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INTRODUCTION

This handbook has been produced to assist students in understanding the nature and spirit of the Master of Arts in Psychology: Clinical Counseling program at The Citadel. It does not replace the official catalog, but supplements that document with a more detailed presentation of both the program and the college's expectations of students enrolled in the program.

Each student, as s/he enters the program, is expected to study this handbook and is responsible to become familiar with its contents. In this fashion, students will be in a position to gain maximum benefit from their studies. The materials set forth in the pages which follow are a distillation of ideas and procedures which have come from our experience with the program, from the suggestions of the Community Advisory Committee composed of practicing professionals, and from current and former students.

The program expects students to maintain a high level of responsibility in completing their master's degree here at The Citadel. This handbook should be the primary reference for seeking answers to questions regarding one's program of study, course requirements, and program expectations. However, it is important to underscore the fact that this document is a handbook and is not a substitute for an advisor. **Each student is assigned a faculty advisor who must approve a plan of study and who should be consulted at least once each academic year as to progress, course selection, and future plans.**

The Master of Arts in Psychology: Clinical Counseling

The Citadel's program in Clinical Counseling offers graduate education at the master's degree level for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program is accredited by the State Department of Education in South Carolina and is a member of the Council of Applied Masters Programs in Psychology (CAMPP).

Program History

In the mid 1970's The Citadel gained approval from the South Carolina Commission on Higher Education to initiate graduate study in the area of counseling. The early intent was to provide a strong program in the area of school counseling with particular emphasis on the secondary school. A need for counselors in elementary schools as well as in agencies outside of the school structure subsequently was identified. As a result, the original design in the area of counseling was altered and three tracks were developed and implemented within the Department of Education: Secondary School Counseling; Elementary School Counseling; and Clinical Counseling. The Clinical Counseling program subsequently was changed to the Community Counseling program to address the need for counselors in community agencies.

In 1993, the Community Counseling program was relocated from the Department of Education to the Department of Psychology. An extensive review of curriculum, accreditation standards, community needs, and employment issues was undertaken. It was determined that the title Clinical Counseling more accurately depicted the nature of the program and of services that students and graduates were providing to individuals in the community. Major curriculum changes were made during the 1994 - 1995 academic year to preserve the license eligibility of graduates and to conform to training standards set forth by the Council of Applied Masters Programs in Psychology (CAMPP) and endorsed by the Northamerican Association of Masters in Psychology (NAMPP). In 1997, the program degree was changed from a Master of Education to a Master of Arts in Psychology.

Program Enrollment

The most desirable approach to obtaining a graduate degree in counseling is full-time resident study (9 credit hours per semester is typical of full-time study, though some students may choose to complete 12 credit hours per semester). Full-time study allows the student the opportunity to devote focused time and energy to the important tasks of personal and professional development required to become a competent counselor. However, we recognize that students may have family and/or employment responsibilities that preclude full-time study. Therefore, the student may complete his or her graduate studies part-time (3 - 6 credit hours per semester) while attending to other important responsibilities. Either form of enrollment requires that the student become actively involved in the rigors of graduate education. Students are expected to meet all academic requirements regardless of the nature of their other obligations.

Philosophical Perspective

The Citadel's program has been developed by following the practices of other institutions, the guidelines/publications of professional organizations such as the American Counseling Association, The Council of Applied Masters Programs in Psychology, and the American Psychological Association. In addition, the program faculty has drawn heavily upon the research literature and their own professional experience.

The Department of Psychology espouses a philosophical perspective of training and practice which stresses an empirical and applied approach to addressing psychosocial problems of clients. Most faculty members are engaged in clinical practice, research efforts, or both. Faculty members' activities are guided by a scientist-practitioner model, which emphasizes a scholarly approach to applications of psychology.

The mission of the CC program at The Citadel is to prepare students to become scholarly practitioners of psychosocial counseling in community agencies, including college counseling centers, hospitals, mental health centers, and social services agencies. The program emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems of

a diverse population of individuals and families seeking mental health services in the community. The program's model blends didactic and experience-based training to facilitate students' ability to utilize an empirical approach to assessment, goal development, intervention, and evaluation of services for a wide range of individuals and families experiencing a variety of psychosocial difficulties. It is the expectation of the program that students will be trained to be competent and ethical professional service providers who will bring a scholarly perspective as well as compassion and caring to their work.

PROGRAM OVERVIEW

The Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The emphasis of the program is to prepare the student for work as a competent mental health practitioner in a variety of community agencies, including those providing substance abuse services. The program is designed to provide the student with attributes that will allow employment as a counselor in the above-mentioned settings. Students who successfully complete this program (and take Career Counseling as one of their elective courses) will meet the educational requirements for professional licensure as a Professional Counselor in South Carolina and will meet most of the educational requirements for licensure as a Marriage and Family Therapist. The program addresses the development of counseling skills in a variety of modalities, including individual, family and group approaches to treatment. While some graduates have gone on to pursue doctoral study, the program is designed as a terminal degree program.

Coursework focuses on a variety of important theoretical, practical, and legal/ethical issues that are essential for good clinical practice. Courses focus on creating a knowledge base for:

1. the process of human development, especially how each person is influenced by and influences several systems (e.g., family of origin, culture) with an emphasis on how "disabling" or dysfunctional patterns arise and are reinforced;
2. basic foundations of psychology, including biological, learned, social/cultural, and individual bases and influences on behavior, cognition, and emotions;
3. methods of acquiring and contributing to knowledge in counseling, including statistics/research, assessment and diagnostic procedures, use of published literature to inform clinical practice, and critical thinking;
4. the process of counseling, with focus on applying theories of behavior change, effective approaches to treatment, and professional issues affecting the counseling process;
5. the literature and state of the art of counseling and psychotherapy with regard to methods of assessment and diagnosis, methods of treatment, and types of clients who make up a significant proportion of clinical referrals, including adults with a wide variety of clinical complaints, couples,

families, children, substance abusers, victims of violence, and persons with sexual dysfunctions;

6. cultural and lifestyle issues which may impact the development and treatment of clinical problems; and
7. the ethical and legal issues which pervade human services activities, with particular attention to the ethical and legal responsibilities of the counselor in terms of the client, the client's family/relationships, the employing agency, the profession, and society in general.

