseling and Psychotherapy, PSYCH 816 Group Dynamics, and PSYCH 844 Family Therapy and Special Populations, which includes classroom personal awareness and interpersonal and group exploration activities as well as recommended out-of-class personal growth and counseling experiences.

4. Student counselors will demonstrate knowledge of their philosophical assumptions about human nature which reflect and support a valuing and respect for human beings and a commitment to enhance the quality of human life by studying the philosophical assumptions of prominent theories of counseling and psychotherapy and then describing their personal philosophical position in a major paper in PSYCH 818 Theories of Counseling and Psychotherapy.
5. Student counselors will demonstrate knowledge of the various ways that families organize themselves, of a mutual influencing model for understanding families and other human systems on their interpersonal functioning by studying a systems model and specific family counseling theories, and through written assignments and examination including a personal family genogram in PSYCH 817 Theories and Techniques of Family Counseling and Therapy and PSYCH 844 Family Therapy and Special Populations.
6. Student counselors will demonstrate an understanding of the human developmental process and individual variations throughout the life-span through written assignments and examinations in PSYCH 759 Advanced Developmental Psychology.
7. Student counselors will demonstrate awareness of their own personality characteristics and of the advantages and limitations of standardized psychological assessment by studying and taking commonly used personality inventories in PSYCH 811 Psychopathology and Diagnosis of Mental Disorders and PSYCH 809 Personality Assessment.
8. Student counselors will demonstrate an awareness of their own career development interests and patterns by completing a career interest test battery and through written exercises in PSYCH 748 Career Development.

## II. Professional Commitment

**GOAL:** To facilitate the development of a professional commitment to maintaining professional skills, to promoting ethical practice, and to supporting counseling as a profession.

**OBJECTIVES:** Upon completion of the CC program student counselors will have received instruction leading to professional commitment as evidenced by successful completion (at least a grade of B) of the following courses: PSYCH 745 Introduction to Counseling and Psychotherapy, PSYCH 844 Family Therapy and Special Populations, PSYCH 816 Group Dynamics, PSYCH 854 Group Counseling, PSYCH 827 Community Counseling Practice and Consultation, PSYCH 817 Theories and Techniques of Family Counseling and Therapy, PSYCH 722 Fundamentals of Test and Measurement, PSYCH 891 Methods of Research in Psychology and Counseling or SSAS 891 Methods of Research, PSYCH 819 Techniques of Counseling and Psychotherapy, PSYCH 822 Practicum in Counseling (Community Counseling), and PSYCH 895 Internship in Counseling (Community Counseling).

1. Student counselors will demonstrate an understanding of the ACA Ethical Standards and of ACA and its divisions as they apply to all humans by reading; by participating in classroom discussions,

debates, and activities; and by completing written assignments and examinations in PSYCH 745 Introduction to Counseling and Psychotherapy and PSYCH 844 Family Therapy and Special Populations.

2. Student counselors will demonstrate an awareness and understanding of the unique ethical considerations when working with multiple client situations as described in the ASGW and AAMFT ethical standards by reading, class discussion and written examination in PSYCH 816 Group Dynamics, PSYCH 854 Group Counseling, PSYCH 821 Family Counseling, PSYCH 817 Theories and Techniques of Family Counseling and Therapy, and PSYCH 844 Family Therapy and Special Populations, and by demonstrating leadership behavior consistent with the ASGW ethical standards in PSYCH 854 Group Counseling and in PSYCH 822 Practicum in Counseling (Community Counseling) and PSYCH 895 Internship in Counseling (Community Counseling).
3. Student counselors will demonstrate an awareness and understanding of special ethical considerations involved in consultation by reading, class discussion, and written exercises in PSYCH 817 Community Counseling Practice and Consultation.
4. Student counselors will demonstrate an awareness and understanding of ethical considerations involved in the formal and informal assessment and investigation of individuals and groups by reading, lecture/discussion, and written exercises in PSYCH 722 Fundamentals of Tests and Measurement, PSYCH 811 Psychopathology and Diagnosis of Mental Disorders, PSYCH 809 Personality Assessment, and PSYCH 891 Methods of Research in Psychology and Counseling or SSAS 891 Methods of Research.
5. Student counselors will demonstrate an awareness and understanding of professional and ethical considerations in counseling with humans by reading, class discussion, written examination, and counseling role-play performance in a laboratory setting in PSYCH 819 Techniques of Counseling and Psychotherapy and in supervised counseling practice with clients in PSYCH 822 Practicum in Counseling (Community Counseling) and PSYCH 895 Internship in Counseling (Community Counseling).

### III. Skilled Practice

**GOAL:** To facilitate the use of knowledge of human growth and development, of a personalized model to explain and drive counseling change, and the development and application of intervention skills necessary for working effectively with individuals, groups, and organizations.

**OBJECTIVES:** Upon completion of the CC program student counselors will have received instruction leading to skilled professional practice as evidenced by successful completion (at least a grade of B) of the following courses: PSYCH 722 Fundamentals of Tests and Measurement, PSYCH 816 Group Dynamics, PSYCH 818 Theories of Counseling and Psychotherapy, PSYCH 819 Techniques of Counseling and Psychotherapy, PSYCH 844 Family Therapy and Special Populations, PSYCH 820 Administration and Consultation in Counseling and Mental Health Services, PSYCH 854 Group Counseling, PSYCH 759 Advanced Developmental Psychology, PSYCH 821 Family Counseling, PSYCH 842 Techniques of Family Therapy, PSYCH 748 Career Development, PSYCH 811 Psychopathology and Diagnosis of Mental Disorders, PSYCH 809 Personality Assessment, PSYCH 822 Practicum in Counseling (Community Counseling), and PSYCH 895 Internship in Counseling

(Community Counseling).

