



Andrews University

Counselor Education - PROGRAM HANDBOOK
Clinical Mental Health Counseling & School Counseling
2022-2023

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WELCOME!

You are embarking on one of the most exciting experiences of your life, and we welcome you! During your 60-credit program, you will no doubt experience moments of inspiration, frustration, excitement, confusion, and moments of self-reflection. You will find your classes and activities to be rewarding, challenging, encouraging, as you prepare for such a rewarding career. Welcome!

As a faculty, we are here to help you reach your dreams. We are committed to guide you so as to acquire the skills, values, attitudes and knowledge base that a practicing counselor requires. Please feel free to visit with any one of us to seek the resources you need to meet your goals. We hope you will take maximum advantage of the resources and learning experiences that our counselor education program has to offer.

Keep this handbook near at all times. It will guide and orient you on many levels during your stay with us and will play an important part in informing you about many things to come. It will provide you information about the courses you will need to take, dates, policies, expectations and other important information while you are in the program and even after you graduate from the program.

Thank you from the Counselor Education Core Faculty for choosing our program at Andrews University!

Bradly Hinman, PhD
Assistant Professor and Clinical Mental Health Counseling Program Coordinator

Nadine Isaac-Dennis, PhD
Assistant Professor and School Counseling Program Coordinator

Counseling includes various specialties.

W

- **Objective 4.A.** Communicate effectively in written, verbal and non-verbal forms
- **Objective 4.B.** Use electronic tools effectively for professional communication, teaching and research
- **Objective 4.C.** Dispositions growing from this learning goal would be graduates who value respectful communication

V. Research and Evaluation Goal: We both conduct and value disciplined inquiry for decision-making. Our

- **Objective 5.A.** Read and evaluate research
- **Objective 5.B.** Conduct research
- **Objective 5.C.** Report research findings
- **Objective 5** Dispositions growing from this learning goal would be graduates will be committed to inquiry

VI. Personal and Professional Growth Goal: We believe in holistic personal and professional growth. Our

- **Objective 6.A.** Demonstrate continuing professional development
- **Objective 6.B.** Demonstrate ethical behavior in all professional activities
- **Objective 6.C.** Demonstrate balance physical, mental, spiritual and social development
- **Objective 6.D.** Dispositions growing from this learning goal would be graduates who value personal and professional growth

In addition, CEIS has identified eight professional dispositions, which align with the Conceptual Framework. They are as follows:

- All individuals can learn and grow
- Values fairness
- Values diversity
- Belief that individuals can learn
- Recognize personal leadership responsibility
- Values respectful communication
- Committed to inquiry and service
- Values personal and professional growth

THE ADMISSION PROCESS

Students begin the admission process by applying online at www.andrews.edu/apply. The graduate application file includes: Statement of Purpose, two recomy applo-3(T)4(he g)-4(radu)-3(ate app)-2(lication)-4()JTJETQ0 0.157 0.976 rg3

certain minimum standards on approved language tests. More information can be found at <https://www.andrews.edu/ceis/ciep/toefl/au-accepted-language-proficiency-tests-2021.pdf>

Upon completion of the master's degree in Clinical Mental Health Counseling (CMHC), students will be able to:

1. Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
2. Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.
3. Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.
4. Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.
5. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
6. Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.
7. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
8. Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.
9. Apply basic counseling and facilitative communication skills in individual and small group settings.
10. Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).
11. _____ h or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

After completion of the M.A. in School Counseling (SC), the students will be able to:

1. Understand, respond to and advocate for the guidance needs of diverse student populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
2. Communicate and collaborate with school age students, their families, school staff and community agency representatives to promote a safe, healthy and effective learning environment.
3. Demonstrate knowledge and understanding of systems theories, models and processes of consultation in school system settings and develop a personal theory of counseling.
4. Apply knowledge of career development theory and practice to facilitate development student career and transition skills.
5. Demonstrate understanding of the psychosocial foundations of human development across the life span.
6. Applies relevant research findings to inform the practice of school counseling. Utilize student and institutional data to improve programs and recommend change.
7. Develop, organize administer and conduct programs to enhance student academic development.
8. Apply basic counseling and facilitative communication skills in individual and small group settings.
9. Apply the knowledge of current technology for purposes of presentations, supervision, assessment, and professional record keeping.
10. Apply psycho-educational theory and concepts in relation to individual assessment of aptitude, interest and achievement.
11. Model legal and ethical standards of school counseling in accordance with state and federal law and the standards of the American School Counselor Association and the American Counseling Association.

12. Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American School Counselor Association.

13.

identified issue of social justice or by engaging in service to their church and/or community.

To view the official Clinical Mental Health and School Counselor CACREP standards please go to www.cacrep.org and look under the Resources tab, where you will find a copy of the 2016 CACREP standards.

EXPECTATION OF STUDENT PROGRESS

Students completing the Counselor Education programs are expected to demonstrate excellence in the areas of academics, ethics, and professional dispositions. e in the program, and are necessary not only graduation, but endorsement for licensure. The program, as the training entity, holds each student

TYPICAL PROGRAM:

MA in Clinical Mental Health Counseling Sequence

First Year

Fall Semester

GDPC645	Professional Ethics for Counselors & Psychologists	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Process	3 credits
GDPC629	Psychopathology: Classification and Treatment	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Spring Semester

GDPC614	Human Development	3 credits
GDPC640	Multicultural Issues for Counselors & Psychologists	3 credits
GDPC610	Marital Counseling (alt springs)	3 credits
GDPC650	Practicum in Counseling	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Summer Semester

GDPC644	Psych Testing	3 credits
GDPC676	Theories of Personality	<u>3 credits</u>
TOTAL CREDITS:		6 credits

Second Year

Fall Semester

GDPC643	Career Development	3 credits
GDPC619	Professional Issues for CMHC	3 credits
GDPC604	Human Sexual Experience	3 credits
	or	or
GDPC686	Intervention & Diagnosis with Children & Adolescents	3 credits
GDPC655	Internship in Counseling (First Semester)	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Spring Semester

GDPC624	Addictions and Addictive Behaviors	3 credits
GDPC600	Family Counseling (alt springs)	3 credits
GDPC655	Internship in Counseling (Second Semester)	3 credits
GDPC687	Counseling and Therapeutic Interventions for Adults	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Summer Semester

THE SCHOOL COUNSELING AREA OF PROFESSIONAL PREPARATION

The School Counseling specialization consists of course work and experiences that prepare students to do counseling in a school setting. Students must receive a grade of B- or better for each class required to successfully complete this 60-credit hour program. Upon completion of this 60-credit hour program, students will be eligible to, and are required to, complete the Michigan Test for Teacher Certification (MTTC) which is necessary for the application towards state certification as a school counselor.

Students desiring to be school counselors are trained in the knowledge and skill bases of a comprehensive developmental counseling program that can be implemented at all K-12 educational levels. The program adheres to the American School Counselor Association National model for school counseling. Students are trained to differentiate their work by paying attention to age-specific developmental stages of growth, tasks and challenges. Therefore, students are provided with background information and skills to work with school-aged populations in order to develop the educational, social, career and personal strengths of children and adolescents. Students receive training in the areas of children and adolescents, addictive behaviors, career development, family counseling, behavior and emotional problems of children, small group counseling, and guidance and counseling to students as a whole. School counselors are professional counselors who not only assist students but also work with parents, administrators and teachers.

