



THE CITADEL

CLINICAL COUNSELING

Master of Arts in Psychology:
Clinical Counseling Program

The Citadel

Program Handbook

2023-2024

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INTRODUCTION

This Handbook is intended to assist students in progressing toward the Master of Arts in Psychology: Clinical Counseling Program at The Citadel. The Handbook does not replace the official catalog, but supplements that document with a detailed presentation of both the Program and the faculty's expectations of students.

Students are expected to be familiar with the contents of the Handbook in order to gain maximum benefit from their studies and make expeditious progress towards the degree. The Handbook is the primary reference source for the Clinical Counseling Program, and consists of a description of the curriculum, sequence of courses, comprehensive examination, field placement requirements, and core competencies. Additionally, important information regarding academic policies, support services, and expectations of students among others are described. A good measure of responsibility for completing The Program rests with students during their studies at The Citadel. Students are assigned a faculty advisor who should be consulted at least once each academic year to review progress toward the degree. It is the responsibility of the student to maintain contact with their advisor throughout the course of study.

The Master of Arts in Psychology: Clinical Counseling

The Citadel's Clinical Counseling Program offers a 60 semester hour master's degree in psychology for those interested in becoming professional mental health and/or addiction counselors. Our graduates have obtained employment in diverse settings such as community mental health centers, college counseling centers, hospitals, substance abuse programs, correctional facilities, social service agencies, non-profit agencies, and independent practice. Most of our graduates complete licensure requirements in South Carolina or other states, and many pursue private clinical practice. The Program is accredited by the State Department of Education in South Carolina and the Masters in Psychology and Counseling Accreditation Council (MPCAC). The curriculum is consistent with requirements for a license as a Professional Counselor (LPC) and potentially an Addictions Counselor (LAC) in South Carolina.

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 first rate 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 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 CAMPP and endorsed by the NAMP. In 1997, the program degree was changed from a Master of Education to a Master of Arts in Psychology. The program was initially accredited by Masters in Psychology Accreditation council (MPAC) in 2002 and has been reaccredited by MPCAC (council changed its name) since 2012.

Mission and Learning Objectives

The mission of the Clinical Counseling MA program is to prepare students to become ethical, multiculturally-competent, evidence-informed practitioners of psychological counseling in a variety of mental health settings.

The Program's training model emphasizes the application of theories of human development, psychopathology, multiculturalism and cognitive behavior change to psychosocial problems and advocates a scholarly perspective that integrates evidence-based and professional competencies with a compassionate, culturally sensitive and ethical orientation to clinical work. Through a blend of didactic and practice-based experiences, students will acquire an empirical and culturally competent approach to assessment, conceptualization, intervention, and evaluation of psychological services.

The objectives of the program are designed to enable the student to:

1. Understand principles of psychology and their application to real world clinical situations and settings
2. Recognize and appreciate the importance of a multicultural perspective
3. Demonstrate understanding of professional and ethical principles as they apply to competent professional practice
4. Understand evidence-based practice and function as scholarly practitioners when approaching assessment, conceptualization and intervention.
5. Acquire assessment and intervention skills to be used with a diverse range of clients and problems.

Enrollment

The most desirable approach to obtaining a graduate degree in psychology is full-time resident study with 9 credit hours per semester. Full-time study allows the student to focus time and energy on the important tasks of professional and personal development required to become a competent counselor. We recognize that students may have family and/or employment responsibilities that preclude full-time study, and many do complete the Program on a part-time basis with 3 to 6 credit hours per semester. Either form of enrollment requires that students

become actively involved in the rigors of graduate education and meet all academic requirements regardless of the nature of their other obligations.

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 students as mental health counselors. The program addresses the development of counseling skills in a variety of modalities, including individual, family and group. Students who successfully complete this program meet the educational requirements for licensure as a Professional Counselor (LPC) and may for an Addictions Counselor (LAC) in South Carolina. While some graduates have successfully pursued doctoral study, the program is designed as a terminal degree program.

The curriculum focuses on 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 assessment and diagnostic procedures, statistics/research, use of published literature to inform clinical practice, and critical thinking;
4. the process of counseling, with focus on applying theories of behavior change, evidence-based approaches to treatment, and professional issues affecting the counseling process; the contemporary practice of counseling and psychotherapy covering the assessment, case conceptualization, diagnosis, and treatment of the broad range of clinical problems seen in clients, couples, families, and children;
5. cultural and lifestyle factors that may impact the development and treatment of clinical problems;
6. ethical and legal issues that are common in 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; and
7. understanding and applying theoretical models of substance-use disorders, with an emphasis on evidence-based assessment, diagnosis, and treatment skills.

All students receive two supervised experiences as counselors 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. With permission, qualified students may take their internship experience at an approved site in another location.

Additionally, students have the opportunity to gain additional knowledge in specific areas of counseling by taking elective courses and selecting specific clinical placements (e.g. interventions with children, couples and families).