1. Student counselors will demonstrate an understanding of patterns of human developmental processes through the life span, variations of these patterns, disruptions of and transitional difficulties with and interruptions of these patterns, and how developmental processes apply to human growth and psychological well-being by reading, lecture/discussion, written activities and examinations in PSYCH 748 Career Development, PSYCH 739 Advanced Developmental Psychology, PSYCH 821 Family Counseling, PSYCH 818 Theories of Counseling and Psychotherapy, PSYCH 811 Psychopathology and Diagnosis of Mental Disorders, and PSYCH 844 Family Therapy and Special Populations.
2. Student counselors will demonstrate an understanding of major theories describing mechanisms of change in counseling and will demonstrate the ability to articulate an initial personal theoretical model to explain and drive counseling change by reading, lectures/discussions, written papers and examinations in PSYCH 818 Theories of Counseling and Psychotherapy.
3. Student counselors will demonstrate an understanding of major theories and systemic mechanisms of group, family, and organization change in counseling by reading, lectures, discussions, written papers and examinations in PSYCH 816 Group Dynamics, PSYCH 854 Group Counseling, PSYCH 827 Community Counseling Practice and Consultation, and PSYCH 817 Theories and Techniques of Family Counseling and Therapy.
4. The student counselors will demonstrate an understanding of methods for group and individual assessment and their application to counseling by reading, class discussion, written activities, test administration, scoring and interpretation, case conceptualization, treatment planning and/or diagnosis, and examinations in PSYCH 722 Fundamentals of Tests and Measurement, PSYCH 811 Psychopathology and Diagnosis of Mental Disorders, and PSYCH 809 Personality Assessment.
5. Student counselors will demonstrate the ability to apply effective personal functioning, professional commitment, ethical standards, and knowledge base and skills to facilitate human growth and development through counseling in a variety of contexts by reading, lecture/discussion, taped and supervised role-play, and actual client interviews in laboratory and agency settings in the field consistent with the students' professional interests, record-keeping appropriate to the clientele and setting, client staffings, and through individual, group, and peer supervision of these counseling activities in PSYCH 819 Techniques of Counseling and Psychotherapy, PSYCH 817 Theories and Techniques of Family Counseling and Therapy, PSYCH 854 Group Counseling, PSYCH 822 Practicum in Counseling (Community Counseling), and PSYCH 895 Internship in Counseling (Community Counseling).
6. Student counselors will demonstrate the ability to conduct individual, group, family, and cross-cultural counseling and to perform duties appropriate for entry-level professional counselors by completing a 750 clock hour counseling practicum/internship in a community agency field setting with faculty and field supervisor evaluation and supervision of live and taped counseling activities in PSYCH 822 Practicum in Counseling (Community Counseling) and PSYCH 895 Internship in Counseling (Community Counseling).
7. Student counselors will, upon completion of the program, demonstrate through supervisor evaluation

of job performance in their counseling employment settings the ability to perform as effective professional counselors.

## General Information Related to the M.S. in Counseling - Community Counseling Concentration

One of the most important and helpful resources in your graduate study will be your faculty academic advisor. It is crucial that you communicate and work regularly with your advisor to ensure smooth progress toward the degree and toward your goal of becoming a professional counselor. Initial contact with your advisor, who is identified in your letter of acceptance to the program concentration from the department, should be made the semester before your first enrollment as a community counseling concentration graduate major. Most often, Dr. Don Ward, Counseling Committee Chair and Community Counseling Program Coordinator, is assigned as the advisor for all community counseling students. Your advisor, as well as other faculty and students, will be a source of support, assistance, and feedback to you throughout your graduate study. You will benefit most if you assume responsibility for completing tasks in a timely manner, share plans, goals, difficulties, etc., as they arise, and give very careful consideration to information and feedback about your academic, personal, interpersonal, and professional progress toward becoming a skilled professional counselor.

### *Major Steps to Remember*

1. Contact your academic advisor soon after admission to make arrangements to plan your initial enrollment and your overall program. It is important to pre-enroll for classes during the previous semester to assure your enrollment and to assist us with planning. If you have previously discussed the courses you plan to take with your advisor, you may enroll using the GUS link at the PSU web site (<http://www.pittstate.edu/>). You will need your PSU I.D. number, your GUS pin number (available from the Office of Information Systems on the first floor of the Kelce Center, the first building west of Hughes Hall), and your advisement number for that semester from your advisor.
2. You should work with your advisor to develop an overall plan of study as early as possible. This should include the removal of any conditions upon your admission at the beginning of study.
3. Be sure to plan to schedule an appointment early in the academic semester (excluding summer) prior to your practicum (PSYCH 822) in order to learn how to prepare your degree candidacy papers (a Graduate School requirement) and the department practicum/internship application form. You will also need to contact the practicum or internship instructor after this meeting with your advisor to begin to plan for and seek an agency to serve as your fieldwork site. Dr. Conni Sharp, the Clinical Coordinator for the M.S. in Counseling (Community) concentration, will schedule a meeting with all practicum students in both the fall and spring semesters to help you plan and seek practicum and internship agency sites in the field. This is an extremely important process, since the fieldwork experience is the culmination of your training and has a major influence on your learning and development as a professional counselor. The candidacy form should be typed and returned to your advisor within approximately two weeks of your appointment with the advisor. The specific date by which the completed practicum/internship form should be returned to your advisor is announced and posted each semester. In general, the deadline is the middle of March for summer and fall semester fieldwork starts and the middle of October for a spring semester beginning of the sequence. It is helpful if you do not wait until the final day to turn in the form, since planning and resource availability begins before the deadline. If resources are limited, earlier submission of the application may also ensure that you will gain enrollment in the semester you desire.