The following is an overview of the courses required for School Counseling degree:

The Common Core (30 credits)

EDFN500	Philosophical Foundations for Professionals	3 credits
GDPC643	Career Development	3 credits
GDPC614	Human Development	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Processes	3 credits
GDPC640	Multicultural Issues for Counselors & Psychologists	3 credits
GDPC644	Psychological Testing	3 credits
GDPC645	Prof Ethics for Counselors & Psychologists	3 credits
GDPC695	Professional Portfolio	0 credits
EDRM506	Research and Evaluation for Counselors	3 credits

Specialty Area (21 credits)

GDPC525	Psychology & Education of Exceptional Children	3 credits
GDPC530	Professional Issues in School Counseling	3 credits
GDPC540	Behavioral & Emotional Problems of Children	3 credits
GDPC647	Administration of Guidance Services	3 credits
GDPC600	Family Counseling	3 credits
GDPC624	Addictions and Addictive Behaviors	3 credits
GDPC627	Instructional Design for Special Education	3 credits
GDPC686	Interventions and Diagnosis with Children & Adolescents	3 credits

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COUNSELOR EDUCATION -

course syllabus of the course the student wishes to transfer.
review the syllabus. The professor considers whether the transfer course aligns with their course syllabus relative to course content. There must be at least 80% course content overlap between the proposed transfer course and the

In order for the Registrar's Office to be able to conduct a thorough evaluation of transfer credits, information about institutional accreditation, level of course work, grading scales, and the institution's credit system (quarter, ECTS, semester) must be available. Generally, this information is included on the transcript key of an official

READINESS FOR ENROLLMENT IN PRACTICUM IN COUNSELING

Students are screened prior to entering GDPC650 Practicum in Counseling. Not only must the courses listed below be completed satisfactorily, each student is evaluated based on their readiness, both dispositional and academically, for beginning this fieldwork experience.

CMHC

GDPC645 Professional Ethics for Counselors & Psychologists

GDPC635 Theories & Techniques of Counseling

GDPC638 Group Processes

GDPC629 Psychopathology: Classification and Treatment

EVALUATION OF STUDENT ACADEMIC PERFORMANCE

Students earn degrees by completing the prescribed number and kinds of credits for the relevant degree. Credits are earned only if all the requirements for the course are completed and an acceptable grade is received. Students must obtain a B- or better in each class for the grades to be acceptable. A student will need to retake any class in which he/she obtains less than a B- grade.

Grading System

The authority to determine grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A- -point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F.

The grading system follows:

Grades shall be given as symbols with quality points per symbol as outlined below: *Grades Quality Points*

Definition

A 4.00

A- 3.67

B+ 3.33

B 3.00 Overall average required for graduate degrees

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D 1.00 Unacceptable grade level for any graduate credit

F 0.00 Unacceptable grade level for any academic credit

A minimum overall GPA of 3.00 (B) is required in courses that apply to a graduate degree. No course with a grade of C, D or F (or U) may count towards either Counselor Education graduate degree.

Deferred Grade (Including DN)

may be given for tours, field/clinical experiences, internships, project and independent study courses, courses1 0 0 1 72 4

. The I is
given to a student and a contract agreed upon when the major portion of the work for the course has been completed.

changes may not be made after one semester without the permission of the dean/program coordinator following the term in which the course w4hich he permission to792 r123

Providing the student has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution.

STUDENT RETENTION POLICY

Department of Graduate Psychology and Counseling

Andrews University

All students pursuing degrees in the Department of Graduate Psychology and Counseling (GPC) at Andrews University will be reviewed yearly as to their goodness of fit in the program in which they are enrolled. Please refer to the respective program handbook for further details on how these evaluations will be conducted.

Apart from these times, if for any reason a professor should have significant concerns regard academic progress, interpersonal skills, counseling skills, testing skills, goodness of fit for the relevant

1. **Concerns are presented to the full faculty** (which typically occurs at the next GPC faculty meeting). The full faculty is involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a student but other faculty do not. Additionally, discussion with the full faculty has historically led to a actions more beneficial to the student given the more objective and more creative ideas that come from a group process.

The goal of the discussion is that faculty recommends actions to remediate the problem (rather than actions that are solely punitive in nature). Faculty:

- a. **recommends actions** to be taken by faculty and student
- b. identify immediate and/or future **consequences**
- c. identify the **timeline** related to when the concern needs to be resolved and/or reevaluated.