Clinical Instruction

The Program includes courses that provide clinical instruction beginning with simulated role-playing exercises with other students and professional actors and progressing to training at practicum and internship sites. These courses and practical field experiences focus on the development of psychological counseling skills under the supervision of faculty and field placement supervisors. This clinical counseling instruction builds upon the core areas listed above.

Course Progression

The MA in Psychology: Clinical Counseling is awarded after successful completion of 60 semester hours. It is the mission of this program to prepare students to function as scholarly-practitioners who use evidence-based practice. In order to achieve this goal, the program is divided into a progressive sequence of three blocks of courses.

The first core block focuses on training students as scholars and consists of courses 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, psychopathology and diagnosis, case conceptualization and evidence-based practice, scientific approaches to understanding human behavior, psychometrics, and ethical/professional issues.

All courses emphasize an empirical approach toward the acquisition and evaluation of 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, and ways of measuring these constructs. Students will be expected to demonstrate knowledge of foundations of psychology and counseling, basic assessment and conceptualization 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 Principles of Cognitive and Behavioral Change

PSYC-507 General Psychopathology

PSYC-508 Counseling and Personality Theories

PSYC-514 Ethics and Professional Issues in Counseling

PSYC-523 Applied Statistics and Psychometrics

PSYC-526 Clinical-Counseling: Basic (prerequisites/concurrent: 501, 507, 508)

PSYC-528 Evidence-Based Practice, Case Conceptualization & Treatment Planning
(prerequisites/concurrent: 501, 507, 508, 526)

PSYC-545 Graduate Research Design & Evaluation

PSYC-561 Cultural Issues in Psychological Practice

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 advanced courses. These courses prepare students to be practitioners of evidence-based practice and specifically address the diagnostic process, case conceptualization and 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, case conceptualization and treatment planning through selection/evaluation of evidence-based intervention strategies and termination. The courses in this advanced clinical block are applied and blend didactic and experiential components to facilitate the development of therapeutic skills.

We recommend students take PSYC-643 and PSYC-644 in the same semester. If this is not feasible, PSYC-643 must be taken prior to PSYC-644.

Block II -- Advanced Clinical Courses

PSYC-611 Clinical and Professional Issues in Counseling (1 credit)

PSYC-643 Advanced Clinical Counseling: Assessment

PSYC-644 Advanced Clinical Counseling: Intervention

PSYC-645 Advanced Clinical Counseling: Group

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 clients in community agencies and clinical settings. 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 an awareness of their professional strengths and weaknesses, a personal style of counseling, and a repertoire of professional behavior.

Block III -- Field Placements

PSYC-629 Practicum (completed or concurrent enrollment in PSYC 643 & PSYC 644)

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

Other Required Courses

PSYC-540 Theories & Biology of Addictions (prerequisites: 500, 501, 507)

EDUC-550 Career Counseling

Electives (5 hours required):

PSYC-527 Child Psychopathology & Treatment

PSYC-553 Family Dynamics

PSYC-555 Special Topics in Psychology (multiple 1-credit course options will be available)

PSYC-570 Social & Cognitive Foundations

PSYC-602 Social and Biological Basis of Child and Adolescent Behavior

PSYC-609 Evidence-Based Treatment of Addictions

Course descriptions can be found in the latest version of the Citadel Graduate College Catalog.

PROGRAM PROGRESS

Program of Studies

In Appendix B of this Handbook is a copy of a Planning your Program of Studies form, which functions as a worksheet to ensure that students complete all requirements of the program.

Students are required to complete this form with their advisor during their first semester of classes. Students are encouraged to review this form on a regular basis with their advisor to plan and track progress.

Time to complete program

Scheduling of courses in the Program is designed to accommodate full-time and part-time students. Those completing three courses per semester will require approximately 3 years. Students completing two courses per semester will require approximately 3-1/2 years to complete all requirements. Most students complete the program in 3 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. If any student requires an extension, a formal written request to the Program Director must be made, which will be reviewed by all program faculty at the next faculty meeting. 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.

Comprehensive Examination

Students are required to take the exam during the semester in which they complete their core course block or the subsequent semester, no extensions are permitted. **Students will not be permitted to enroll in advanced clinical courses until they have successfully completed the comprehensive examination.** Students who do not pass the examination upon first administration will not be permitted to enroll in advanced clinical courses. They **must** retake the examination (an alternate form) **during the subsequent semester.** Students who do not pass the examination upon second administration or who choose not to retake the exam in the subsequent semester will be released from the program. No exceptions will be made to this requirement

The comprehensive examination requires students to define and apply relevant concepts learned in the ten core courses. Success in the core courses does not ensure that students will perform well on the exam. Students are encouraged to prepare for the exam by reviewing the material in the core courses with a decided focus on the application and integration of terms, concepts, and principles. Instructors of each core course provide key words and essay questions that form the basis of the exam. A detailed Comprehensive Examination Guide is available to assist with preparation for the exam and can be found on the CCP Resources course through Canvas.