4. During your last semester of enrollment for the degree, you will need to:
  - a. Complete the petition for degree form and pay commencement fees at the graduate office. Do this early in the last semester.
  - b. Check to be sure you are on the comprehensive examination lists in the Department of Psychology and Counseling Office. You may request copies of sample questions and study guides (available for some areas) from the department secretaries. An announcement will be posted one to two months before the comprehensive exam date identifying the areas to be covered and the faculty members responsible for writing and evaluating each question.
  - c. Comprehensive exams for the community counseling concentration majors have consistently covered core areas and required students to answer all four essay questions, although other formats may occasionally be used. The Counseling Committee views the exams as a stimulus for you to review, assimilate, synthesize, and integrate learning from a more sophisticated end-of-program perspective. The exam itself is designed to test and ensure basic proficiency. It is not considered to be a way to remove people from the program at the end of training, unless extreme deficiencies persist upon remedial work and retesting.
  - d. You are also eligible, if you choose, to take the National Counseling Exam (NCE), required by most states for counselor licensure, during your last semester of enrollment in the community counseling degree program, since the program is CACREP-accredited. The exam is offered in the fall and spring semesters at the PSU Testing Center. The deadline for the application and payment of fees is months earlier to the National Board for Certified Counselors (NBCC) in Greensboro, North Carolina. Application information is available from the PSU Testing Center in the department office complex. If you are a summer graduate, you are eligible to take the NCE the spring before you graduate.
5. We care a great deal about our students and graduates, and we wish to keep track of your current and future successes (yes, and your difficulties, if you encounter them). Please keep us informed of changing addresses and jobs through the years. In addition, please respond to follow-up surveys we send. This helps us to keep the program as current as possible and to comply with CACREP accreditation guidelines. Give us your news, and let us know if we can help.

### *Academic Appeal Policy*

To remain in good academic standing and to receive a graduate degree, a minimum of a 3.0 grade point average on the PSU 4.0 system must be maintained, and no more than two C grades may be applied toward the degree. Grades below B in practicum pre-requisite core courses (722, 745, 816, 818, 819 for the Community Counseling concentration) are not sufficient for practicum eligibility. The university catalog and the student handbook both describe the following policy for grade appeals:

Final course grades are to be awarded upon criteria knowledgeable to the student prior to the assignment of the grade. If the student believes that an error has been made in the assignments or recording of a grade, the student should confer with the instructor. If such a conference does not resolve the problem, the student should use the relevant departmental grievance procedure.

If closure is not achieved the recommended process for resolving academic conflicts in the student handbook is to move from consultation with the instructor, to consultation with the department chair, to consultation with the school dean, to consultation with the Vice-President for Academic Affairs. Students may

also appeal an action taken by the graduate dean or a graduate school decision, which may be reviewed by an independent committee of graduate faculty and graduate students.

*Departmental Student Retention Policy (see PSU Catalog)*

The Department of Psychology and Counseling believes that students and faculty share an ethical responsibility to assure that individuals preparing for careers in mental health services possess both the academic qualifications and level of personal adjustment necessary to function effectively as professional mental health service providers.

All students in the department are expected to maintain satisfactory ethical standards and adequate self-understanding. Student performance is monitored by the department by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. If satisfactory progress is not being made, the department will inform the student and suggest possible steps toward remediation (and specify criteria to regain good standing in the program) or offer assistance to the student in finding a field of study that is more suited to the student's interests and/or abilities. Unethical behavior is considered grounds for immediate dismissal from graduate programs in the department.

Students must maintain a GPA of 3.0 or higher throughout the program. In applying for degree candidacy, the student shall have no grade lower than "B" in the core courses. Deficiencies in grades, professional behavior, or adjustment may lead to dismissal from the program. Students earning more than 2 "C's" in any graduate coursework will be dismissed from the program.

*Additional Steps in the Retention Process for all Counseling Program Majors*

In order to insure that all students demonstrate openness to self-examination and professional self-development as well as the ability to develop and maintain good interpersonal relationships in individual and group contexts that characterize the level of personal functioning necessary for effective professional counseling, faculty members will systematically monitor these factors throughout each student's program. In addition to frequent feedback from faculty and students concerning academic performance, self-understanding, and interpersonal effectiveness, faculty members conduct the following regular assessments:

1. Combined application information including letters of recommendation, personal statements, interviews, and other data will be used to select students for admission who are likely to demonstrate effective personal functioning as well as to develop high levels of professional commitment and skilled practice.
2. Each semester, the Counseling Committee will review the progress of each community counseling major in the three areas of effective personal functioning, professional commitment, and skilled practice. If inadequate performance is found in any area, the students will be informed by their faculty advisors of the specific areas and of recommended remediation steps to be completed to regain good standing.
3. During the semester before practicum enrollment, the same three areas will be assessed by the faculty advisor and the faculty practicum review committee. By this point in addition to maintaining at least a "B" grade average in all graduate course work and "A" or "B" grades in all practicum/internship prerequisite courses for the relevant program concentration, students must demonstrate sufficient self-understanding and ability to establish effective personal relationships necessary to engage in supervised counseling practice. If there are limitations in these areas, the practicum application will not be approved for the next semester, and the student will be informed by letter of the steps required for remediation before reapplication in a subsequent semester. The student is also directed to work closely with their faculty advisor in the remediation plan.
4. In addition to using academic performance and behavioral evaluation to assess the student's professional development and skilled practice, self development and the ability to establish good interpersonal relationships in both individual and group contexts are monitored and evaluated during each fieldwork

semester. If the students' performance in these areas is judged to be insufficient by the faculty instructor in consultation with the site supervisor, the student will not be allowed to enroll in fieldwork until remediation is completed and personal and interpersonal effectiveness demonstrated. If, at any of these points, the Counseling Committee judges that the students' personal, interpersonal, ethical, professional, and/or academic performance, despite remediation, is not sufficient to continue in the program, the student will be informed of the decision and offered the opportunity to discuss alternative academic and/or career plans with their advisor. Students may grieve such decisions beginning with a written statement for the Counseling Committee to reconsider, and then following the regular grievance procedure steps described in the PSU Catalogue.