All students receive supervised experiences as counselors in at least two community settings during their field placement courses, practicum and internship. Students select from a list of approved sites within the Tri-county area. All field experiences are monitored jointly by Citadel faculty and an approved on-site supervisor.

Additionally, by choice of elective courses, students have the opportunity to gain additional knowledge in a specific area of counseling. Currently, the program includes coursework focusing on marital and family therapy, substance abuse, and clinical intervention with children.

Program Curriculum

Coursework has been developed according to guidelines set forth by the Council of Applied Masters Programs in Psychology and is consistent with requirements for licensure as a Professional Counselor in the state of South Carolina. The curriculum reflects current knowledge and perspectives concerning the counseling and human development needs of a diverse multicultural society. Curricular experiences and demonstrated knowledge and skill competence in each of nine common core areas are required of all students in the program.

1. **HUMAN GROWTH AND DEVELOPMENT.** The student will learn about characteristics and needs of individuals at developmental levels across the life span (conception through death). Courses focus on normal and abnormal behavior, theories of personality development, learning theory, and both biological and environmental (familial/cultural) influences on individual development.
2. **SOCIAL AND CULTURAL FOUNDATIONS.** The student will become aware of principles of social psychology and their application to understanding societal, ethnic, gender, life-style, and cultural issues impacting the individual. Attention is directed toward attitude development, social stereotypes, societal changes and trends, human roles, societal subgroups, cultural norms, interpersonal interactions, differing lifestyles, and understanding of counseling issues as they apply to culturally diverse clients.

3. **HELPING RELATIONSHIPS.** Coursework facilitates an understanding of philosophic and theoretical perspectives on the helping process and fundamental/advanced skills of assessment, diagnosis, and intervention. Students are exposed to theoretical and practical issues associated with several major counseling and personality theories and learn the process of assessing and treating a range of presenting problems based on principles of these theories. Additionally, courses focus on the process of facilitating change through the process of counseling from assessment through termination. Such coursework addresses treatment planning, selection of intervention, and evaluation of treatment efficacy.
4. **GROUPS.** The student will become familiar with group development, dynamics, and theories. Attention also is given to instruction in how to function as a group leader, counseling methods and skills, systemic theory, and the philosophy of group approaches to counseling.
5. **APPRAISAL.** Students become familiar with the philosophical and statistical properties of measurement instruments and are expected to develop an understanding of the advantages and limitations of assessment approaches. Coursework is designed to enhance student sensitivity to social and ethical issues in assessment, and facilitate the use of an integrative approach for applying the results of assessment to diagnosis and the clinical decision-making process.
6. **RESEARCH AND EVALUATION.** Students are instructed in basic research design and statistical methods. Students will learn descriptive and inferential statistics essential for understanding quantitative research studies. Coursework facilitates the student's ability to critically evaluate research studies and provides a foundation for students to complete their own research projects. Ethical issues related to research are also addressed.
7. **PROFESSIONAL ORIENTATION.** The student learns about the roles and functions related to the profession of counseling. Students are instructed in ethical and legal standards and in the process of ethical decision-making. Licensing, credentialing, membership in professional organizations, and involvement in the development of the profession as a whole are discussed in courses.
8. **PSYCHOPATHOLOGY.** Coursework focuses on an understanding of the major mental illnesses delineated in DSM-IV, with particular attention given to differential and overlapping symptomatology within and across major classes of disorders. Students learn to recognize the emotional, behavioral, and cognitive manifestations of major mental illnesses. Models of assessment are matched with specific diagnostic symptom patterns. Continuity and overlap of normal and deviant behavior are addressed, along with epidemiological and etiological information about major mental illness.

9. **DIAGNOSTICS OF PSYCHOPATHOLOGY.** Coursework addresses the process of assessment and diagnosis of major mental illnesses described in DSM-IV. Particular attention is given to utilizing the results of assessment to determine a diagnosis, develop a treatment plan, select appropriate intervention strategies, and evaluate the appropriateness of treatment selected. Coursework also focuses on personality disorders from a biopsychosocial perspective. This area is addressed in an integrated manner, across several different courses.

An additional tenth area of instruction is available through elective coursework in The Citadel's Department of Education and is required for students interested in obtaining licensure as a Licensed Professional Counselor (though it is not a required area for the Master of Arts degree):

CAREER AND LIFESTYLE DEVELOPMENT. Coursework provides an understanding of career development and related life factors by addressing career development theories and decision-making models, career-related information resources, program development and evaluation, interrelationships among work, family, life roles, and multicultural issues related to career choice, assessment and counseling procedures, and ethical considerations in career counseling.

Clinical Instruction

The Citadel's Clinical Counseling program provides instruction within laboratory experiences, practicum and internship, which are taken throughout the student's program. These experiences provide students opportunities to perform on a limited basis and under supervision, some of the activities that regularly employed counseling staff members would be expected to perform. Practical courses build upon the core areas as listed above, as well as contributing to students' knowledge in each of the above core areas.

Course Progression

The MA in Psychology: Clinical Counseling is awarded after successful completion of 54 semester hours. It is the mission of this program to prepare students to function as scholarly-practitioners. In order to achieve this goal, the program is divided into three distinct course blocks, each building upon the one before.