Practicum and Internship

Students complete two field placement experiences, first during the Practicum (PSYC629) and then Internship (PSYC651/652). The Practicum consists of at least 100 hours at a community agency over one term, and the Internship involves 600 hours of work over two terms.

Students are **not** permitted to complete practicum or internship at a site where they have been, or are currently, employed. Practicum and Internship are separate experiences and students are not allowed to commit to an internship when interviewing for practicum.

To maximize breadth of experience and training opportunities, students must complete their practicum and internship at different training sites. Additionally, the program is committed to training students who are committed to social justice and have exposure to agency/community based mental health; therefore, students may only complete practicum or internship within a private practice setting, not both.

Practicum Requirements

To enroll in the Practicum course, students must have completed or be concurrently enrolled in PSYC-643 Advanced Clinical Counseling: Assessment and PSYC-644 Advanced Clinical Counseling: Intervention. The practicum requires students to work in a mental health agency or practice for approximately 10 hours/week. There, they provide individual, family, and/or group counseling under the supervision of a mental health professional who is licensed in a mental health discipline (e.g. LPC, LAC, LISW, Licensed Psychologist). Students complete a minimum

of 100 hours of work at the agency consisting of at least 40 hours of direct counseling experience (individual, family) and 60 hours of other types of experience (supervision, observing others conducting counseling, in-service training, paperwork, etc.). Additionally, students must complete a minimum of 25 group counseling hours over the course of their practicum and internship experiences that may be divided up between these two experiences.

Students in practicum also attend a three-hour per week seminar course conducted on campus by a faculty member. These 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 recordings of student counseling sessions.

Students who are not successful in their first attempt at practicum (i.e., receive a grade of IP/F) *may* be permitted to retake the course, following discussion with their practicum course instructor and with approval of the Program Director and Department Head. Students who are not successful after repeating the practicum course will be released from the program.

Internship Requirements

To enroll in the Internship course, students must have successfully completed Practicum and must have attained at least a grade of **B** in PSYC643 (Advanced Clinical Counseling: Assessment), PSYC644 (Advanced Clinical Counseling: Intervention), and PSYC645 (Advanced Clinical Counseling: Group) to be permitted to advance to internship. Students who receive a **C** or lower in any advanced course and whose overall academic performance is within an acceptable level based upon CGC 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 internship. 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 PSYC643 or PSYC644 whose overall academic performance is below CGC standards will be subject to sanctions as listed in the Graduate Catalog.

The internship requires students to work in a clinical setting under supervision of a mental health professional who is licensed in a mental health discipline (e.g. LPC, LAC, LISW, Licensed Psychologist). Students complete a minimum of 600 hours of work consisting of 240 hours of direct counseling experience (individual or family). Additionally, students must complete a minimum of 25 group counseling hours over the course of their practicum and internship experiences that may be divided up between these two experiences. Students complete the internship over two semesters (approximately 20-25 hours/week), but may take up to a year to complete hours.

Students on internship also attend a twice per month seminar course conducted by a 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 recordings of student counseling

sessions.

The full internship is six academic credit hours (PSYC651 and PSYC652). Students are responsible for assessing the degree to which sites can provide adequate direct contact hours to meet course requirements in the desired time frame. Students have a maximum of **one year** in which to complete all internship requirements. Students who fail to complete the requirements in one year will receive a failing grade for the course.

Students must complete the internship course successfully (i.e., receive a grade of P) in order to complete the program. Students who are not successful in their first attempt at internship (i.e., receive a grade of IP/F) **may** be permitted to retake the course, following discussion with their internship course instructor and with approval of the Program Director and Department Head. Students who are not successful after repeating the internship course will be released from the program.

Additional Information Regarding Practicum/Internship

Students will arrange their field placement during the semester before they anticipate enrolling in the course. Students have the opportunity to meet with representatives of field placement sites at the Field Placement Site Exposition, which are held each fall and spring. The site representatives describe their agencies including the services provided, types of clients, and expectations of the students. Students will be informed well in advance of the Site Expo dates and times and are expected to attend.

Students have the responsibility to contact field placement sites of interest for practicum and internship. **Students must obtain a signed Field Placement Agreement with their proposed practicum/internship site supervisor and the Supervisor Credential Form that will be turned in to the course instructor.** The appropriate forms can be found on the Field Placement Resources course page in Citadel On-line (Canvas).

Students should note that field placement supervisors have the right to terminate their contractual relationship if the student is evaluated as being unprepared for the clinical experience. In this event, the site supervisor will refer the student back to The Citadel and the Student Performance Procedure (see page 15) will be initiated to develop a plan for professional/clinical/academic remediation. Such remediation may involve retaking prerequisite courses including the Practicum, completing assignments outside of a class to improve clinical skills, or engaging in personal therapy. Should remediation efforts be unsuccessful, students may be recommended for release from the program.

Students interested in completing their field placement at a site that is not on our approved list must have that site reviewed by the Field Placement Site Coordinator 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.