Consistent with the philosophy of the Pittsburg State University M.S. in Counseling program, a recommendation for student discontinuance in the Community Counseling Concentration is not perceived by faculty as reflecting personal inadequacy. Rather, we view such situations as generally resulting from a mismatch of student interests and abilities with program philosophy and goals.

### *Departmental Student Grievance Procedure*

Students in the Department of Psychology and Counseling are eligible to grieve any matter including the administration and interpretation of departmental rules, procedures, and guidelines as they affect the individual case.

The grievance procedure is initiated by the student who contacts the instructor and/or advisor involved. If things are not settled satisfactorily at that level, then the student is to initiate contact with the department chairperson. If the matter is still unresolved, the student may appeal for a hearing by a departmental hearing committee composed of faculty of the Department and chaired by the Chairperson.

Grievances not settled within the department may be appealed to the Dean of the School of Education and from there through regular channels established by Pittsburg State University.

### *Departmental Endorsement Policy for Counselor Certification, Registration, or Licensure*

Endorsement of M.S. Counseling degree graduates' applications for state or national certification, registration, or licensure will generally be given with the satisfactory completion of an appropriate program and specific program components. The applicant must also meet the standards of the certification board or agency. In general, the specific degree concentration must have been completed satisfactorily in the area for which certification is sought, comprehensive examinations must have been passed satisfactorily, the practicum/internship field experience passed with at least B or higher grades, and the field supervisor's recommendation must have been positive for endorsement. It is also expected that graduates would have demonstrated satisfactory ethical behavior and adequate self-understanding necessary for effective work with people as stated in the Departmental Student Retention Policy. The Counseling Committee, academic advisor, practicum/internship course instructors, and department chair may all participate in the endorsement decision. An applicant has the right to appeal endorsement decisions.

### *Professional Organizations*

You are strongly encouraged to join the American Counseling Association (ACA), an international professional counseling organization of approximately 50,000 members, and any of its specialty divisions and/or affiliates that are consistent with your interests (e.g., Association for Mental Health Counseling, Association for Specialists in Group Work, International Association of Marriage and Family Counselors, etc.). Greatly-reduced fees for student membership are available in order to encourage you to begin to demonstrate professional behavior through participation in the professional organizations. Membership benefits include

newsletter and journal subscriptions and group liability insurance policy availability, which is highly recommended for the practicum/internship field experience. The reduced cost student liability insurance coverage is especially important, since you are required to have professional liability insurance during the practicum and internship.

State and local counseling organization membership and participation is also encouraged. Regular journal reading as well as attendance at and participation in national, state, and local meetings or conventions of the professional organizations is a crucial aspect of professional behavior and can greatly enhance your development as a student of counseling. Information forms are available in the department for membership application and other services.

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PITTSBURG STATE UNIVERSITY  
 Department of Psychology and Counseling  
**PROGRAM GUIDE (Fall Semester Start - Full Time Enrollment)**  
**M.S. in Counseling (Community) - CACREP Accredited**

<u>First Year (Fall)</u>	<u>Sem. Hrs.</u>
PSYCH 745 Intro to Counseling and Psychotherapy	3
PSYCH 722 Fundamentals of Tests and Measurements	3
PSYCH 811 Psychopathology and Diagnosis	3
PSYCH 816 Group Dynamics	<u>3</u>
	12
<u>First Year (Spring)</u>	
PSYCH 818 Theories of Counseling and Psychotherapy	3
PSYCH 817 Theories and Techniques of Family Counseling and Therapy	3
PSYCH 819 Techniques of Counseling and Psychotherapy	3
PSYCH 891 Methods of Research	<u>3</u>
*Candidacy papers must be completed and submitted by March 1	12
*Practicum/Internship application due by early March for Fall/Spring/Summer of Year #2	
<u>First Year (Summer)</u>	
PSYCH 759 Advanced Developmental Psychology	3
Electives such as PSYCH 740/840	<u>3</u>
	6
<u>Second Year (Fall)</u>	
PSYCH 809 Personality Assessment	3
PSYCH 844 Family Therapy and Special Populations	3
PSYCH 822 Practicum in Counseling (Community Counseling)	3
PSYCH 827 Community Counseling Consultation and Practice	<u>2</u>
	11
<u>Second Year (Spring)</u>	
PSYCH 748 Career Development	3
PSYCH 854 Group Counseling	3
PSYCH 895 Internship: (Community Counseling)	<u>6</u>
	12
<u>Second Year (Summer)</u>	
PSYCH 895 Internship: (Community Counseling)	<u>6</u>
*Students must take Comprehensive Exams during their last semester of enrollment	6*
<b>TOTAL SEMESTER HOURS</b>	<b>59</b>

Some students may take additional coursework beyond 59 hours, especially in the areas of intensive special topics short courses, Orientation to College Teaching, , additional assessment courses, and/or additional coursework in Family Counseling. The first level of counselor licensure in Kansas, the Licensed Professional Counselor (LPC), requires the degree, a passing score on the National Counseling Exam (NCE), post-degree supervised experience, and a total of at least 60 graduate hours. The second level of counselor licensure in Kansas, the Licensed Clinical Professional Counselor (LCPC) requires all of the elements for the LPC, post-degree supervised experience in the field, and a passing score on the National Clinical Mental Health Counseling Exam (NCMHCE). For more details, you should contact the licensing board in the state in which you plan to seek licensure (<http://www.ksbsrb.org/> in Kansas and <http://www.ecodev.state.mo.us/pr/> in Missouri).