Counselor Education Programs

NOTICE OF CONCERN

Student: _____

Date: _____

Program Coordinator: _____

Program: _____

Professor Concerned: _____

Course: _____

What is the concern?

Voted actions the student must take:

Voted timeline for resolution of the concern and date when the concern will be reevaluated:

Voted immediate and/or future consequences:

Please see attached information about the Appeal Process should you choose to appeal.

Within 7 days of a receipt of this Notice of Concern, the student must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.

At any point in the complaint process you may consult with either of two University Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudspersons will also help you to explore options or help identify University programs and resources that might be of benefit. The Ombudspersons do not get involved in:

- Legal advice or legal representation
- Non-University related disagreements or problems
- Filing grievances or making formal complaints
- Representation of students in 0 612 792 reSyenersity

graduation requirements for the M.A. in either Clinical Mental Health Counseling or School Counseling. Each student doing an internship receives liability insurance coverage up to \$1,000,000 through the university. During the internship students receive one hour per week of individual supervision on-site as well as one and one-half hours per week of group supervision, usually by a faculty supervisor on campus. Most internship sites are located outside of the village of Berrien Springs. Students must have access to reliable transportation and are responsible for transporting themselves to and from their internship site. It should

and our Clinical Coordinator will do all in his power to aid you in finding an internship site that is a good fit for you. In order to obtain an internship placement, however, site. Although you will be given a list of internship possibilities, it is ultimately your responsibility to find an agency that will grant you the clinical experience needed to complete this requirement. Letters of recommendation are usually required for consideration for employment and much of the content of these letters is based on student performance in practicum and internship experiences.

PROFESSIONAL PORTFOLIO

In order to manage the abundance of data on candidate performance needing to be gathered for the counselor education programs within the SED, all students will be required to assemble a professional portfolio. The professional portfolio is to be designed to provide a venue where professors, students and possibly future employers are able to assess a do the following:

- or significance of their experiences
- explanation and reflection on the meaning
- Allow counseling students to actively engage in the development, demonstration and evaluation of their own competence
- Allow the program to assess the knowledge, skill and practice outcomes specified in the CACREP (2016) standards, along with program-specific learner outcomes
- Allow students to consider what and how they have learned by writing reflections on significant facets of their development in becoming professional counselors
- Give students a forum to show the development and application of their skills to future employers
- Demonstrate how students made the most of their graduate-level training, whether it be through the research papers written, practicum or internship experiences shared, or a multitude of other activities involved in their professional development
- Allow students to be able to review their accomplishments and present them to others (professors, future employers, applications to a doctoral program, etc.) effectively
- Ultimately documents the benefits the counseling profession has to offer society

Format: The portfolio is to be an electronic one. All graduate students will use LiveText, a program all graduate students subscribe to upon matriculation into one of our programs, to design their own portfolios. An electronic portfolio has its benefits in that it is portable, easy to edit over time, aids in demonstrating technological competencies and is convenient for interviewers to examine should the need arise. It is imperative that you obtain the Portfolio Guidelines manual so that you know what is required of you and the various deadlines and check points along the way of your two-year program.

Dr. Nadia Nosworthy Numeracy development in children, individual differences in math achievement.
Prof. Portecop-Prentice Self-efficacy for teaching students with Autism Spectrum Disorder
Dr. Carole Woolford-Hunt- Cross-Cultural Communications, International Psychology, Bias Research, Multicultural Education, Supervision & Counseling, The intersect between Spirituality, Psychology & Philosophy.
Dr. Nadine Isaac-Dennis Community Violence, Trauma and Traumatic Stress in children; Social and Emotional Learning in Diverse Settings.

DOCUMENTATION

After completing your degree, you will probably be seeking licensure as a counselor in the state, province, or country where you want to practice. Because the requirements for licensure are controlled by the local government, there is no one set of requirements, which will apply to all localities.