Students **must obtain liability insurance prior to beginning** their practicum/internship and are required to provide proof of insurance before being approved to begin working with clients on practicum/internship. There are options for student professional liability insurance from the following organizations:

- Healthcare Providers Service Organization (HPSO; www.hpsso.com)
- American Counseling Association (www.counseling.org) - must be a student member of the ACA.

Students are responsible for documenting their hours during the practicum and internship. This documentation will be reviewed regularly during the practicum/internship. Students should keep a copy of this documentation to assist with the licensure application. *Hours logs can be found on the Field Placement Resources course in Canvas.*

Employment during Practicum/Internship

Many students are employed full-time while taking the core and advanced courses. However, the transition to the Practicum and Internship requires a greater time commitment that often makes full time employment difficult. Students should plan on spending at least 10 hours/week during practicum and 20 hours/week during internship. Those working full-time must carefully plan for this transition, as it is unlikely that field placement sites can provide sufficient hours beyond the normal weekday hours. When placement sites do offer hours at night and on weekends, the nature of the training experience is compromised by limited exposure to a host of learning opportunities occurring during regular hours.

Practicum/Internship Timetable

The following dates are intended to serve as a guide for deciding on a field placement site. Students going on Internship have priority for sites over those desiring a Practicum site.

<u>Task</u>	<u>Timeline</u>	
	<i>For Spring Placement</i>	<i>For Fall Placement:</i>
Field Placement Expo	Mid-September	Mid-February
Identify 3-4 sites to apply	Oct. 1	March 1
Complete interviews	Oct. 15 – Dec. 15	March 15 – May 15
Apply/renew for insurance coverage	Dec. 15	August 1
Secure Agreement contract	Dec. 15	August 1

Clinical Case Presentation

The final requirement for graduation from the Clinical Counseling program is successful presentation of a case seen during the internship experience to a committee consisting of two faculty members and their internship supervisor. Students will be required to provide a written case formulation, treatment plan, and summary of treatment provided on a client selected from

their internship caseload. In addition, students will submit a recording of a counseling session with the case study client (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.

At the start of each semester, students completing their internship that semester will be given a list of potential dates and times to sign-up for their presentation. Students are responsible for sharing this date and time with their site supervisor so they can attend. **Panel members should be provided all case study materials at least 2 weeks prior to the case presentation.**

Students will be evaluated on their written case study and recorded session using the Clinical Case Study Evaluation form (see Appendix D) by the two faculty members on the panel. Any rating of “Unsatisfactory: Below program requirements” requires the student to rewrite/edit the paper and/or submit an additional session recording to ensure meeting of program and skill competencies. Passage of the clinical case study will result in a passage and completion of internship (PSYC 651 and 652), indicating completion of degree and program requirements.

Academic Policies

Academic Performance:

Faculty advisors and the program director monitor student grades each semester. The CCP follows the Academic Standards policies laid out in the CGC Academic Catalog. The following are brief descriptions of some of the standards:

- Students with more than 12 hours of completed graduate credit must have a GPA of a 3.0 or higher.
- Students who receive 3 C-letter grades (including C+) will be dismissed from the program as per CGC policy.
- Students who receive an F-letter grade will be dismissed from the program as per CGC policy.

Students should consult the official Citadel Graduate College Academic Catalog for academic policies and appeal information

Academic Dishonesty:

Academic Dishonesty in any graduate course leads to the automatic failure of the course and, subsequently, dismissal from the graduate program. These decisions can be appealed to the Graduate Honors Council or through mechanisms established in the Graduate School Catalog. Less severe examples of unprofessional behavior may initiate the enactment of the Student Performance Procedure (see page 15). 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 Director, or the Department Head of Psychology. The program expects students to behave in a manner consistent with ethical principles of the profession.

Students should be familiar with the Department Guidelines concerning plagiarism. Copies of these guidelines can be obtained in the Psychology Department. The Citadel also endorses a

student honor system and students are expected to abide by that honor code as outlined in the Academic Integrity Policy of the Graduate Catalog. Failure to conform to these standards will result in disciplinary actions and/or dismissal.

Evaluation of Students

Students are expected to seek out feedback from faculty in order to monitor areas of progress and target areas in need of development. Students are evaluated annually by program faculty based on performance and interactions both in and outside the classroom on their communication skills, interpersonal and professional competence, self-awareness and personal reflection, response to feedback and ethical and professional conduct using the Annual Student Performance Evaluation form (see Appendix C). Students will receive written notice of this feedback and are encouraged to discuss this feedback with their advisors. Students for whom concerns arise will meet with their advisor and one other faculty member to discuss concerns and develop an action plan for success. In some circumstances these concerns may initiate the enactment of the Student Performance Procedure (see page 15).

Expectations for Professional Behavior

Professional behavior is part of adequate performance as a clinical counselor, and students are expected to act in a professional manner throughout their studies. Professionalism is an important component in the evaluation of students and has implications for recommendations for field placement sites and employment.

Both the American Psychological Association and the American Counseling Association have published guidelines concerning ethical behavior, delivery of services, and treatment of research subjects. Students who fail to conform to the profession's ethical standards are subject to release from the program.