The first block focuses on training students as scholars and consists of core counseling and psychology courses. These courses are designed to enhance student understanding of individual differences, theories of development and behavior change, and professional roles and functions from a scholarly perspective. To that end, courses address biological and environmental factors influencing normal and abnormal human development, theories of personality and counseling, learning theory and application, social/multicultural influences on behavior, scientific approaches to understanding human behavior, and ethical/professional issues.

All courses emphasize an empirical approach toward gaining and evaluating knowledge. Students completing this core of courses should have a firm theoretical grasp of normal and abnormal development and of factors influencing such development. They should understand the major theories of personality and behavior change. Students will be expected to demonstrate knowledge of foundations of psychology and counseling, basic assessment skills, and good communication and listening skills. Additionally, students will appreciate the importance and utility of the scientific method for advancing knowledge and clinical practice. Finally, students will have a firm grasp of ethical/legal and other issues essential to professional practice.

Block I -- Core Courses

PSYC-500 Human Growth and Development
PSYC-501 Application of Learning Theory
PSYC-507 General Psychopathology
PSYC-508 Counseling and Personality Theories
PSYC-512 Ethics, Roles, and Issues: Clinical Counseling
PSYC-523 Statistics and Research Design
PSYC-525 Basic Counseling Techniques
PSYC-549 Applied Measurement Techniques
PSYC-553 Introduction to Family Dynamics
PSYC-561 Multicultural Awareness & Counseling

Following a demonstration of competency in the content of core courses as indicated by a passing score on a comprehensive examination, students will move on to the second block of courses. These advanced, clinically focused courses build upon the basic foundation established in the first block of courses. These courses prepare students to be practitioners and specifically address interventions designed to facilitate behavioral, cognitive and affective functioning. Students will be exposed to theory and practice of group and individual counseling. They will learn about the process of counseling from diagnostic assessment and treatment planning through selection/evaluation of intervention strategies and termination. Students also learn about psychopharmacologic approaches to treatment. Through electives, students may choose to address theory and practice of family systems approaches to treatment or treatment of children/adolescents. The courses in this advanced clinical block are applied, and blend didactic and experiential components to facilitate the development of therapeutic skills.

Block II -- Advanced Clinical Courses

PSYC-552 Group Counseling Techniques
PSYC-611 Clinical and Professional Issues in Counseling
PSYC-644 Advanced Counseling Techniques

The final block of courses consists of two field experiences. The practicum and internship courses reflect the culmination of the program and provide students with structured, supervised experiences with actual clients in community agencies. It is during these experiences that students are able to integrate and apply their coursework to actual clinical problems by conducting psychosocial and/or diagnostic assessments and implementing intervention strategies. Students are expected to develop awareness of professional and clinical strengths and weaknesses (and begin to address these), a personal style of counseling, and to develop as professionals.

Block III -- Field Placements

PSYC-629 Practicum
 PSYC-651/652 Internship: Clinical Counseling (total of six credit hours)

Students are required to take a minimum of two electives. These courses may be taken at any point during the course of study (though some have prerequisites). Electives should be selected in consultation with the student's advisor.

Selected Electives (others are acceptable with approval from the advisor)

PSYC-555 Alcohol and Substance Abuse
 PSYC-555 Family Violence
 PSYC-558 Marital and Family Systems
 PSYC-602 Social and Biological Basis of Child and Adolescent Behavior
 PSYC-603 Affective and Cognitive Interventions: Child/Adolescent
 PSYC-636 Sexual Issues in Counseling
 EDUC-550 Career Counseling (**required if seeking licensure as a Licensed Professional Counselor**)

Course descriptions can be found in the 1999 – 2001 Graduate Catalog which may be obtained from the College of Graduate and Professional Studies (CGPS) in Bond Hall.

PROGRAM PROGRESS

Program of Studies

Each student must complete a Program of Studies Form (see *Forms* section at the end of the Handbook), in consultation with his or her advisor within the first 12 credit hours or 2 semesters (whichever comes first) of enrollment in the Clinical Counseling program. The Program of Studies form functions as a contract between each student and the Clinical Counseling program. It indicates the electives to be completed along with a commitment to completing the entire MA program. It is the student's responsibility to initiate contact with his or her advisor to meet and complete the Program of Studies so that it is submitted and filed appropriately.

Without the Program of Studies, accurate documentation of attainment of program objectives is severely compromised. It is the student's responsibility to ensure that coursework is completed in accordance with the Program of Studies. This form must be approved by the student's advisor, the

program coordinator, and the Head of the Department of Psychology.

The Program of Studies form is completed in triplicate, with one copy on file with the graduate office, one copy on file with the student's advisor, and one copy remaining in the student's possession. The Program of Studies form, along with this handbook, can assist students in progressing according to the program's structure.

Each student is responsible for his/her progress through the program. Students should maintain a current record of courses taken to date and should maintain periodic contact with their advisor.

Time to complete program

Scheduling of courses in the clinical counseling program is designed to accommodate the full time student as well as the student who pursues the degree on a part-time basis. Students completing four courses per semester will require approximately 2-1/2 years to complete all course requirements, practicum and internship. Students completing three courses per semester will require approximately three years to complete all requirements. Students completing two courses per semester will require approximately 3-1/2 years to complete all requirements. Most students complete the program in approximately 3-1/2 years. Students have a maximum of 5 years to complete all requirements. Students unable to complete all requirements within five years of registering for their first Clinical Counseling course will be released from the program. The Dean of Graduate Studies may waive this requirement in the case of extenuating circumstances. Requests for such a waiver must be initiated by the student in writing. Students are encouraged to anticipate their needs and make their request as early as possible.