It is your responsibility to prepare yourself for the licensure requirement in the locality where you intend to practice.

1. We advise you to write to the licensing boards or consult their web sites and request the latest information about Googling
way to find out who you should be sending your inquiries to. Some sites have all that information on their official web pages. It is your responsibility to be sure your program includes the course work required for licensure in the locality where you intend to practice.
2. When you seek licensure you may need to provide documentation acceptable to the licensing board which documents that your program meets their requirements. To provide this documentation you should have the following:
 - a. A copy of the *School of Education Bulletin* **under which you graduated.**
 - b. A copy of the *Student Handbook* for your program.
 - c. A copy of the outline for **each** course you took as part of your program, including the qualifications, degree, and license of the instructor.
 - d. A description of your internship experience (including agency, experiences, length, and supervisor) and certification of completion of internship, should this be necessary. Be sure your internship and practicum records at AU are complete. Keep a copy of the summary form for your practicum experience.
 - e. A copy of your candidacy form as accepted by the SED Director of Graduate Programs. Transcripts will be sent directly from the
provide you with a complete record of the courses you took for your counseling program. The licensing boards will only accept a copy of your transcript sent directly from the university, but you also need a copy of your transcript for your own records.

6. Submit a Professional Disclosure Statement.

Clinical Mental Health Counseling in Other States

Please note that each state has its own requirements for licensure and certification and what is described above relates to Michigan alone. It is recommended that if you know the state in which you plan to reside after completing your degree, you contact the Board of Counseling in that particular state now and inform yourself of any special requirements that are needed. We will be happy to aid you in meeting those requirements as best we can and make them a part of your program. In order to find and contact the state professional licensure boards, please visit www.counseling.org/counselors/licensureAndCert/TP/StateRequirements/CT2.aspx or go directly to

Any questions that you might have regarding licensure or certification as a clinical mental health counselor should

you might have regarding licensure or certification as a school counselor should be directed to the Coordinator of the M.A. in School Counseling Program: Dr. Brad Hinman.

THE NATIONAL BOARD OF CERTIFIED COUNSELORS

Graduates of the Clinical Mental Health Counseling and School Counseling Programs are encouraged to seek national certification through the National Board for Certified Counselors (NBCC). NBCC is an independent, voluntary, not-for-profit organization whose

5. Recognizes personal leadership responsibility						
<p>Takes initiative Follows through on responsibilities</p> <p>Plans, prioritizes tasks, and manages time effectively Demonstrates flexibility Is punctual, meets appointments and deadlines Demonstrates personal accountability and accepts responsibility for own actions</p>	Comments:					
6. Values personal and professional growth						
<p>Seeks opportunities to learn new skills and knowledge Seeks and uses feedback to improve personally and professionally Demonstrates spiritual, physical, mental, and emotional balance Demonstrates awareness and understanding of self and others Displays an appropriately defined professional identity Has a positive self-image and is self-reliant Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately</p>	Comments:					
7. Is committed to inquiry						
<p>Manifests inquisitiveness and academic curiosity Initiates participation in class discussion and experiential learning activities Demonstrates ability to engage in research and track down information Demonstrates understanding of counseling and psychological practice as an applied behavioral science</p>	Comments:					
8. Is committed to service						
<p>Engages in activities that support and benefit others Seeks to understand and respond to the needs of others Is involved in professional organizations</p>	Comments:					
9. Values ethical behavior						
<p>Adheres to the professional ethical standards of their chosen field Displays integrity in all they do, personally and professionally Exhibits truthfulness and fairness in all areas Evidences adherence to professional values throughout professional work</p>	Comments:					
10. Is committed to team/group relations						
<p>Engages effectively in group situations and works well with others Works collaboratively on group projects Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines Negotiates differences and handles conflict satisfactorily</p>	Comments:					
11. Written Communication						

Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers	Comments:
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12. Professional Demeanor and Appearance						
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Dresses appropriately and is neatly groomed
 Manages