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

Attendance: Our goal is to prepare students to function as scholar-practitioners, and the MA degree is awarded upon the mastery of a corpus of knowledge and the demonstration of effective clinical counseling skills. Students are expected to attend all scheduled classes in their entirety. The Catalog of the Citadel Graduate College delineates a general policy regarding class attendance. Unless stated differently in the course syllabi, this attendance policy is in effect and course instructors can fail a student who misses more than 3 classes for any reason. If possible, students should inform the professor prior to the class of their intention to miss a class. Students not returning to class after a "break", without permission from the instructor, will be marked absent for the entire class.

Many courses concentrate on skill development in order to prepare students to be practitioners. These courses incorporate a variety of practical exercises including demonstrations, role-playing, and group meetings outside of regular class time to facilitate diagnostic and therapeutic skill development. In these courses, a policy of no class absences, except for extreme circumstances, has been adopted by the Clinical Counseling Program faculty to ensure that the learning experience is not compromised. Absences that occur under extreme circumstances will still be evaluated by the instructor to determine if the goals of the course have been compromised at which time the instructor, with approval by the department head, may give the student a “W” for the course, thus requiring the student to repeat the course. This no absence policy also applies to the practicum and internship courses that involve field placements. Courses that fall under the no absence policy are as follows: PSYC 526, PSYC 643, PSYC 644, PSYC 629, PSYC 651, PSYC 652.

Punctuality: Students are expected to be on time for class and to remain for the entire period. Punctuality also refers to timeliness in completing assignments. Students are expected to complete their coursework in the allotted timeframe. Demonstration of responsible attendance and punctuality in an academic setting suggests that students possess adequate personal management/organizational skills to operate appropriately in future professional roles. Repeated attendance and/or punctuality difficulties will be documented and such documentation will be placed in the student’s file. Such repetitive attendance or punctuality problems may impact faculty decisions regarding a student’s annual evaluation, a student’s readiness to register for field placement training, or a faculty member’s willingness to provide letters of recommendation or references.

Preparation: Students are expected to have completed all the reading prior to the class time. 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 welcomes and responds to feedback (openness to critical exploration versus defensive, challenging), 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 the primary vehicle for growth as a student and future counselor. Adopting a defensive posture to feedback will impede development in many important areas. Feedback is given to help students improve skills so that they can be effective in their clinical roles. Faculty members expect students to receive feedback with an attitude of acceptance and motivation toward change.

Student Performance Procedure

These procedural guidelines may be enacted in the event that a student's performance interferes with their ability to function competently in an academic and/or professional capacity. They are implemented cautiously and judiciously, for the student's benefit, after careful consideration by all Clinical-Counseling faculty. Importantly, these guidelines are in addition to all other policies of The Citadel, which address disciplinary procedures or students' ability to safely participate in Citadel programs.

In those instances where the student's performance has been evaluated as substandard due to reasons of academic or professional suitability (including, but not limited to an inability to perform at the skill level required or an inability to meet the training rigor of the program), the Program will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The student will be informed of any claims of such substandard performance and be given the opportunity to address them. Concerns regarding performance may be presented by members of the faculty/staff of The Citadel, field placement supervisors, or students. These concerns should be presented to the student's advisor and Program Director, and then reviewed by all Clinical-Counseling faculty.

When the student's behavior problems are potentially serious enough to jeopardize client/patient welfare at a field placement site, to damage the reputation of The Citadel, and/or to warrant serious disciplinary action (such as limitation of clinical activity, suspension, or termination), the claim will be reported immediately to both the Program director and Department Head. If, at any time, the student's supervisor or Program Director believes that the behavior interferes with the student's ability to complete assigned duties in a professional manner, they may immediately suspend the student from his/her duties and classroom activities and immediately notify the Program Director and Department Head.

When the student's behavior problems are significant but not to the degree described above, an attempt will be made to resolve the situation without disruption of the student's progress through the program. Should problems persist, escalate, or create a risk for the student, classmates, clients, or faculty member, a more formal remediation agreement will be developed to address remediation.

The formal remediation agreement will be created in conjunction with the student and will include a specific timeline for completion of the remediation activities. The plan will be signed by the faculty member(s) and student and placed in the student's file. Remediation activities may include, but are not limited to:

- Recommendation for psychosocial counseling/therapy to be conducted by a professional who does not teach at The Citadel.
 - If counseling or psychotherapy is recommended as a requirement for remaining in the program, the student's advisor (or, if requested by the student, another Clinical Counseling Program faculty member) must be permitted to establish communication with the student's counselor/psychotherapist to ensure that specific concerns and/or areas are addressed and appropriately resolved such that future professional development is likely. Such communication would be then

shared with the Clinical Counseling program faculty only to the extent necessary to provide information regarding the student's progress toward appropriate remediation and to plan, if necessary, specific educational and training aspects to enhance the student's professional development in light of noted concerns.