Leave of Absence

Each year, some students in the Clinical Counseling program decide to take time away from their studies or to withdraw from the program. Faculty members recognize that family issues, employment requirements and changes in career interests may affect a student's decision to continue in the program. Please inform your advisor or the program coordinator if you plan to take a leave of absence or to withdraw from the program. Students who do not enroll in classes for two consecutive semesters without having notified their advisor or program coordinator of plans for an extended leave of absence will be assumed to have withdrawn and will be dropped from enrollment.

Provisional Acceptance

Students admitted to the program on a provisional basis did not meet one or more of the minimum admissions requirements. Such students are permitted to enroll in a **maximum of four core courses** and must achieve a **minimum** GPA of 3.5 for these four core courses to be eligible to continue in the program. Should the provisional student be unable to demonstrate this level of academic performance, s/he will be released from the program and automatically dropped from class rolls. Successful students (i.e., those achieving a 3.5 GPA for the first four core courses) will be permitted to continue in the program under full acceptance.

Comprehensive Examination

Upon completion of the core sequence of 10 courses, the student is eligible to take a comprehensive examination. This examination will require students to define and apply relevant concepts learned in the core sequence. Instructors of each core course provide key words and essay questions that form the basis of the exam. A study guide is available to assist with preparation for the exam.

Prior academic success in core coursework does not provide assurances that you will perform well on the exam as skills in retention and integration of material mastered in coursework must be demonstrated. While you may have mastered the content of a core course at the time it was taken, significant preparation will be required for you to demonstrate knowledge competencies in coursework that you took some time ago. Integration across your ten core courses is not practical in class up to this point given that you were taking classes with students who had different repertoires of completed coursework. You should structure independent practice of integration across courses so that you might pull information in core content areas together for application purposes. This skill is critical for the practice of counseling, where cases necessarily involve your integration of multiple knowledge bases to effectively assess, conceptualize, and intervene.

Students will not be permitted to enroll in advanced clinical courses until they have successfully completed the comprehensive examination. Students are expected to take the exam during the semester in which they complete their core course block or the subsequent semester. A request to take the examination is made with the student's advisor and should be discussed during the semester prior to taking the examination. A self-evaluation form must be completed and turned into your advisor for you to be registered for the exam (see Forms section). Successful completion of the comprehensive examination is a prerequisite for enrollment in advanced clinical courses. Students who do not pass the examination upon first administration will, therefore, not be permitted to enroll in advance clinical courses. They may retake the examination (an alternate form) **during the subsequent semester**. Students who do not pass the examination upon second administration will be released from the program.

Practicum and Internship

Students complete two field placement experiences, first during the Practicum (PSYC629) and then Internship (PSYC651/652). Practicum consists of 150 hours at a community agency, whereas Internship involves 600 hours of work at a community agency. Students must formally request permission from their advisor to enroll in Practicum (PSYC-629) or Internship (PSYC-651/652) during the semester *prior* to that in which they plan to register for the field placements. Permission will be granted to students who have completed all prerequisite courses satisfactorily and who have arranged placement in an approved community agency.

Students should discuss their readiness for a field placement with their advisor during the semester before they plan to enroll in the course. Students must obtain a signed agreement with their proposed practicum/internship site supervisor which will be turned in to their advisor for approval to enroll in the course. The agreement forms are available in the Psychology Department Office.

General information about Field Placement Sites is available via a Clinical Counseling Program web-site. This web-site is contained within the broader Department of Psychology web-site. As is the case with most web-sites, our site is constantly under revision as information regarding sites, contact persons, etc. is very dynamic. In order to access the Clinical Counseling web-site and the listing of Field Placement sites, students must first go to www.citadel.edu, then should select "Academics", then "Academic Departments". When the directory of Academic Departments appears on screen, students select "Psychology", then "The M.A. in Clinical Counseling", then "Alphabetical Listing of Field Placement Sites".

Students interested in completing their field placement at a site that is not on our approved list must have that site approved by Dr. Leverett, Field Placement Site Coordinator, or Dr. Lipovsky, Program Director well in advance of placement. In addition, an agency representative must sign the appropriate agreement forms signifying an ability to meet all expected site responsibilities. The Field Placement Site Coordinator and/or student's advisor may choose to meet with the proposed agency supervisor and student before approval.

Each year one or more meetings are held to assist students in starting the process of selecting and securing a practicum or internship site for the following semester. Representatives of practicum sites will be present to describe their agencies and to provide information about their agency's application procedures. Students will be informed by newsletter well in advance of the meeting dates and times and are expected to be present at the meeting during the semester before they intend to enroll in practicum/internship. All appropriate forms will be made available to students at this meeting.

Practicum Requirements

Students work in a community agency of their choice approximately 10 - 15 hours/week conducting individual, family, and group counseling. Students work under the supervision of a mental health professional (must have at least a master's degree). Students complete a minimum of 150 hours of work at the agency consisting of 75 hours of direct counseling experience (individual or family), 25 hours of group experience, and 50 hours of other types of experience (supervision, observing others conducting counseling, in-service training, paper work, etc.).

Students in practicum also complete a three hour per week seminar course, conducted by a regular or adjunct faculty member. Seminars involve group discussion of counseling issues, logistics of conducting counseling in a community agency, and identification of challenges to beginning counselors. Additionally, the course instructor individually evaluates audio/video tapes of student counseling sessions.

Practicum is only offered during Fall and Spring semesters. Students must complete all required coursework (except PSYC611) prior to taking practicum. Only electives are permitted to be taken along with practicum.

Students must complete the practicum course successfully (i.e., receive a grade of S) in order to move on to completing an internship. Students who are not successful in their first attempt at practicum (i.e., receive a grade of U) *may* be permitted to retake the course, following discussion with their practicum course instructor and with approval of the Program Director (Dr. Lipovsky) and Department Head (Dr. Finch). Students who are not successful after repeating the practicum course will be released from the program.

Internship Requirements

Students work in a community agency under the supervision of a mental health professional (must have at least a master's degree). Students complete a minimum of 600 hours of work at the agency consisting of 240 hours of direct counseling experience (individual or family), including 25 hours of group experience. Internship **may** be completed in one semester (approximately 40 hours/week at the agency). However, students are **strongly** advised to complete the internship over two semesters (approximately 20 hours/week). Many agencies will not be capable of accommodating interns for one semester only.

The full Internship is six academic credit hours. It has been broken down into two separate "courses" (PSYC651 and PSYC652) in order to accommodate the needs of students who plan to complete the internship over the course of two or more semesters. Students may register for PSYC651 and PSYC652 in the same semester or may register in successive semesters (e.g., Summer and Fall).

Students must complete the internship course successfully (i.e., receive a grade of S) in order to complete the program. Students who are not successful in their first attempt at internship (i.e., receive a grade of U) **may** be permitted to retake the course, following discussion with their internship course instructor and with approval of the Program Director (Dr. Lipovsky) and Department Head (Dr. Finch).

Students who are not successful after repeating the internship course will be released from the program.

Additional Issues Regarding Practicum/Internship

Students must have attained at least a grade of **B** in PSYC644 (Advanced Counseling Techniques) and PSYC552 (Group Counseling) to be permitted to advance to practicum. Students who receive a **C** or lower in either course and whose overall academic performance is within an acceptable level based upon CGPS requirements (see the Graduate Catalog), may be permitted a second opportunity to successfully complete the course (i.e., attain a grade of **B** or better). If the student is successful, he or she can be approved for practicum. If the student is unsuccessful on the second attempt, he or she will be released from the program. Any student receiving a **C** or lower in PSYC644 or PSYC552 whose overall academic performance is below CGPS standards will be subject to sanctions as listed in the Graduate Catalog.

Students are **not** permitted to complete practicum or internship at a site where they have been, or are currently, employed. Students are **not** permitted to arrange their internship at the same agency as that at which they completed their practicum.

Students must obtain approval to register for practicum/internship during the semester before they intend to complete these courses. Therefore, they should consult with their advisors at this time. Students also will arrange their field placement during the semester before they anticipate enrolling in the course. Deadline dates for receiving approval will be announced in the Clinical Counseling Newsletter and the Graduate School Bulletin. Approval must be obtained from the faculty advisor and/or program director. Approval will be based upon successful completion of prerequisite coursework. Additionally, students must have a signed agreement with their selected placement site in order for approval to be given.

Students **must** obtain liability insurance **prior** to beginning their practicum/internship. Insurance is available from the American Counseling Association (1-800-347-6647) for a reasonable rate to student members of the ACA. The Northamerican Association of Masters in Psychology also advertises student insurance (405-329-3030 to receive information on NAMP and insurance). Students will be required to provide proof of insurance before being approved to begin the practicum/internship.

Students are responsible for documenting their counseling and "other" hours for practicum and internship. This documentation may be reviewed during and/or after the practicum/internship.

Clinical Case Presentation

The final requirement for graduation from the Clinical Counseling program is successful presentation of a case to a committee consisting of two faculty members and the field placement supervisors. Students will be required to provide a written case formulation, treatment plan, and summary of treatment provided. In addition, students will submit an objective record of a counseling session (audio or videotape) with a client selected from their caseload on the internship site (with appropriate permission from the client). Students will be asked questions about their approach by the committee and will be expected to support their course of action in the treatment of the client. Students are to schedule and select faculty members for the clinical case presentation while they are completing internship and at least 3 weeks before actually presenting their case.

Academic Policies

Student grades are monitored by faculty advisors and the program coordinator each semester. Students admitted under provisional status will not be permitted to continue in the program if they do not achieve a minimum GPA of 3.5 at the completion of four courses. Any student receiving an F or 2 C's but who maintains an overall 3.0 GPA will receive a written warning from the department head indicating that a subsequent low grade (F or C) will result in automatic termination from the degree program. In this case, the student may be permitted a second opportunity to successfully complete the course (i.e., attain a grade of C or better). If the student is successful, he or she can continue in the program. If the student is unsuccessful on the second attempt, he or she will be released from the program. A student who receives 2 C's and whose GPA is below 3.0 will be reviewed by the department head and program coordinator. A written recommendation based on that review will be sent to the student and to the Graduate Dean. A student who receives an F grade and has a GPA below 3.0 will be sent a letter of termination by the Dean of Graduate Studies.

Students wishing to appeal a college action based upon failure to meet academic standards must first contact their advisor. If advisor contact does not resolve the issue, students should contact the program director. Only after contact with the program director should the matter be brought by the student to the head of the Department of Psychology. If the matter remains unresolved, the student should state the appeal in writing to the Dean of Graduate Studies, who shall determine whether the complaint warrants a hearing. Please refer to the Graduate Programs catalog for the graduate school policy on student appeals.