Revised 1/07

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**(over)**

PITTSBURG STATE UNIVERSITY  
 Department of Psychology and Counseling  
**PROGRAM GUIDE (Spring Semester Start - Full Time Enrollment)**  
**M.S. in Counseling (Community) - CACREP Accredited**

<u>First Year (Spring)</u>	<u>Sem. Hrs.</u>
PSYCH 722 Fundamentals of Tests and Measurements	3
PSYCH 745 Intro to Counseling and Psychotherapy	3
PSYCH 891 Methods of Research	3
PSYCH 817 Theories and Techniques of Family Counseling and Therapy	<u>3</u>
	12
<u>First Year (Summer)</u>	
PSYCH 816 Group Dynamics	3
PSYCH 759 Advanced Developmental Psychology	<u>3</u>
	6
<u>First Year (Fall)</u>	
PSYCH 811 Psychopathology and Diagnosis	3
PSYCH 818 Theories of Counseling and Psychotherapy	3
PSYCH 819 Techniques of Counseling and Psychotherapy	<u>3</u>
*Candidacy papers must be completed and submitted by October 1	9
*Practicum/Internship application due by early October for Spring/Summer/Fall of Year #2	
<u>Second Year (Spring)</u>	
PSYCH 748 Career Development	3
PSYCH 822 Practicum in Counseling (Community Counseling)	3
PSYCH 854 Group Counseling	<u>3</u>
	9
<u>Second Year (Summer)</u>	
Elective; e.g., PSYCH 740/840 or 831	3
PSYCH 895 Internship: (Community Counseling)	<u>6</u>
	9
<u>Second Year (Fall)</u>	
PSYCH 809 Personality Assessment	3
PSYCH 844 Family Therapy and Special Populations	3
PSYCH 827 Community Counseling Consultation and Practice	2
PSYCH 895 Internship: (Community Counseling)	<u>6</u>
	14*
*Students must take Comprehensive Exams during their last semester of enrollment	
<b>TOTAL SEMESTER HOURS</b>	<b>59</b>

We strongly recommend that you take only PSYCH 809, 844, and 895 (6 hours) during the second fall semester and finish during a third spring semester with PSYCH 854 and comprehensive exams. Some students may take additional coursework beyond 59 hours, especially in the areas of intensive special topics short courses, Orientation to College Teaching, additional assessment courses, and/or additional coursework in Family Counseling. The first level of counselor licensure in Kansas, the Licensed Professional Counselor (LPC), requires the degree, a passing score on the National Counseling Exam (NCE), post-degree supervised experience, and a total of at least 60 graduate hours. The second level of counselor licensure in Kansas, the Licensed Clinical Professional Counselor (LCPC) requires all of the elements for the LPC, post-degree supervised experience in the field, and a passing score on the National Clinical Mental Health Counseling Exam (NCMHCE). For more details, you should contact the licensing board in the state in which you plan to seek licensure (<http://www.ksbsrb.org/> in Kansas and <http://www.ecodev.state.mo.us/pr/> in Missouri).

## Specific CACREP Standards For Community Counseling Programs

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

### A. FOUNDATIONS OF COMMUNITY COUNSELING

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service\mental health movement;
2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;
4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and
5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

### B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;
2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and
4. general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

### C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;
2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementations of support groups, peer facilitation training, parent education, career\occupational information and counseling, and encouragement of self-help;
3. effective strategies for promoting client understanding of and access of community resources;
4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;
5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;
6. effective strategies for client advocacy in public policy and other matters of equity and accessibility; and

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

#### D. CLINICAL INSTRUCTION

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

## WF03-SU06 Supervisor Follow-Up Feedback on Graduate

Directions: Please respond to the items below to indicate your best judgment of the initial professional counseling employment status of \_\_\_\_\_.

- A. Do you believe this person to be prepared for entry-level employment as a counselor in each of these areas?
- YES (4)/NO (0) 1. In the area of personal functioning, this person possesses a personal philosophy, adequate knowledge and operating skills to cope with life situations both on and off the job in ways that enhance the effectiveness as a counselor?
- YES (4)/NO (0) 2. This person is committed to maintaining his or her professional skills, promoting ethical practice and supporting counseling as a profession.
- YES (4)/NO (0) 3. This person is practitioner who possesses and uses knowledge of human growth and development; a personalized model to explain and drive change through counseling; and helping, assessment, and intervention skills necessary for working effectively with individuals, groups, and organizations.
- B. Do you believe this person to be prepared for entry-level employment as a counselor in each of these areas?
- YES (4)/NO (0) 4. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all development levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.
- YES (4)/NO (0) 5. Social and cultural foundations: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.
- YES (4)/NO (0) 6. The helping relationship: Includes (a) philosophic bases of helping relationships; (b) counseling theory; (c) consultation theory, supervised practice, and application; and (d) an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.
- YES (3)/NO (1) 7. Groups: Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.
- YES (4)/NO (0) 8. Life Style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.
- YES (4)/NO (0) 9. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered.

Please complete reverse side

YES (4)/NO (0) 10. Research and evaluation: Includes goals and objectives of professional design and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

YES (4)/NO (0) 11. Professional orientation: Includes goals and objectives of professional organizations code of ethics, legal consideration, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists.

YES (4)/NO (0) 12. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.

YES (3)/NO (1) 13. Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as sociology and psychology at work.

YES (2)/NO (2) 14. Are there areas where you believe more preparation would have been helpful for the employee before he/she began to practice as a counselor?

**Not so much preparation as organization. Craig can find himself behind on his chart work which generates a great deal of stress.**

15. List up to three strengths the employee displayed that you believe were most helpful.

**Empathy**

**Understanding of the individual's personal experience**

**Flexibility to modify techniques to fit the individual he is working with**

**Leadership**

**Poise**

**Ability to receive criticism**

**Craig's knowledge of various counseling theories have had a profound impact on his overall interaction with clientele**

**He's very attentive to his clients and is able to use a variety of counseling techniques to help them address their concerns.**

**Craig's group techniques are very effective and clients seem to enjoy attending his sessions**

16. List up to three areas in which further training and/or experience would strengthen the employee's ability to deliver quality counseling services.

N/A

**Education relating to hospital management**

**Honing supervisory skills**

**Regulatory compliance**

**Focus on the importance of charting client information (i.e. timeliness, legibility, importance of documenting session content, etc).**

**Crisis/suicide intervention**

**Trauma training**

17. Comments?

**Tammy is a valued asset to our facility. We are pleased to be benefiting from the skills she has brought to Heartland.**

WF03-SU06 Community Counseling  
Follow-up Feedback from Graduate Self-Evaluation

A.

Do you believe you are prepared for entry-level employment as a counselor in each of these areas?

- YES (7)/NO (0) 1. In the area of personal functioning, this person possesses a personal philosophy, adequate knowledge and operating skills to cope with life situations both on and off the job in ways that enhance the effectiveness as a counselor?
- YES (7)/NO (0) 2. This person is committed to maintaining his or her professional skills, promoting ethical practice and supporting counseling as a profession.
- YES (7)/NO (0) 3. This person is practitioner who possesses and uses knowledge of human growth and development; a personalized model to explain and drive change through counseling; and helping, assessment, and intervention skills necessary for working effectively with individuals, groups, and organizations.
- B. Do you believe you are prepared for entry-level employment as a counselor in each of these areas?
- YES (7)/NO (0) 4. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all development levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.
- YES (7)/NO (0) 5. Social and cultural foundations: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.
- YES (7)/NO (0) 6. The helping relationship: Includes (a) philosophic bases of helping relationships; (b) counseling theory; (c) consultation theory, supervised practice, and application; and (d) an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.
- YES (7)/NO (0) 7. Groups: Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.
- YES (7)/NO (0) 8. Life Style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.
- YES (7)/NO (0) 9. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered.
- YES (7)/NO (0) 10. Research and evaluation: Includes goals and objectives of professional design and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

Please complete reverse side

- YES (7)/NO (0) 11. Professional orientation: Includes goals and objectives of professional organizations code of ethics, legal consideration, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists.
- YES (6)/NO (1) 12. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.
- YES (6)/NO (1) 13. Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as sociology and psychology at work.
- YES (6)/NO (1) 14. Are there areas where you believe you need more preparation for your work as a counselor?

**Dealing with grief issues**

**Learning more about psychotropic medications**

15. List up to three features of your counselor education program that you believe were most helpful.

**My internship experience**

**The professors**

**Diverse internships**

**Additional year of Ed.S.**

**Breath of exposure to counseling ideas and theory**

**The group theory and techniques class was most helpful**

**The concern and in depth hands on training by the professors**

**The way the program prepared each student for the National Counselors Exam**

**The range of theoretical approaches taught and demonstrated by professors**

**Recording and processing with students and professors during techniques, practicum, and internship**

**Participations in family counseling program**

**Internship**

**Internship**

**Internship**

16. List up to three features of your program that you recommend be changed in order to better prepare for an entry-level position as a counselor.

**Focus on more practical experience and how to apply the theories and techniques learned**

**Consistent and competent Marriage and Family courses**

**More theory, in the sense of primary reading and discussion instead of secondary lectures**

**Treatment Planning: not plan per se but methodology, including but not limited to expanded application of DSM (including exposure to dx dealing with children/adolescents)**

**A class on more note writing, treatment planning etc..**

**More information on counseling children**

**More on treatment planning**

**More on documentation (session notes)**

**More required classes in human growth/development**

**Administrative classes more “real world”- not focuses on school counseling**

**Instruction on documentation (i.e. progress notes, writing treatment plans that are measurable)**

17. Comments?

**In general I would say that the PSU program prepares one to go into agency work, however since my goal was private practice there were some unique knowledge areas that were not addressed. I would make the recommendation that in the future both faculty and content be of graduate level for all courses.**

**I believe I received an excellent education at PSU as a result of the experience and expertise of the faculty, as well as the facilities (labs, etc) and program design.**

**Overall, my experience prepared me for entry level counseling!!**

## SU88 – SU06 Supervisor Follow-Up Feedback on Graduate

Directions: Please respond to the items below to indicate your best judgment of the initial professional counseling employment status of \_\_\_\_\_.

- A. Do you believe this person to be prepared for entry-level employment as a counselor in each of these areas?

YES/NO

77 yes/ 1 no / 1 DNR

1. In the area of personal functioning, this person possesses a personal philosophy, adequate knowledge and operating skills to cope with life situations both on and off the job in ways that enhance the effectiveness as a counselor?

YES/NO

78 yes/ 0 no / 1 DNR

2. This person is committed to maintaining his or her professional skills, promoting ethical practice and supporting counseling as a profession.

YES/NO

79 yes/ 0 no / 0 DNR

3. This person is practitioner who possesses and uses knowledge of human growth and development; a personalized model to explain and drive change through counseling; and helping, assessment, and intervention skills necessary for working effectively with individuals, groups, and organizations.

- B. Do you believe this person to be prepared for entry-level employment as a counselor in each of these areas?

YES/NO

78 yes/ 0 no / 1 DNR

4. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all development levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.

YES/NO

75 yes/ 1 no / 1 DNR

5. Social and cultural foundations: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.

YES/NO

68 yes/ 0 no / 0 DNR

6. The helping relationship: Includes (a) philosophic bases of helping relationships; (b) counseling theory; (c) consultation theory, supervised practice, and application; and (d) an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.

YES/NO

73 yes/ 1 no / 2 DNR

7. Groups: Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.

YES/NO

69 yes/ 5 no / 1 DNR

8. Life Style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

YES/NO

76 yes/ 1 no / 1 DNR

9. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered.

## YES/NO

- 59 yes/ 4 no / 13 DNR 10. Research and evaluation: Includes goals and objectives of professional design and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

## YES/NO

- 76 yes/ 1 no / 1 DNR 11. Professional orientation: Includes goals and objectives of professional organizations code of ethics, legal consideration, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists.

## YES/NO

- 72 yes/ 1 no / 3 DNR 12. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.

## YES/NO

- 69 yes/ 0 no / 6 DNR 13. Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as sociology and psychology at work.

## YES/NO

- 31 yes/ 33 no / 12 DNR 14. Are there areas where you believe more preparation would have been helpful for the employee before he/she began to practice as a counselor?
15. List up to three strengths the employee displayed that you believe were most helpful.
- - 
  -
16. List up to three areas in which further training and/or experience would strengthen the employee's ability to deliver quality counseling services.
- - 
  -
17. Comments?

**DNR = Participant (Did not Respond) to item**

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Signature

---

Date

**Comments:****Question #15:**

Teachable

Reads situational dynamics well

Her education knowledge has been very helpful in this field

She is very family oriented and supportive of others

Very easy to work with and a fast learner

Desire to learn

Insightful  
 Detail oriented  
 Personal Integrity and Maturity  
 Sound background knowledge about human behavior  
 Willingness and motivation to learn and grow  
 Assertive  
 Reliable  
 Flexible  
 Very dependable  
 Broad base of knowledge  
 Speaks Spanish  
 Professionalism  
 Willingness to learn new areas  
 Honest appraisal of own life and functioning  
 Good team player  
 Awareness of behavior measurement tools  
 Empathy and listening skills  
 She learned very quickly – Adaptability  
 Flexible  
 Proactive  
 Great sense of humor – used well in her counseling  
 Her straight forwardness and Honesty  
 “Common sense” – used in therapy  
 Empathy  
 Understanding of the individual’s personal experience  
 Flexibility to modify techniques to fit the individual he is working with  
 Leadership  
 Poise  
 Ability to receive criticism  
 “The Graduate’s” knowledge of various counseling theories have had a profound impact on his overall interaction with clientele  
 He’s very attentive to his clients and is able to use a variety of counseling techniques to help them address their concerns.  
 “The Graduate’s” group techniques are very effective and clients seem to enjoy attending his sessions

**Question #16:** Family therapy with multi-problem families

None

None – doing very well

More maybe better, but is unnecessary and is probably unrealistic

Learn lots of counseling techniques by name, that would go in treatment plan

Focus more on diagnosis

Beef up the assessment training

She is young and may relate to older populations better as she ages

Deeper knowledge/causes of eating disorders

Experience in working with people with eating disorders

Substance abuse

More training/experience with diagnosis (DSM – IV) and using testing to firm up those diagnosis

N/A

Education relating to hospital management

Honing supervisory skills

Regulatory compliance

Focus on the importance of charting client information (i.e. timeliness, legibility, importance of documenting session content, etc).

Crisis/suicide intervention

Trauma training

**Question #17:** There is little way I as a supervisor would know the content of a course of study as outlined in each of your questions.

To do so would require me to read your

graduate catalogue to see if what is offered there fits your descriptors. I do believe “the graduate” is a well-prepared counselor.

“The graduate” is a quick learner and loves what he does. Good energy and seems to be feedback and desires to improve what he does professionally. Good to have him on board.

“The graduate” is a wonderful person to work with. She is wonderful with families and children.

“The graduate” is an excellent, all-around person, counselor and employee. I am confident she will continue to grow, develop, and achieve. She was quite solid to begin with and will most likely get even better as she continues.

Excellent, Reliable

“The graduate” is a delightful and has become a very capable and reliable therapist.

“The graduate” is working in a specialized area – i.e. behavior modification of lifestyle habits – stress, compulsive eating, smoking

Tammy is a valued asset to our facility. We are pleased to be benefiting from the skills she has brought to Heartland.

SU88-SU06 Community Counseling  
Follow-up Feedback from Graduate Self-Evaluation

A. Do you believe you are prepared for entry-level employment as a counselor in each of these areas?

YES/NO

86 yes / 0 no / 1 DNR

1. In the area of personal functioning, this person possesses a personal philosophy, adequate knowledge and operating skills to cope with life situations both on and off the job in ways that enhance the effectiveness as a counselor?

YES/NO

87 yes / 0 no / 0 DNR

2. This person is committed to maintaining his or her professional skills, promoting ethical practice and supporting counseling as a profession.

YES/NO

87 yes / 0 no / 0 DNR

3. This person is practitioner who possesses and uses knowledge of human growth and development; a personalized model to explain and drive change through counseling; and helping, assessment, and intervention skills necessary for working effectively with individuals, groups, and organizations.

B. Do you believe you are prepared for entry-level employment as a counselor in each of these areas?

YES/NO

87 yes / 0 no / 0 DNR

4. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all development levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.

YES/NO

85 yes / 2 no / 0 DNR

5. Social and cultural foundations: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.

YES/NO

87 yes / 0 no / 0 DNR

6. The helping relationship: Includes (a) philosophic bases of helping relationships; (b) counseling theory; (c) consultation theory, supervised practice, and application; and (d) an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.

YES/NO

87 yes / 0 no / 0 DNR

7. Groups: Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.

YES/NO

86 yes / 1 no / 0 DNR

8. Life Style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

YES/NO

87 yes / 0 no / 0 DNR

9. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered.

YES/NO

82 yes / 4 no / 1 DNR

10. Research and evaluation: Includes goals and objectives of professional design and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

YES/NO

84 yes / 3 no / 0 DNR

11. Professional orientation: Includes goals and objectives of professional organizations code of ethics, legal consideration, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists.

YES/NO

83 yes / 4 no / 0 DNR

12. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.

YES/NO  
82 yes / 6 no / 0 DNR

13. Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as sociology and psychology at work.

YES/NO  
53 yes / 20 no / 11 DNR

14. Are there areas where you believe you need more preparation for your work as a counselor?

15. List up to three features of your counselor education program that you believe were most helpful.

- a.
- b.
- c.

16. List up to three features of your program that you recommend be changed in order to better prepare for an entry-level position as a counselor.

- a.
- b.
- c.

17. Comments?

**DNR = Participant (Did Not Respond) to item**

**Comments:**

**Question #15:**

Techniques classes

Opportunities to supervise (ex. Techniques classes)

Diagnosis and treatment class was well taught

Practicum/Internship @ addiction treatment center and truancy diversion

Theories and techniques of counseling

Psychopathology/Personality assessment courses

Professor to student ratio was low

Knowledge of stuff

Flexibility around work schedule

Truancy – one way mirrors

Supervision of techniques and group (being supervisor)

Faculty's support

Group Dynamics

Techniques

Family counseling

Group Counseling Courses

Practicum and internship

Marriage and Family courses

Internship with Dr. Sharp

Working behind the mirror in the diversion program

Good exposure to family counseling

Opportunities to lead groups

Opportunity to learn by supervising other students  
 Family practicum in truancy program  
 Psychopathology/ Diagnosis  
 All coursework – worked together toward goal  
 Human Development  
 Psychopathology  
 Family and group dynamics  
 Experiential Learning  
 Practicum and Internship experience with group discussion weekly  
 Good course content  
 Family Counseling  
 Ethics  
 Group dynamics and Counseling  
 I loved the way the professors were personable. They were easy to talk to and learn from.  
 I loved the classes with role-play. I learned so much from them.  
 My internship experience  
 The professors  
 Diverse internships  
 Additional year of Ed.S.  
 Breath of exposure to counseling ideas and theory  
 The group theory and techniques class was most helpful  
 The concern and in depth hands on training by the professors  
 The way the program prepared each student for the National Counselors Exam  
 The range of theoretical approaches taught and demonstrated by professors  
 Recording and processing with students and professors during techniques, practicum,  
 and internship  
 Participations in family counseling program  
 Internship  
 Internship  
 Internship

**Question #16:**

Too many family classes for someone not going into family therapy  
 Treatment planning  
 In addition to a general theories class have the opportunity to specialize by studying in-depth one particular theory as well as a techniques class.  
 Add psychopharmacology and intellectual assessment  
 Treatment planning – learning objective/measurable goals  
 Requirements to attend workshops/conferences  
 More coursework re: pathology and treatment  
 Art of treatment planning and writing (usually learned in internship)  
 Treatment plan practice  
 Documentation Practice  
 To many family therapy courses  
 Not enough focus on writing treatment plans and documentation  
 More information on licensure  
 Teach more about play therapy  
 Role play or review court scenarios in which professional must testify  
 Provide courses for students who wish to pursue work with children as a major part of their practice.  
 LPC process

## Children counseling

Techniques focus more on children

Focus on more practical experience and how to apply the theories and techniques learned

Consistent and competent Marriage and Family courses

More theory, in the sense of primary reading and discussion instead of secondary lectures

Treatment Planning: not plan per se but methodology, including but not limited to expanded application of DSM (including exposure to dx dealing with children/adolescents)

A class on more note writing, treatment planning etc..

More information on counseling children

More on treatment planning

More on documentation (session notes)

More required classes in human growth/development

Administrative classes more “real world”- not focuses on school counseling

Instruction on documentation (i.e. progress notes, writing treatment plans that are measurable)

### **Question #17:**

Overall I think the training I received at PSU was outstanding

Keep up the good work your efforts show in the program

All of my current supervisors, both clinical and administrative, have been very impressed with my abilities and knowledge, all of which I feel were gained @ PSU.

I am proud to be a graduate of Pitt’s Community Counseling Program, and my practice/success is evidence of the program’s outstanding quality! I encourage all persons interested in a career as a psychotherapist to consider the advantages of a degree from PSU!

I feel this program provided exceptional preparation for my work as a counselor, especially the support and mentoring of faculty and staff.

The Pittsburg State Community Counseling program prepared me for a career as a therapist. I have the highest praise for the program and the staff.

More opportunities to practice skills with peers would be helpful. Also if more agencies/sites were available for internships, there would be more choice for students to select what they want to do.

The program fit an amazing amount of information in a brief time. There is always room to learn more. We received training in skills that enable us to continue the education begun at PSU. I am blessed with complementary education and life skills. I work in an environment conducive to growing and increasing my skills and abilities.

My job seems to be a good “fit” for me. I see clients ages from 5 to 64. I do one group a week (3 hrs.) and have done some family therapy.

I found the PSU staff encouraging and competent in their fields. I feel comfortable contacting them, if the need arises, to draw from their knowledge or experience.

-Right now I am not working as a counselor. I am being a mom instead! However, I have done evening work for as adolescent treatment facility here in Wichita. I was nervous to start back up after such a period of time, but after a day or two, it was like second nature! The training I got at PSU is and will always be treasured! The program is just AWESOME!!

-In general I would say that the PSU program prepares one to go into agency work, however since my goal was private practice there were some unique knowledge areas that were not addressed. I would make the recommendation that in the future both faculty and content be of graduate level for all courses.

I believe I received an excellent education at PSU as a result of the experience and expertise of the faculty, as well as the facilities (labs, etc) and program design.

Overall, my experience prepared me for entry level counseling!!