- Recommendation of additional coursework, practicum/internship experience, or more intensive supervision
- Recommendation of written assignments and/or reflective work
- Recommendation of a leave of absence
- Recommendation of a career shift
- Termination from the program

When the student has resolved the concern(s) they will present a written request for completion of the remediation process to Program Faculty. Following a favorable review, the student will resume normal standing and progression through the program. If the student is unable to complete the remediation agreement within the agreed upon timeline, the student will be terminated from the program.

A student who wishes to appeal this procedure should contact the Department Head who will review the matter. If this does not result in satisfaction, the student should contact the Dean of the Citadel Graduate College. If this still does not result in satisfaction, the student should contact the Provost. The decision of the Provost is final.

Support Services

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access of programs and services. The Citadel is committed to providing equal access opportunities for individuals with disabilities. Students with disabilities who are in need of academic adjustments and accommodations must contact the Student Success Center on campus (Thompson Hall, Room 107 or 953-1820) to register for services and coordinate all appropriate academic adjustments and accommodations. Students with disabilities who choose not to declare their disability and register with the center waive their rights to academic adjustments and accommodations.

DEPARTMENTAL COMMUNICATION

All students will receive a Citadel email address and program-wide emails will be sent through the CCP Student Resources course in Canvas. Students are expected to check their e-mail regularly for communication from faculty, including important program-related meetings, course offerings, employment and volunteer opportunities, and upcoming educational meetings (e.g., workshops). This distribution list also can be used by students to communicate with their peers.

If any student has a physical disability that makes it impossible to comply with electronic communication requirements (e.g., blindness/visual impairment, inability to type due to physical

limitations), such a documented disability should be brought to the Program Director. In collaboration with The Citadel Academic Success Center, attempts will be made to assist the student in attaining accommodations to comply with this requirement.

PROGRAM ADMINISTRATION

Program Director

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

1. Providing general information to new applicants
2. Receiving suggestions for program improvement
3. Coordinating orientation programs for new students
4. Acting upon student special requests and requests for waivers from normal procedure after discussion by student with advisor
5. Processing student complaints and appeals
6. Determining program scheduling and assignment of courses
7. Coordinating meetings for students experiencing academic difficulties or emotional problems affecting program completion
8. Approving transfer of courses

Faculty Advisor

Each student will be assigned a faculty advisor, and students are responsible for maintaining regular contact with their advisors. The advisor's responsibilities include:

1. Program of study planning to include a required meeting with advisees during their first semester of courses
2. Monitoring student academic progress each semester
3. Evaluating clinical and professional development
4. Providing written feedback from Annual Review of Student Performance

ADDITIONAL INFORMATION

Licensure

Many students desire to obtain licensure as a Licensed Professional Counselor (LPC) and/or Licensed Addictions Counselor (LAC) upon graduation. The practice of professional counseling in a private, for-fee practice is controlled by the Board of Examiners of Counselors, which is responsible for awarding this license.

Upon graduation students will meet the requirements for a license as a Professional Counselor (LPC) and may as a Licensed Addictions Counselor (LAC) in South Carolina. If a student has the intention of seeking employment or licensure outside of South Carolina, the student is strongly encouraged to investigate licensure requirements for that state, as requirements vary from state to state.

Students initiate the licensure process upon completion of their degree by submitting an application and a request to take the licensing exam. The application is available on the state licensure website (www.llr.state.sc.us/POL/Counselors/), and students should contact the licensing board prior to graduation with questions so that they can be ready to submit their application after completion of their degree. Review and approval of an application and licensure requirements typically takes 4-6 weeks. Upon approval, students may take the licensure exam. Following successful completion of the examination and submission of a supervision plan, the graduate receives the designation Licensed Professional Counselor Associate (LPC-A). The LPC-A works under supervision and must complete a total of 1500 clinical hours to include 100 supervision hours over a minimum of a two-year period. Upon successful completion of the supervised work, the LPC-A receives full licensure as a professional counselor. Students should contact the licensing board directly with specific questions:

Department of Labor, License and Regulations
Board of Examiners for Counselors
110 Centerview Drive
Columbia, SC 29210
803-896-4300
www.llr.state.sc.us/POL/Counselors/

Professional Associations

Students are strongly encouraged to become student members of professional organizations related to counseling and psychology, as engagement in these organizations is important for awareness, advocacy, and professional development now and moving forward.

Students are encouraged to become members of the [American Counseling Association](#). Student members of ACA receive valuable information related to current issues in the counseling field through their membership in this organization. Further, students are encouraged to become student members of the state chapter: [South Carolina Counseling Association](#).

Student Representatives

The Clinical Counseling Program will have a minimum of three student representatives. These students will attend monthly program meetings to engage in discussions concerning academic, institutional and social concerns, and meet with the Program Director when needed. These representatives provide a resource for students, help organize and participate in program admissions interviews, organize social events and professional opportunities, and keep the student body updated on academic issues. Any student can email (CCP@citadel.edu) or meet with representatives with ideas, concerns, or for support. *If you are interested in becoming a CCP student representative, contact the Program Director.*

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 that 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. Jill Dawes is the faculty advisor for Psi Chi and can be contacted for application materials.