Students in the Clinical Counseling program are working toward a professional degree in counseling and psychology. Both the American Psychological Association and the American Counseling Association have published guidelines concerning ethical behavior, delivery of services, and treatment of research subjects. All students, college, and field supervisors are expected to become familiar with, and abide by, these guidelines. In addition, students should be familiar with the

Department Guidelines concerning plagiarism. Copies of these guidelines can be obtained from the Psychology Department Secretary. The Citadel also endorses a student honor system and students are expected to abide by that honor code as outlined in detail in the Student Academic Integrity and Sanctions sections of the Graduate Catalog. It is the student's responsibility to obtain a copy of these guidelines and to familiarize him/herself with the guidelines. Failure of students to conform to these standards will result in disciplinary actions and/or dismissal. Less severe examples of unprofessional behavior may result in meetings with the faculty advisor, Program Coordinator and/or Department Head to discuss student retention. Students are also expected to be intolerant of violations of these guidelines in their peers and to report such violations to the course professor, the Program Coordinator, or the Head of the Department of Psychology. The program expects students to behave in a manner consistent with ethical principles of the profession.

Expectations for Professional Behavior

You have enrolled in a program that leads to attainment of a professional degree. Professional behavior is part of adequate performance as a clinical counselor and is expected of students in the Clinical Counseling program. In addition, students' demonstrated professionalism will be considered when it is time for Clinical Counseling faculty to make recommendations to field placement sites, write letters of recommendation for employment positions, etc.

A variety of behavioral parameters make up the domain of "professionalism", including those listed, below:

- Attendance: It is expected that students will attend all scheduled classes; any student missing a class should, if possible, contact the professor prior to class to inform them of their intention to miss the class. Any student missing four classes in any course will receive a grade of "F" for the class, unless extenuating circumstances exist which have been discussed ahead of time with the professor.
- Punctuality: It is expected that students will arrive to class prior to the time that class is scheduled to begin and will be present and prepared to start class at the scheduled time. If you cannot demonstrate that you can get to class on time, how will Clinical Counseling faculty have faith that you will get to a scheduled activities on time during your field placement training?
- Preparation: It is expected that students will have completed all the reading for each class prior to the class in which the reading is to be covered. Such preparation should be demonstrated by the student in terms of active class participation, responding to inquiries by the professor, etc. In addition, students are expected to meet deadlines and accept the course consequences of failure to do so.

- Demeanor: This is a multifaceted behavioral parameter which includes how a student responds to feedback (defensive, challenging versus openness to critical exploration), students' in-class behavior, and overall presentation of self as an individual who is transitioning from the role of student to that, ultimately, of professional counselor.
- Skills in Accepting Feedback: Individualized feedback will be your primary vehicle for growth as a student and future counselor. Adopting a defensive posture to feedback will prevent you from developing in many important areas. Feedback is given to help you to improve your skills so that you can become the best counselor you can be. Feedback is expected to be received with an attitude of acceptance and motivation toward change.

Core Student Competencies

Coursework in the Clinical Counseling Program is designed to facilitate student development in eight primary areas of competency. These competencies, described below, are identified as skills critical for development of effective professional and ethical applied practice.

1. Effective mastery of comprehensive curriculum

The clinical counseling program is designed to provide a comprehensive overview and general understanding of factors that contribute to mental health problems, theories and diagnostic skills used to conceptualize etiology and intervene with these problems, and techniques utilized by counselors to address these problems. In addition, multicultural considerations and ethical guidelines for clinical counseling are addressed across the curriculum. As a student you are expected to master the content of all classes and to retain this knowledge so that you can effectively integrate and apply it.

2. Define problems through assessment and diagnosis

Competencies in assessment are defined, in part, as skills in selecting appropriate target/domains of intervention. Coursework in Applied Measurement Techniques, Basic Counseling Techniques, and Advanced Techniques is designed to enhance this competency. You will have the opportunity to apply assessment skills to actual clinical situations in the Practicum and Internship. A second application of this competency relates to evaluation of empirical data to determine if an intervention was successful. The focus of assessment is on non-standardized assessment, with a comprehensive interview and behavioral observation being the main approaches to assessment of problems in multiple domains. These assessment skills are emphasized in Basic Counseling Techniques, Advanced Counseling Techniques. Skill building in teaching and use of client self-monitoring and role-play behavioral assessment techniques are emphasized in all applied courses. Knowledge of diagnosing client problems is developed in General Psychopathology and Clinical and Professional Issues and is put into practice in Advanced Counseling Techniques, Practicum, and Internship.

3. Effective implementation of clinical counseling

The overall mission of the Clinical Counseling Program is to educate students in the effective implementation of clinical counseling. To that end, the curriculum is organized into three discrete blocks of courses: beginning, advanced, and experience-based. In the first block of ten courses, basic clinical counseling skills are taught and evaluated through Basic Counseling Techniques. Following mastery of a comprehensive exam, you move to the second, advanced block of courses. In this second block, clinical counseling skills are taught and evaluated through the Group Counseling and Advanced Counseling Techniques courses. These courses build on clinical competencies learned in basic counseling (rapport building, session management, problem exploration, problem receiving, basic problem intervention) to develop skills in group and advanced counseling interventions. The Practicum provides opportunities for shaping of clinical counseling skills using knowledge bases from all courses via feedback received in individual and group supervision. Students completing Internship are expected to exhibit a higher level of independence and initiative in seeking supervision, which is available as needed but structured once per month.

Advanced Counseling Techniques also employs role-playing, though during this course the role-play extends throughout the semester. Two to three videotapes capturing different phases of treatment and depicting the implementation of different interventions are submitted for evaluation by the professor. While basic skills continue to be assessed, evaluation is more directly focused on implementation of specific interventions (e.g., problem solving, cognitive restructuring, self-monitoring). Your performance in the simulated sessions is evaluated on the basis of how skillfully the technique is applied as well as in terms of the appropriateness of the technique (i.e., was the technique one that is supported by research). In addition, extensive written feedback is provided about concrete aspects of the your performance and you will meet individually with the faculty instructor. You must achieve a final grade of "B" or better to be allowed to progress from this course into the Practicum.

4. Integration of science and practice

Students are taught the process of critical evaluation of research design in order to develop skills in discriminative consumption of research as professionals. You are also expected to understand the issues presented in research so that you can apply them to clinical counseling situations. Critical evaluation of research is presented and expected in several courses, including Statistics, Applied Measurement Techniques, Human Development, and Application of Learning Theory. Integration of research and practice is emphasized in General Psychopathology, Advanced Counseling Techniques, Group Counseling, Practicum and Internship.

5. Establish theoretical foundations of practice

The curriculum is designed to educate students to use theories to organize data into a meaningful framework so that strategies for intervention might be appropriately developed. Traditional personality theories of clinical practice are examined and students are trained in recognizing their premises and implications for practice. Development of competencies in theoretical foundations of practice is a significant and primary emphasis in Counseling and Personality Theories, Human Growth and Development, and Application of Learning Theory. Theories are reinforced and expanded upon throughout coursework in the program and demonstrated in assessment of Basic Counseling Techniques, Introduction to Family Dynamics, Group Therapy, and Advanced Counseling Techniques course performance. The comprehensive exam required involves demonstrating competencies in defining the characteristics of each theory and the similarities and differences between them. The case studies completed in Advanced Counseling Techniques, Practicum, and Internship provide an opportunity for students to adopt a theory or combination of theories in explaining clinical presenting problems and developing a model for treatment.

6. Effective communication of knowledge to others

Competencies in effective oral and written expression are critical for students given that their future profession will place demands on them in both areas. You are expected to demonstrate skills in integration of information, organization of delivery, and clarity in expression of ideas. Exposure to technical writing through research and experiences in developing papers and presentations for course and case study requirements are expected to strengthen skills in communication. Scholarly papers are required in nine courses and oral presentations are required in five courses. Students who demonstrate technical problems in their writing will be referred to the Writing Center for specific instruction on written communication.

7. Demonstrate ethical and professional conduct

The Clinical Counseling Program recognizes the importance of understanding ethical principles and developing strategies for evaluating and resolving ethical dilemmas and devotes considerable focus to helping students develop ethical competence. The Ethics course is designed to develop student competencies in understanding and applying ethical principles (e.g., confidentiality, boundaries with clients, competence and malpractice). Developing competencies in ethical standards of conduct also receive significant focus in Applied Measurement Techniques, Multicultural Awareness and Counseling, and applied courses (Basic, Group, and Advanced Counseling, Practicum and Internship). Throughout the program, responsible and effective behaviors are taught and monitored. Feedback is provided to strengthen student understanding of how their behavior might be consistent or inconsistent with ethical values.

8. Demonstrate personal adjustment skills sufficient to meet academic and personal objectives

Faculty view the process of counseling as one in which we contract with people to help them to develop skills to lead richer and more productive lives. Therefore, students are expected to develop their own skills to deal effectively with tasks and people. You are expected to demonstrate competencies in operating in a structured environment, where program and coursework deadlines exist, and in accepting consequences for failure to do so. Competencies in successfully meeting deadlines are identified as reflective of skills in goal setting, organization, management of self resources (e.g., time), responsibility, and ability to conform to boundaries of an organization. Given the importance of boundaries in clinical work, establishment of clear boundaries with others is emphasized in the program, reflective of competencies in independent functioning, social skills, and a respect for the needs of others. While you are given feedback by faculty on an on-going basis, you are also expected to incorporate this information into goals for your self-evaluation.

Annual Faculty Evaluation of Students

Students are expected to seek out feedback from faculty in order to self-monitor areas of progress and target areas in need of development. You will be evaluated once each year by program faculty and will receive written notice of this feedback. Students may be asked to meet with their advisors to initiate plans for remediating problems.

Each student will initiate the completion of a student self-evaluation form (see Forms section) which includes an assessment of strengths and weaknesses in academic and professional domains. The form is to be completed and submitted to the student's advisor during the semester in which they take the comprehensive examination. Note that students who have not submitted their self-evaluation will not be permitted to take the comprehensive examination. Following completion of the comprehensive examination, the student will meet with at least two faculty members to receive feedback about performance on the comprehensive examination and also will review the student's self-evaluation form. This meeting will emphasize plans for continuing progress in areas of strength and for addressing areas of weakness. Student and advisor will sign the final copy of the self-evaluation, which will be maintained in the student's file.

Student Retention

In the event that a student encounters academic difficulty or fails to develop in the ways recommended by faculty, the department is committed to offer assistance and suitable remediation if possible. Remediation may include, but is not limited to:

- Reduction in academic load
- Remedial assistance through The Writing Center and/or Academic Support Services
- Increased advisor, supervisor, and/or faculty contact
- Additional course work
- Additional practica or internships
- Release from the program

In some cases, the annual evaluation process will reveal behavioral, emotional, or other problems that hamper the student's academic performance and impede their professional growth. The faculty is committed to providing the student with timely feedback should such a situation arise. Program faculty will not formally assess, diagnose, or treat problems. In the event that behavioral or emotional difficulties significantly impair the student's performance, remediation will be recommended. Remediation may include, but is not limited to:

- Recommendation for psychosocial counseling/therapy to be conducted by a professional who does not teach at The Citadel
- Recommendation of a career shift
- Recommendation of a leave of absence
- Release from the program

All steps will be documented a manner consistent with due process outlined in the Graduate catalog.

PROGRAM ADMINISTRATION

Program Director

The Clinical Counseling program is administered by the Department of Psychology. The program coordinator has the overall responsibility for the operation of the program. In terms of contact with students, the coordinator's regular functions are:

1. providing general information to new applicants,
2. receiving suggestions for program improvement,
3. meeting with advisory council,
4. coordinating orientation programs for new students,

5. acting upon student special requests and requests for waivers from normal procedure after discussion by student with advisor,
6. processing student complaints and appeals,
7. determining program scheduling and assignment of courses,
8. coordinating faculty meetings for students experiencing academic difficulties or emotional problems affecting program completion,
9. approving transfer of courses,
10. collaborating with The Citadel Placement Office to apprise students of employment opportunities.

Faculty Advisor

Each student will be assigned a faculty advisor. The advisor's responsibilities include:

1. program of study planning and approval,
2. monitoring student academic progress each semester,
3. evaluating clinical and professional development
4. approving electives,
5. determining readiness for practicum/internship,
6. and approving practicum/internship placement.

Advisory Committee

The Citadel is strongly committed to a program which is sensitive to emerging needs and developments in the profession. Additionally, the program strives to maintain strong ties with graduates. For these reasons, an advisory committee of professionals from the Charleston area was established in 1985. This advisory committee includes among its members graduates of the program and also has a student representative from the program. The advisory committee has had a strong voice in enhancing the program and field experiences.

ADDITIONAL INFORMATION

Licensure and Certification

Many students desire to obtain licensure as a Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT). The practice of professional counseling in a private, for-fee practice is controlled by the Board of Examiners of Counselors and Therapists which is responsible for awarding these licenses.

Students initiate the licensure process upon completion of their degree by submitting an application form and a request to take the licensing exam. Students should contact the licensing board prior to graduation for specific requirements and an application form so that they can be ready to submit their application immediately after completion of their degree. The exam is given in April and October of each year. Students should be aware that they must submit their application form at least 2 - 3 months in advance of the testing date. Following successful completion of the examination and submission of a supervision plan, the graduate receives the designation Licensed Professional Counselor Intern (LPCI). The LPCI works under supervision and must complete a total of 2000 clinical hours to include 150 supervision hours over a two year period. Upon successful completion of the supervised work, the LPCI receives full licensure as a professional counselor.

Students should contact the licensing board directly for specific information regarding academic requirements for licensure and application materials:

Department of Labor, License and Regulations
Board of Examiners for Counselors
110 Centerview Drive
Columbia, SC 29210
803-896-4658

Professional Associations

Students are encouraged to become student members of the Northamerican Association of Masters in Psychology (applications available in the Department of Psychology office). NAMP promotes education for both individuals who are training or were trained at the masters level in psychology and consumers/potential consumers of psychological services. NAMP advocates for recognition of those who have obtained a masters degree in psychology with professional organizations (e.g., APA) and legislators. NAMP sponsors an annual conference. Additionally, affordable student liability insurance is available to NAMP members.

Students also are encouraged to become members of the American Counseling Association (ACA; applications available in the Department Psychology office). Student members of ACA receive

valuable information related to current issues in the counseling field through their membership in this organization. There is also a South Carolina Counseling Association, a local affiliate with the ACA). ACA and SCCA sponsor annual conferences.

Student Associations

Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate students who are making study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Psi Chi serves two major goals. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is addressed by the dedication of the Society's local chapters to nurture students' academic accomplishments by offering a climate congenial to students' professional growth and development. To that end, The Citadel's chapter of Psi Chi sponsors programs which enhance the regular curriculum.

To qualify for acceptance into Psi Chi graduate students must have completed a minimum of 12 hours in psychology courses and achieved a minimum grade point average of 3.7 (overall as well as in psychology courses). Dr. Maria Lynn Kessler is the faculty advisor for Psi Chi and can be contacted for application materials.

Chi Sigma Iota Counseling Academic and Professional Honor Society

Students are encouraged to join the international honor society of counseling professionals (Chi Sigma Iota) which has a local chapter (Alpha Tau Chi) at the Citadel. Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice.

The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in the study and practice of counseling. Chi Sigma Iota also sponsors the annual Helping Professions Workshop which features nationally prominent counselors and family therapists.

Students enrolled in counseling programs leading to graduate degrees are eligible for membership in Chi Sigma Iota. For the Alpha Tau Chi Chapter, a student must have completed seven courses, attaining a GPA of 3.5 or better. In addition, membership is also open to faculty, alumni, and participating professional counselors who have given evidence of distinguished scholarship and professional service.

Membership in Chi Sigma Iota can make a valuable contribution to your professional development. You will become a part of a network of professionals who ascribe to high standards of scholarship and practice. The chapter holds four regular meetings each year. Attendance is expected at three of the four meetings. In addition, to maintain membership in good standing, members are expected to participate in committee meetings and/or work sessions.

Clinical Counseling students who are interested in joining Chi Sigma Iota should contact Dr. George Williams (Education Department, 953-5097) to obtain membership forms. At present, initial yearly dues are \$35.00.

Employment Opportunities

The Citadel has a very active job placement service, headed by Brent Stewart (953-1617). This office can assist you in developing a resume, identifying potential employment opportunities, and setting up employment interviews. In addition, program faculty maintain good relationships with public and private agencies in the tri-county area and often are informed directly of job openings. When available, information on job opportunities is posted outside the Psychology Department Office.

Psychology Department Faculty

Department Head:	Alfred J. Finch, Ph.D., ABPP (advisor)
Program Director:	Julie A. Lipovsky, Ph.D., ABPP (advisor)
Field Placement Site Coordinator:	J. Patrick Leverett, Ph.D. (advisor)
Additional Faculty:	David H. Reilly, Ed.D., ABPP Dean, College of Graduate and Professional Studies Conway F. Saylor, Ph.D., ABPP P. Michael Politano, Ph.D. T. Darrin Matthews, Ph.D. Nancy L. Bell, Ph.D. Kerry S. Lassiter, Ph.D. Maria Lynn Kessler, Ph.D. Virginia DeRoma, Ph.D. (advisor)