Employment Opportunities

The Citadel has a very active career center and job placement service (www.citadel.edu/root/career). 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, volunteer, and other professional development opportunities are emailed through the program list serve.

Graduate Assistantships

Graduate assistantships are available on campus for graduate students who carry a minimum of six credit hours each semester. Graduate assistantships are coordinated through The Citadel Human Resources Department, which recruits graduate assistants and matches candidates with suitable positions. Graduate assistantships are located all across campus and most departments have at least one graduate assistant, including academic departments, The Citadel Graduate College, the Academic Success Center, Daniel Library, and many others. Once hired, graduate assistants work approximately 20 hours each week and earn \$15 an hour. Historically, the Psychology Department has maintained three graduate assistantship positions who assist with administrative and departmental tasks. If interested, please visit and apply through the [Human Resources webpage](#).

Psychology Department Faculty

Department Head: Lloyd (Chip) Taylor, Ph.D.

Clinical Counseling Faculty: Crystal Hank, Psy.D. (Field Placement Coordinator)
Alexandra Macdonald, Ph.D. (Comps Coordinator)
Genelle Sawyer, Ph.D. (Program Director)
Brian Sherman, Ph.D.
Lloyd (Chip) Taylor, Ph.D.

Additional Faculty: Jillian Dawes, Ph.D.
Lori Fernald, Ph.D.
Allison Grace, Ph.D.
Timothy Hanchon, Ph.D.
T. Darrin Matthews, Ph.D.
Kathryn Parker, Ph.D.
Audrey Parrish, Ph.D.

Appendix A

Planned Course Offerings for Clinical Counseling Program

CORE COURSES

Fall	Spring	Summer I	Summer II
PSYC500-Human Growth & Dev	PSYC500-Human Growth & Dev	PSYC500-Human Growth & Dev	PSYC500-Human Growth & Dev
PSYC501-Cognitive/Behavioral	-----	PSYC501-Cognitive/Behavioral	-----
PSYC507-Psychopathology	PSYC507-Psychopathology	-----	-----
-----	PSYC508-Counseling Theories	-----	PSYC508-Counseling Theories
-----	PSYC514-Ethics	-----	-----
PSYC523-Stats & Psychometrics	-----	PSYC523-Stats & Psychometrics	-----
PSYC526-Clinical Counseling: Basic	PSYC526-Clinical Counseling: Basic	-----	-----
PSYC545-Research Design & Evaluation	PSYC545-Research Design & Evaluation	-----	-----
PSYC528-Evidence Based Practice	PSYC528-Evidence Based Practice	-----	-----
	PSYC561-Cultural Issues in Psych Practice	-----	PSYC561-Cultural Issues in Psych Practice

ADVANCED COURSES

PSYC645-Advanced: Group	-----	PSYC645-Advanced: Group	
-----	-----	PSYC611-Professional Issues in Counseling	-----
PSYC643- Advanced: Assessment	PSYC643- Advanced: Assessment	-----	-----
PSYC644-Advanced: Intervention	PSYC644-Advanced: Intervention	-----	-----

FIELD PLACEMENT COURSES

PSYC629-Practicum	PSYC629-Practicum	PSYC629-Practicum	
PSYC651/652- Internship	PSYC651/652- Internship	PSYC651/652-Internship	

OTHER REQUIRED COURSES

-----	PSYC540-Theories & Biology of Addictions	-----	-----
-----	-----	EDUC550-Career Counseling	EDUC550-Career Counseling

ELECTIVE COURSE OFFERINGS

	PSYC 527-Child Psychopathology & Tx		
PSYC 553-Family Dynamics			
PSYC 570-Social & Cognitive Foundations	PSYC 570-Social & Cognitive Foundations		PSYC 570-Social & Cognitive Foundations
		PSYC 602- Social & Biological Basis of Child & Adol Bx	
PSYC 609-Evidence Based Tx of Addictions			
PSYC 555-Special Topics	PSYC 555-Special Topics	PSYC 555-Special Topics	PSYC 555-Special Topics

Appendix B

Psychology: Clinical Counseling MA
Planning Your Program of Studies (enrollment Summer/Fall 2022 or after)

Name: _____

Enrollment year: _____

Advisor: _____

Enrollment term: _____

Block I – Core Courses (30 hours)	Semester completed	Grade
PSYC-500 Human Growth and Development		
PSYC-501 Cognitive & Behavioral Change		
PSYC-507 General Psychopathology		
PSYC-508 Counseling and Personality Theories		
PSYC-514 Ethics and Professional Issues in Counseling		
PSYC-523 Applied Statistics and Psychometrics		
PSYC-526 Clinical Counseling: Basic		
PSYC-528 Evidence Based Practice, Case Conceptualization & Treatment Planning		
PSYC-545 Graduate Research Design & Evaluation		
PSYC-561 Cultural Issues in Psychological Practice		
Comprehensive Examination		
Block II – Advanced Courses (10 hours; must pass comps exam)		
PSYC-611 Clinical and Professional Issues in Counseling (1-hr)		
PSYC-643 Advanced Clinical Counseling: Assessment		
PSYC-644 Advanced Clinical Counseling: Intervention		
PSYC-645 Clinical Counseling: Group		
Block III – Field Placements (9 hours)		
PSYC-629 Practicum: Clinical Counseling (must complete or be concurrently enrolled in PSYC 643 & PSYC 644)		
PSYC-651 Internship I: Clinical Counseling (must pass all advanced classes and practicum)		
PSYC-652 Internship II: Clinical Counseling (must pass all advanced classes and practicum)		
Other Required courses (6 hours; to be taken at any point in program)		
PSYC-540 Theories and Biology of Addiction		
EDUC-550 Career Counseling		
Psychology electives (5 hours; to be taken at any point)		
PSYC-527 Child Psychopathology & Treatment		
PSYC-553 Family Dynamics		

PSYC-570 Social & Cognitive Foundations		
PSYC-602 Social & Biological Basis of Child & Adolescent Behavior		
PSYC-609 Evidence-Based Treatment of Addictions		
PSYC-555 Special Topics courses		
Expected Graduation (minimum of 60 credit hours)		

*Note: Some courses have prerequisites. Be sure to check with your advisor and the catalog before registering.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Appendix C

Date _____

Annual Student Performance Evaluation

Student Name: _____

Enrollment Date: _____

Program Status: Pre-comps _____ Adv. Classes _____ Field Placements _____

Coursework in the Clinical Counseling Program is designed to facilitate growth in core competencies and skills critical for effective professional and ethical applied practice. Students are evaluated by Clinical Counseling faculty annually based upon interactions both in and outside the classroom environment.

Use the following scale to indicate rating of competence: 1 – Unsatisfactory, 2 - Satisfactory: Meets program criteria, 3 –Excellent: exceeds program criteria, N/A – Not Applicable

Areas of Competence:

1. Communication Skills

- a. Displays effective verbal communication
- b. Displays effective writing ability

	1	2	3	NA
1a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Interpersonal & Professional Competence

- a. Appears to establish positive relationships with others
- b. Is sensitive to cultural differences
- c. Maintains appropriate boundaries

	1	2	3	NA
2a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Self-Awareness/Reflection/Evaluation

- a. Is aware of personal strengths and limitations
- b. Is able and willing to examine personal beliefs and stereotypes

	1	2	3	NA
3a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date _____

4. Response to Feedback

- a. Open to Feedback in academic, clinical, and/or research contexts
- b. Able to assimilate and incorporate feedback

	1	2	3	NA
4a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Ethical and Professional Conduct

- a. Behaves ethically and with integrity
- b. Adheres to timelines
- c. Acknowledges personal role in problems and assumes responsibility for resolutions

	1	2	3	NA
5a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Letter of concern sent to student N Y

Date: _____

Date of meeting _____

Faculty present (2 required) _____

Outcome and goals of meeting:

Appendix D

Final Case Study Evaluation

Student: _____ Site: _____ Date of panel: _____

Members of panel: (1) _____ (2) _____ (3) _____

At the culmination of the MA in Psychology: Clinical-Counseling Program, it is expected that students are able to integrate and apply coursework and literature to an actual clinical case, particularly in the areas of diagnosis, assessment, case conceptualization, and treatment planning.

Use the following scale to indicate performance rating: 1 – Unsatisfactory: Below program requirements; 2 – Satisfactory: Meets program requirements; 3 – Excellent: Exceeds program requirements. *Note: Any rating of a '1' requires the student to rewrite the paper before final approval will be made and a final grade submitted.*

WRITTEN CASE STUDY

1

2

3

1. Generates accurate diagnosis(es)
2. Generates accurate case conceptualization
3. Generates appropriate evidence-based treatment plan
4. Appropriately considers client identities and incorporates into case understanding
5. Appropriately incorporates literature into diagnostic formulation, case conceptualization and treatment planning
6. Chooses appropriate assessment measure and accurately applies findings
7. Well written (organization, grammar, spelling)

PRESENTATION SKILLS

1

2

3

- 8. Articulates case and work with client clearly
- 9. Answers panel questions thoughtfully and comprehensively

SESSION RECORDING CLINICAL SKILLS

- 10. Conveys core conditions (i.e., warmth, empathy, genuineness)
- 11. Use of basic counseling skills (e.g., reflection, paraphrase, open-ended questions)
- 12. Relationship building skills (e.g., communicates understanding, attuned to client needs)
- 13. Session structure and session management skills
- 14. Chooses appropriate intervention strategies
- 15. Clear rationale and description of intervention
- 16. Implements intervention appropriately
- 17. Takes into account appropriate multicultural information and perspectives in the selection and application of intervention

Comments:

Final case study paper revision required?	N	Y
Pass final case study?	N	Y

Final Case Study Revision Information:

Date Received: _____

Reviewed by: (1) _____

(2) _____

Pass: Y N

Comments: