

A photograph of four people (three women and one man) in a library or study hall, engaged in a discussion. They are gathered around a table, looking at a laptop. The background shows bookshelves and large columns.

Master of Science in Counseling

Handbook

A Clinical Mental Health
Counseling Program
School of Behavioral Sciences

2023-2024



Preparing *Christ-Centered,*
Career-Ready Graduates.

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**The MSC program has been designed to meet the requirements for licensure
as a professional counselor in Pennsylvania.**

**Although many states have very similar licensure requirements, a person wishing to be licensed in a
state other than Pennsylvania will need to review the requirements of that particular state.**

**Furthermore, states often modify licensure requirements. It is the student's responsibility to ensure
that the MSC program meets their state's requirements.**

WELCOME TO THE M.S.C. PROGRAM

It is with great joy and expectation that I welcome you to the Master of Science in Counseling program as part of the School of Behavioral Sciences at Clarks Summit University! As one of many in our department who have been called to people-helping work, I look forward to seeing the essentials of knowledge, skill, and passion of this noble work passed on to you. It is a journey that cannot be rushed, but the rewards of faithful engagement and appropriation of these essentials is beyond measure. Not only will you benefit personally from what you learn, but those that you have the privilege of serving will profit from the diligence you expend on this journey of growth. The team in our Counseling Department is committed to your success and the commencement of your journey as a colleague in this noble work.

This handbook contains essential information and instruction that will assist you in your educational journey by helping you navigate a process that at times can seem quite daunting. We are here to help, not only by the written information that we have chosen to place in this handbook, but also by our personal interaction with you in the classes that we teach and in private conversations. All our Clarks Summit University administration, your faculty advisor, and your professors are here to serve you and assist in any way that we can. It is important, however, for you to realize that this handbook is not comprehensive, it is a guide. Our goal is to assist you in knowing where you can turn for all the specific information that is needed while pursuing this educational journey at Clarks Summit University.

Change is a constant in any educational field today, and in people-helping work it seems that this is especially true. Therefore, this handbook will be updated very frequently and so it is very important that you review it periodically. Our core beliefs that the Bible is our foundation, focus, and filter for all our people-helping work will never change, but the educational process of how we pursue the appropriate educational endeavors to prepare you for this work will change. It is important that you are aware of and embrace that reality.

We are confident that at the conclusion of your formal education at Clarks Summit University you will look back at the growth you have experienced academically, vocationally, and spiritually. We are also confident that we can continue to be a resource for you, and likewise we will enjoy a collegial relationship that will impact the many lives that you encounter.

Again, welcome!

Keith Marlett

Keith E. Marlett, PhD, PC (OH), LMHC (IN)
Chair, Graduate Counseling Department

GENERAL UNIVERSITY INFORMATION

ACCREDITATION AND CERTIFICATION

Clarks Summit University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street; 4th Floor, MB #166; Wilmington, DE 19801 (267.284.5011). The University has been accredited by Middle States since 1984.

Since 1968, the University has been accredited by the Association for Biblical Higher Education, 5850 T.G. Lee Blvd., Suite.130, Orlando, FL 32822 (407.207.0808).

MSCHE and ABHE are institutional accrediting agencies recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

All degrees offered by Clarks Summit University have been approved by the Pennsylvania Department of Education.

The Early Childhood and Elementary PK–4, Secondary Education English, Social Studies, Mathematics, PreK–12 Physical Education/Health, and PreK-12 Music Education programs are approved for Pennsylvania state certification.

Clarks Summit University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. More information can be found at <http://www.ohe.state.mn.us/sPages/ohecontact.cfm> or by contacting them at the following: Minnesota Office of Higher Education; 1450 Energy Park Drive, Suite 350; St. Paul, MN 55108-5227. (651) 642-0567; (800) 657-3866; or (651) 642-0675 fax.

CONFESSION OF FAITH

We believe in the verbal and plenary inspiration of the text of the original manuscripts of the 66 books of the Old and New Testaments, which alone constitute the inerrant Word of God. We believe the Bible supports using a grammatical, historical method of interpretation in light of the progress of revelation. Thus, we believe that the Bible is the clear, sufficient, and supreme authority for all belief, life, and ministry.

We believe in the trinity of the Godhead: one immutable and omnipotent God, omniscient in all things past, present, and future, who eternally exists in three equal Persons: Father, Son, and Holy Spirit.

We believe in the deity, virgin birth, perfect humanity, sinless life, substitutionary death, bodily resurrection, and ascension of the Lord Jesus Christ. He is the only means of salvation from sin and the sole mediator between God and man.

We believe in the personality and deity of the Holy Spirit, through whose ministry believers today are regenerated, baptized into Christ and His body, indwelt, sealed, gifted, and empowered for service.

We believe that gifts of the Holy Spirit are given to build up the body of Christ. We believe that the sign gifts of the Spirit were given only for the apostolic era, providing revelation and authenticating the ministry of the apostles.

We believe that God created the universe (including mankind) in six literal, consecutive 24-hour days apart from the process of evolution and that Adam and Eve were historical persons. We believe that mankind was created in the image of God and retains that image after the fall. All humans, from the time of their conception, including those who are physically or mentally challenged, have value as image-bearers. Therefore, we affirm the dignity of human life and oppose the use of abortion or euthanasia to end life. We affirm that all people are worth pursuing for the cause of Christ. Based on the model of God's creative design, we believe that marriage joins one man and one woman and is the only relationship in which sexual intimacy should be expressed.

We believe that all human beings are totally depraved and guilty before God as a result of the fall of Adam. We commit acts of sin because we are sinners by nature.

We believe that the Triune God saves sinners by grace alone through faith in Christ alone. God secures their eternal salvation, having sovereignly elected them to be willing recipients of His grace in Christ, whose blood was shed for the remission of sins.

We believe that salvation is demonstrated through good works that are part of a holy life. We believe that every Christian has the joyous responsibility of evangelizing sinners in obedience to Christ's Great Commission.

We believe that the universal Church is the body of Christ, comprised of all true believers from Pentecost until the Rapture. Jesus Christ is the sole head of the Church.

We believe that the local church is an assembly of immersed believers, led by pastors and served by deacons, independent and congregationally governed, in fellowship with other churches of like faith and order.

We believe that the local church is responsible to fulfill the Great Commission. It must observe the ordinances of believers' baptism and the Lord's Supper; foster true fellowship, prayer, and worship; edify and equip believers; and evangelize the world.

We believe that the only biblical mode of baptism is immersion; that baptism is for believers only; that it is a testimony of their identity by faith with Christ's death, burial, and resurrection; and that it is a prerequisite for local church membership.

We believe that the ordinance of the Lord's Supper is solely a memorial of Christ's death, and that the body and blood of Christ are not present in the bread and cup.

We believe in the priesthood of all believers and that we have direct access to God apart from any mediator except Christ. We respect the God-given capacity of individual soul liberty through which each person will give account for living by the dictates of his own conscience.

We believe in the separation of church and state, and that believers must fulfill biblical responsibilities to each.

We believe that the Bible directs us to a life of holiness, requiring separation from worldliness and ecclesiastical apostasy unto God.

We believe in the personal existence of angels as created spirit beings. God's holy angels are ministering spirits. Satan and other fallen angels can influence believers, but believers cannot be demon possessed.

We believe in the pre-tribulational rapture and bodily resurrection of the Church at Christ's imminent coming. Believers will give account for their works at the Judgment Seat of Christ, which will follow the Rapture.

We believe in the distinction between the nation of Israel and the Church, the Spirit-baptized Body of Christ. The Church is not the collection of all believers of all times.

We believe that God will fulfill the biblical covenants made with the nation of Israel. Though they are now dispersed among the nations, they will be re-gathered in the land of Israel and saved as a nation at the premillennial coming of Christ to the earth. At that time, Christ will begin his Davidic rule over the world for 1,000 years and continue to reign in the eternal state.

We believe in the bodily resurrection and judgment of unbelievers after the millennial reign of Christ. We believe in the eternal existence and punishment of all unbelievers in the lake of fire and the eternal existence and blessedness of all believers in the new heavens and earth.

THE GRADUATE COUNSELING PROGRAM

PROGRAM MISSION

The Master of Science in Counseling (M.S.C.) degree prepares students for career opportunities in professional, entry-level positions that require state licensure. The M.S.C. program emphasizes a biblically-grounded, clinically-competent model while equipping students for state licensure or doctoral work in the fields of counseling or psychology.

UNIVERSITY MISSION

Founded in 1932 in Johnson City, New York, Clarks Summit University is an educational institution that embraces its Baptist heritage. With a commitment to biblical authority, Clarks Summit University serves undergraduate, graduate and seminary students by preparing them for lives of significant service for the cause of Jesus Christ in a variety of ministries and careers.

As a learning community dedicated to biblical higher education, Clarks Summit University strengthens the church of God and influences society by cultivating an environment that promotes academic excellence and Christlikeness. Students are challenged to pursue biblical truth and wisdom, to embrace a Christian worldview, and to develop professional competence and relational skills.

Clarks Summit University aspires to be a community of individuals who love and serve God with all their heart, soul, and mind, and who love their neighbor as themselves. We launch our graduates into the world as servants of God and as lifelong learners.

PROGRAM OBJECTIVES

Upon completion of the Master of Science in Counseling program, students will be able to:

- Articulate a biblical worldview and life-view as it relates to counseling philosophy and methodology.
- Exhibit a knowledge base and skills for entry-level positions as counselors in a variety of settings and with diverse populations.
- Demonstrate advanced knowledge and skills needed in the development of their counseling abilities.
- Evidence an academic foundation with which they may pursue doctoral studies, licensure, or certification as professional counselors.
- Use their understanding of and ability to do research to write professionally on a research topic.
- Demonstrate personal awareness and/or growth in psycho-social and spiritual development.

COURSE DELIVERY

The M.S.C. degree can be completed in both on-campus and online formats. Either delivery method requires the completion of three (3) week-long campus-based module courses. Residential courses fall into the normal semester structure and include digital components. Online courses are eight weeks long and delivered in five annual sessions—two in the fall, two in the spring, and one during the summer. Practicum and internship courses are sixteen weeks in length.

After completing these courses, the student must pass an objective comprehensive exam and an oral exam, and then may progress to their field experience. A maximum of ten years is permitted to complete the program without petitioning for an extension. Note: Students entering the program on provisional status will take longer to complete their studies, depending on their pace in fulfilling the prerequisite competencies.

DEGREE CANDIDACY

After completing CO535, students will be evaluated for degree candidacy. The core counseling faculty will make objective and subjective assessments of the students' potential for academic success in the graduate program. Students must also demonstrate appropriate character and a potential for competency in professional practice. Objective bases for admission to candidacy include establishing a proposed plan of study (including a timetable for degree completion), possessing a current GPA of at least 3.0, and having satisfied all foundational competency criteria. An interview with students' advisors may also be required.

ORGANIZATION

The M.S.C degree is offered by the Graduate Counseling Department that is part of the School of Behavioral Sciences. The department is led by the Chair, who functions as a Core Faculty Member. The team of Core Faculty provide direction and leadership to the program and take responsibility for student preparation. Additionally, they manage curriculum design, set policies and procedures, and oversee evaluation of program, students, and faculty.

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ADMISSIONS INFORMATION

APPLICATION PROCESS

All persons who desire to register at Clarks Summit University must submit an application for admission. By submitting an application, the prospective student expresses willingness to follow school regulations. Steps are outlined as follows:

- Application process:
 - Complete an online application and pay the non–refundable online application fee by credit card.
 - Complete an interview with an Admissions Counselor.
 - Request endorsement letter.
 - Submit the appropriate transcripts.
 - Students can [apply online here](#).
- When the application file is complete, the Admissions Committee will review it, and the applicant will be notified of the decision.
 - Students will receive an acceptance letter both by email and mail.

General Requirements

For admission to a master's degree program, the applicant should hold a bachelor's degree from an accredited institution. Applicants who possess bachelor's degrees from non–accredited institutions may enroll at Clarks Summit University if their degrees are validated by the Registrar. All application materials must be received by the Admissions Department before a candidate can be admitted to the program. Admissions requirements are listed for each program in the respective sections of the catalog.

Academic Prerequisites for Admission

Students entering the Master of Science in Counseling graduate program are required to have prerequisite competencies in the fields of Bible and theology, as well as appropriate foundational coursework in counseling. Before candidacy status can be granted, students lacking any prerequisites must develop, with their advisor, a plan by which they will fulfill these requirements during their program.

Bible/Theology and Counseling Prerequisites for Master of Science in Counseling

- Six credits of Bible/Theology or an equivalent knowledge of Bible and Theology.
 - Students who do not meet this prerequisite will need to complete TH517 Survey of Doctrines.
 - Those students considered to already have a strong foundation in doctrinal issues may complete TH511 How to Develop a Biblical Worldview.
- Six (6) credits of counseling/psychology in graduate or undergraduate courses.

Admission Levels

Applicants will be placed in one of the following classifications:

Fully Matriculated

This status is for university graduates who have submitted all required admissions materials and have been accepted by the graduate counseling core faculty. Applicants must provide personal and professional references acceptable to the committee. Students accepted as fully matriculated must have an undergraduate GPA of 3.0 or higher.

Matriculated, Provisional

The University may accept graduate students with the provision that they fulfill certain foundational requirements in order to qualify for degree candidacy. Provisional students must demonstrate competency in the specified areas by the time they complete 16 graduate credits. The fulfillment of these competencies may not be applied toward the graduate credits required for degree completion.

Provisional students receive academic advisement relative to course scheduling. Students will be advised on a case–by–case basis and allowed to take only graduate courses for which they have adequate foundational preparation. When all foundational competencies are met satisfactorily, the provisional student status will be changed to Fully Matriculated.

Matriculated, Probationary

In some cases, a student who does not meet the standard GPA graduate requirements may be admitted with the understanding that the individual's matriculation status will be reviewed regularly. Specifically, once a probationary student shows a cumulative GPA of at least 3.0 during completion of the first nine graduate credits, the status may change from Probationary to Fully Matriculated.

Probationary students who do not achieve at least a 3.0 GPA during their first nine graduate credits have the option of repeating courses in an effort to raise their GPA to the 3.0 standard. Failure to do so will result in dismissal from the graduate program.

The student may reapply for admission back into their program after one year, and, if accepted, must retake courses in an effort to raise their GPA to 3.0. At that time the student will reenter under academic probation.

Matriculated, probationary students not able to achieve a 3.0 cumulative GPA at the end of two semesters will be considered for academic dismissal.

Non-matriculated, Continuing Education

University graduates wishing to enhance their breadth of knowledge in one of the graduate programs may take courses following submission of a continuing education application. Enrichment students desiring to matriculate must follow the normal application process. Acceptance into a graduate program from enrichment student status is not automatic. If accepted, such students may then apply the graduate credits already earned toward the master's degree.

Non-matriculated, Undergraduate Juniors and Seniors

Undergraduate juniors and seniors may not be fully matriculated into a master's program until they receive a conferred baccalaureate degree. Selected students who apply and meet established criteria may be allowed to enroll in graduate courses.

Approved students may complete up to twelve hours of graduate credits. Approval to take graduate credits does not automatically insure eventual matriculation into a master's degree program. Upon conferral of a baccalaureate degree, students follow the normal application process. If accepted, students may then apply the graduate credits earned toward their master's degree.

READMISSION POLICY AND PROCEDURES

If a student is officially withdrawn for any reason and would like to return, an application for readmission must be submitted. The admissions committee will review the request and decide on readmission.

Here is a checklist of steps:

- Students must apply for readmission through the Admissions Department and complete a readmission application. Please [email admissions](#) for the application.
- All fines and restorative processes must be fulfilled prior to application.
- Upon completion of the readmission application, students will be made aware of additional requirements needed for the admission committee.
- Students who have been dismissed will not be allowed to return for at least one year.
- The application for readmission, along with any requirements, will be reviewed by the admission committee who will either grant or deny readmission.

Note: At the discretion of the admissions committee, a personal interview may also be required.

GRADUATION REQUIREMENTS

Degrees are awarded in May, August, and December and are awarded at the next graduation date after all degree requirements are met. The commencement ceremony is held in May.

Students who have 3 or less credits to complete their degree at the end of the spring semester of their last year may request permission to participate in commencement exercises. Students need to have a plan to finish the 3 credits by the end of the summer. Those with more than 3 credits to complete at the end of the spring semester of their last year may participate in commencement exercises the following May after completing the remaining credits of their degree.

Because character is fundamental to Christian living as well as effective biblical ministry, Clarks Summit University stresses the central importance of reflecting the character of Christ in our lives and professional practice. While we are called to act redemptively toward those who err, it is also true that actions have consequences. Therefore, moral or ethical misconduct is considered a serious violation of the Clarks Summit University Standards of Conduct and may be grounds for dismissal at any point prior to graduation.

General Requirements for the Master of Science in Counseling Program

To be eligible for a degree, the student must have:

- Completed a minimum of 39 credits of required classes at Clarks Summit University.
- Earned a cumulative grade point average of at least 3.0.
- Completed all the requirements of the student's program (see Curriculum Information).

Special Requirements for the Master of Science in Counseling Degree

- Admission to degree candidacy status.
- A passing score on the written and oral comprehensive final exams.
- Successful completion of the supervised practicum and internship courses with a grade of "B" or higher in each course.

ACADEMIC POLICIES

ATTENDANCE AND PARTICIPATION

Online Classes

Course attendance for online classes is reported weekly. If a student does not participate in an online course for two consecutive weeks the student will be marked absent and given a FN grade (failure for non-attendance). An online student is considered present in a course when they submit a gradable activity for that course.

Residential Classes

Student attendance for residential classes is recorded for each class period. In-class interaction with professors and classmates maximizes the benefits of the educational program of Clarks Summit University. We expect you to attend all scheduled classes regularly and punctually. We want you to appreciate your learning opportunities while developing personal responsibility, self-discipline, and decision-making skills. Absences should be reserved for emergencies, sickness, or school-sponsored activities. Excessive absence may result in grade reduction in the course. Automatic failure will result if a student's absences exceed one quarter of the scheduled sessions for a course. As questions arise in this area, please speak to your professor.

COURSE EXTENSIONS

Clarks Summit University understands that unexpected, extenuating circumstances may keep students from completing a course during the normal enrollment period. Because of this, students are offered the ability to request a course extension.

Below are included some frequently asked questions, policy details, and general information to make it easy to determine whether a course extension is appropriate and to simplify the application process.

Who can apply for a course extension?

Course extensions are available to all students who are currently enrolled in a graduate class at Clarks Summit University. To request an extension, simply email the course professor.

What is a valid reason to file for a course extension?

There are three valid reasons that a student may request a course extension: 1) illness, 2) extenuating personal circumstances, and 3) military deployment.

What is the deadline for requesting a course extension?

A request for a course extension must be received prior to Wednesday of the last week of the enrolled session.

How long is the extension?

A course extension will permit the student an additional two-week period from the closing date of the enrolled course. Prior to the end of the course extension, all class requirements must be submitted so an appropriate final grade can be given.

How many extensions am I able to apply for?

One extension will be granted per course. If course work is not successfully completed by the end of the extension period, the grade will reflect the assigned work accomplished at the end of the extension. In extreme circumstances, the Chair of the Graduate Counseling Department may grant an additional extension at their discretion. A new request must be submitted directly to the Department Chair in this case.

What grade will I be given at the end of the course?

A grade will be assigned at the end of the course that reflects the work accomplished prior to that date. If a course extension is granted, the professor will submit a grade change at the end of the two weeks that reflects the additional work accomplished during the course extension.

ACADEMIC ADVISING

Upon entrance to the program, students are assigned an advisor and will be placed in a Schoology "course" titled ***Orientation for Counseling – Master of Science***. The course page contains necessary information regarding program expectations, advising, learning support, and involvement in the counseling profession. Faculty will also use this course page for announcements, including professional development opportunities and job openings.

Students will find within the orientation site the scheduled course offerings, and a Course Planning Document. When it is completed, it will be reviewed by a faculty advisor. Students can then access registration through their Portal page.

****Please note that it is the student's responsibility to know and comply with the requirements of their state's credentialing board. Faculty cannot advise on state licensure regulations.**

ACCELERATED PROGRAM

The Accelerated Counseling program is designed for students with a strong academic background able and motivated to study at the graduate level. Graduates from this program will earn both the Bachelor of Science in Counseling and the Master of Science in Counseling degrees.

Accelerated students are limited to 12 credits of Dual Enrollment. Accelerated students are also evaluated annually to assess fitness for the program.

GRADING SCALE

Academic credit is measured in semester hours. The grading system for graduate courses with accompanying grade points is as follows:

A	4.0	95–100
A–	3.75	92–94
B+	3.5	90–91
B	3.0	87–89
B–	2.75	85–86
C+	2.5	82–84
C	2.0	79–81
C–	1.75	77–78
D+	1.50	75–76
D	1.00	72–74
D–	0.75	70–71
F	0.0	under 70

AU	Class audited, course not taken for credit and not included in GPA
P	Pass
NG	No grade submitted by the instructor
FN	Failure for Non-Attendance
W	Withdrawal during first one–third of a course, not computed in grade point average
WP	Withdrawal after one–third of a course is completed with passing grades, not computed in GPA
WF	Withdrawal after one–third of a course is completed with failing grades, is computed in GPA

TRANSFER CREDITS

Up to 21 credits of a student's program may be accepted as normal transfer credit from other graduate schools provided the course work is relevant to the student's program and equivalent to Clarks Summit University courses. Please note the following policies:

- Only courses that have received a grade of "B" or better will be considered for transfer credit.
- Students may transfer in up to 21 credits of the 60-credit program
- Except for CO505 and CO508, each transferred course must be fewer than 10 years old
- Module courses (CO535, CO542, CO544) are not eligible for transfer
- Field experience courses (practicum, internship) are not eligible for transfer
- Graduate–level courses taken while an undergraduate student may be eligible for transfer to the graduate program, with a limit of 12 dual enrollment credits.

Those desiring consideration should make application to the Chair of the Graduate Counseling Department.

GRADUATION HONORS

Graduation honors announced at commencement are based upon a student's cumulative grade point average at the beginning of the last semester before graduation. The final transcript and diploma will reflect honors standing based upon completion of all academic studies.

The following standards apply for graduate students:

- 3.5 Cum Laude
- 3.8 Magna Cum Laude
- 4.0 Summa Cum Laude

CREDIT HOUR DEFINITION

At Clarks Summit University, academic credit is measured in semester hours. A semester hour is the equivalent of at least one class period of 50 minutes per week for 14 weeks not including final exams. It is expected that students will spend about two hours outside of class for each hour in class or its equivalent.

GRADE POINT AVERAGE

Grade point average (GPA) is a numerical measure of all grades. It is calculated by dividing the total number of grade points earned by the total number of credit hours attempted (excluding courses marked AU, I, NG, P, S, U, W or WP). The student's GPA is based only upon courses taken at Clarks Summit University.

REPEATED COURSES

When both the original and the repeated course are taken at Clarks Summit University, the most recent grade replaces the previous grade in calculating the GPA. The student's grade point average is then adjusted to reflect the last grade. Financial aid will only be disbursed one time for retaking previously passed coursework.

CONFIDENTIALITY OF STUDENT RECORDS

Student records are kept in compliance with the Family Educational Rights and Privacy Act of 1974 in restricted-access storage facilities or electronic environments. The information contained in the student's permanent educational record will be made available to the student but not to others without the student's written permission. Specific details are available in the Registrar's Office. Admission records including transcripts and standardized test scores, academic deficiency, dismissal, athletic eligibility, financial aid, CSU transcript, and graduation processing records are maintained. Transcript and standardized test records are kept permanently, and all other records are purged six years after graduation or withdrawal.

LEAVE OF ABSENCE

Clarks Summit University does not grant a leave of absence.

PROGRAM LENGTH AND LIMITATIONS

The Master of Science in Counseling program must be completed in 10 years or fewer. Any courses taken more than 10 years prior must be retaken before the degree can be conferred.

CORRECTIVE ACTIONS AND APPEALS PROCESSES

Academic decisions are intended to be final and binding. All students, however, have the privilege of making appeals and addressing grievances related to exams, assignment grades, course grades, plagiarism, academic integrity issues, or any other issues relating to academic standards or performance. Students with such concerns should follow this process.

- Complete the [CSU Student Complaint and Grievance Form](#) located on the website.
- The grievance should first be directed to the faculty member in charge of the course.
- If there is no resolution, the student may appeal to the Chair of the Graduate Counseling Department.
- If there is still no resolution, the student may appeal to the Core Faculty.
- If there is still no resolution, the student may appeal to the Vice President for Academics.
- If there is still no resolution, the student may appeal to the Academic Affairs Committee, whose decision will be final and binding.

Timing

- All complaints must be filed within 30 calendar days after the incident occurs. The student has 15 calendar days from notification of a decision to appeal that decision.
- The faculty member, Chair and Vice President for Academics must respond within 5 business days to the student grievance.

Notes

- When the grievance is concerning a dean, the grievance is submitted to the Vice President for Academics.
- At each stage of this process, if matters are not resolved to the student's satisfaction, then both the student and the University's representative in that stage should document the issues in writing for submission of the matter to the next stage of appeal.

For non-academic student complaints and grievances, see the complete CSU Student Complaint and Grievance Policy in the Appendices section.

ACADEMIC DEFICIENCIES

At the end of each term, Satisfactory Academic Progress (SAP) will be evaluated for all students. Students falling below a 3.0 cumulative GPA at the end of a term will be placed on academic probation. A student on academic probation may continue to take courses in an effort to raise their GPA to a minimum of a 3.0 but will be restricted to one three-credit course per session for online students or six credits per semester for on-campus students. This restriction will be lifted upon removal from probation.

Students unable to achieve a cumulative GPA of 3.0 after one year on probation will be considered for academic dismissal. After one year of dismissal, the student may apply for reentry into the program, and if accepted, must retake courses in an effort to raise their GPA to a 3.0. The student has one year to raise their GPA. If the student is unsuccessful raising the GPA, the student will be dismissed and not allowed to return.

PROGRAM REQUIREMENTS

COURSE REQUIREMENTS

60 Credits ▪ All courses are three credits unless noted otherwise.

Introduction to the Profession (3 credits)

CO571 Foundations of Clinical Mental Health Counseling

Biblical Counseling Courses (6 credits)

CO505 Theological Foundations of Change

CO506 Biblical Philosophy of Counseling

Professional Counseling Courses (39 credits)

CO519 Evaluating Research

CO520 Theories and Techniques of Counseling

CO530 Human Development

CO532 Career Counseling

CO535 Introduction to Group Counseling (module course)

CO539 Marriage and Family Counseling

CO540 Abnormal Behavior

CO542 Appraisal and Testing in Counseling (module course)

CO544 The Helping Relationship (module course)

CO550 Ethics and Professional Orientation to Counseling

CO565 Ethnicity and Counseling

CO630 Human Sexuality

CO640 Crisis and Trauma Counseling

Field Experience (9 credits)

CO583 Supervised Counseling Practicum

CO590 Supervised Counseling Internship I

CO598 Supervised Counseling Internship II

Elective Courses (3 credits)

CO510 Research Methods

CO511 Statistical Methods and Applications

CO514 Counseling Children

CO561 Counseling Interventions for Women

CO584 Spiritual Interventions in Counseling

CO617 Understanding and Treating Addictions

CO702 Clinical Evaluation and Diagnosis of Mental and Emotional Disorders

CO704 Clinical Intervention and Prevention of Mental and Emotional Disorders

CO706 Clinical Treatment of Mental and Emotional disorders

Written and Oral Comprehensive Exams

CO595 Comprehensive Written Exam (0)

CO597 Comprehensive Oral Exam (0)

Note: The prerequisite competencies in counseling/psychology and in Bible/theology must be satisfied prior to candidacy for the master's program. See academic prerequisites for admission.

PRACTICUM AND INTERNSHIP

All students must complete the supervised practicum and internship requirements with a grade of “B” or higher. A handbook describing the specific requirements for this component of the MSC program is in the Appendix.

Students may only participate in field experience at locations where both the university and the student can obtain liability insurance.

COMPREHENSIVE AND ORAL EXAMS

Written Examination

Students will take the Counselor Preparation Comprehensive Exam (CPCE) at a testing site. More information is available at the CPCE website (<https://www.cce-global.org/assessmentsandexaminations/cpce>). The written examination consists of multiple-choice questions over the course material from eight required counseling courses. The examination will be preparatory in function and similar in nature to the National Board of Certified Counselors’ (NBCC) National Certification Examination (NCE). This examination may be taken when all required course work has been completed except for the internship. The student’s enrollment GPA must be at least a 3.0 at the time of the examination.

The cutoff for a passing score is the mean of the cohort minus one standard deviation. Failure to pass the objective examination will require a retake of the entire examination. Two opportunities to take the examination and meet the passing standard are allowed before additional remedial processes and support are required. Please note that the student is responsible for the testing fee.

Oral Examination

The oral section of the examination is administered by at least two faculty members and reviews the major tenets from the required courses in the M.S.C. curriculum as well as practicum experience. Emphasis in the oral examination is given to philosophy, methodology, and worldview of a future professional counselor. At the completion of the exam, the student will receive feedback on their performance along with recommendations for continued growth.

To arrange to take the oral exam, the student should contact the Director of Clinical Field Experience well in advance of the date desired for the exam. Permission to take this exam is dependent upon all course work being successfully completed, except for the internship, and successful completion of the written section of the comprehensive examination. Students may not begin internship until both the written and oral exam have been successfully completed.

Failure to pass the oral examination will require a retake of the oral exam. Remedial help is recommended and will be arranged with the faculty advisor.

In an unusual circumstance, a student may fail the oral examination a second time. When this occurs, the Counseling faculty will consider such factors as mitigating circumstances, motivation, attitude, and preparation methods, and the student may be granted a third and final attempt. There are no further appeals available should the oral examination be failed the third time.

WRITING FORMAT (APA)

To help students standardize proper style and form for the writing of papers, the Master of Science in Counseling program core faculty have adopted the use of APA format.

Course professors may give more specific instructions on exceptions to this requirement.

DISABILITIES

Accommodations for disabilities are available through Student Support Services. Students can request necessary ADA accommodations by contacting Summer Kinder at skinder@clarkssummitu.edu. Faculty are not allowed to approve disability accommodations on their own.

ENDORSEMENT POLICY

Upon successful completion of academic requirements and attainment of counseling competencies, students may request letters of recommendation or endorsement for employment, licensure, or certification. Faculty serve the profession as gatekeepers to ensure competent and ethical practice. For that reason, faculty will supply endorsements when counselors-in-training have attained the necessary skills and abilities to be effective within the field.

Faculty will also supply endorsements for students seeking them for practicum or internship placement. Pre-requisite coursework must be completed, and student evaluation processes must show personal discipline, ethical decision-making, and professional aptitude.

FINANCIAL POLICIES

TUITION AND FEES

Tuition and fees are reflected [on the University website](#) and in the [CSU Undergraduate and Graduate Catalog](#).

FINANCIAL AID

The University desires to prepare students for God’s calling in life through classroom training, practical experience, and financial responsibility. Clarks Summit University offers a wide range of financial counseling to students through the Office of Financial Aid. In addition, the University looks to develop financial policies that are fair and equitable for all students.

The Office of Financial Aid provides a vital function in the students’ educational experience. The staff is available to counsel and advise students concerning their financial needs allowing students to complete their education with minimal outstanding debt.

Clarks Summit University supports a diverse range of financial aid programs, which include grants, scholarships, and loans. Grants are defined as aid awarded based upon need and do not need to be repaid. Scholarships are awards based on merit or achievement and do not need to be repaid. Loans are borrowed funds that are repaid with interest.

Clarks Summit University is approved by the Department of Education to take part in the Federal Pell Grant program, campus-based funding, and William D. Ford Direct Loan program and cooperates with various state grant programs including the Pennsylvania Higher Education Assistance Agency (PHEAA).

For any financial aid questions contact:

Office of Financial Aid

Clarks Summit University
538 Venard Road
Clarks Summit, PA 18411

570.585.9215
financialaid@ClarksSummitU.edu

topics:
scholarship
grants
loans

Business Office

Clarks Summit University
538 Venard Road
Clarks Summit, PA 18411

570.585.9211
businessoffice@ClarksSummitU.edu

topics:
student accounts
payment plans
withdrawals and refunds

ACADEMIC RESOURCES

LIBRARY

ClarksSummitU.edu/library

From its location on the first and second floors of Jackson Hall, Murphy Memorial Library provides services and resources for the intellectual, cultural, and spiritual development of the academic community of Clarks Summit University. Library services are available for over eighty hours each week during the academic year. In addition to books and materials, the campus library offers comfortable seating and classrooms for independent and group study, areas for viewing or listening to media, and computers for individual use. Access to databases with full-text journal articles and eBooks is available through the library's website. Library staff members provide instruction in research methods and resource use through collaboration with faculty in classroom settings and informal conversation with students.

Library collections reflect the quality of many years of planned growth and development in support of the institution's educational objectives. The library specializes in the areas of biblical studies, theology, and Christian ministries, and maintains strong collections in history, education, literature, and counseling. The library's curriculum area houses teaching materials for public and Christian school education. Other holdings include juvenile literature, music resources, and audiovisual materials. Careful attention is given to providing a diversity of viewpoints in keeping with the library's purpose as an information center. Interlibrary loan services and reciprocal borrowing agreements with other university libraries throughout North America expand the resources available to students, staff, and faculty.

WRITING CENTER

Clarks Summit University provides an online writing center that is available to graduate students who would like assistance. The purpose of the Online Writing Center is to enable students to improve their writing skills.

To use this service, please observe the following guidelines:

Submission

Attach your paper as a Word document to an email addressed to onlinewritingcenter@ClarksSummitU.edu.

Additional Assignment Information

Please include instructions as to the nature of the assignment. You may attach assignment instructions as a Word or PDF document or include them in the body of the email.

Subject Line

Use "Online Writing Center: Graduate" as your subject line. This allows the Online Writing Center to deal with your paper appropriately.

Scheduling Guidelines

Please submit your paper at least three or four days before your due date, so the paper may be returned to you in time for you to make corrections and submit to your instructor on time.

Your paper will be returned to you via the email address you used to send it.

Video Conference Option

Appointments are available for students who wish to meet through a video conference. To schedule an appointment, please email the Online Writing Center at onlinewritingcenter@ClarksSummitU.edu.

STUDENT EXPECTATIONS

ACADEMIC INTEGRITY

Students are expected to display integrity in all their academic work. Academic dishonesty or cheating of any kind is a direct violation of biblical principles. Clarks Summit University takes dishonesty very seriously. The following policy outlines how academic dishonesty is handled. It is expected that all work students submit to any class for grading is their original work unless the student gives credit to the source. A student who does not exhibit academic integrity may be dismissed from the University.

PLAGIARISM POLICY

Plagiarism, the act of presenting another person's work as one's own, is a serious, punishable offense. Plagiarism is a form of cheating and is an academic integrity issue. Plagiarism involves presenting another's text, idea, vocabulary, or sentence structure as one's own.

Plagiarism issues also include copying one's own or another student's work, submitting one paper to multiple professors (without prior permission), or cutting and pasting passages from another work into one's work and presenting it as original. Further, proper referencing issues, source documentation, and collaboration are also plagiarism issues.

It is the responsibility of the student to examine and understand the act of plagiarism to ensure correct presentation of original thought and research in academic work.

More information on Academic Dishonesty, including institutional consequences, is available in the CSU catalog and on the CSU website [academic policies page](#).

PERSONAL COUNSELING

CSU recognizes that counselors-in-training may have personal issues that impede their own growth and achievement. Students are encouraged to participate in individual or group counseling to strengthen their own mental health. Counselor self-care is critical to ensure that personal concerns do not hinder ethical or competent professional practice in the future. Students should develop wise habits of self-management and seek therapeutic intervention where appropriate. If benchmarks of personal development are not achieved, core faculty may require counseling as a condition of remaining in the program.

COMMUNITY RELATIONSHIPS

Sexual Harassment is prohibited in the program and falls under the Title IX laws and guidance. If a professor (in a non-clinical capacity) or university staff member becomes aware of sexual harassment, assault, relational violence, or stalking, they are mandated to report those allegations to the university's Title IX coordinator. More information can be found on the [university's Title IX webpage](#).

NETIQUETTE

Be Scholarly

- **Do:** Use proper language, grammar and spelling. Be explanatory and justify your opinions. Credit the ideas of others through citing and linking to scholarly resources.
- **Avoid:** Misinforming others when you may not know the answer. If you are guessing about something, clearly say that you do not know the answer.

Be Respectful

- **Do:** Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.
- **Avoid:** Sharing another person's professional or personal information.

Be Professional

- **Do:** Always represent yourself well. Be truthful, accurate and run a final spell check. Limit use of slang and emoticons.
- **Avoid:** Using profanity or taking part in hostile interactions.

Be Polite

- **Do:** Address others by name or proper title and be mindful of your tone. Treat people as if you were in a face-to-face situation.
- **Avoid:** Using sarcasm, being rude or writing in all capital letters. Written words can be easily misinterpreted as they lack nonverbals.

RESPECT FOR DIVERSITY

The field of counseling requires professionals to interact with individuals of widely diverse backgrounds and perspectives. Counseling students are expected to interact with respect for the inherent dignity of others, bestowed on them by their Creator. This includes characteristics of race, color, national origin, biological sex, disability, religion, age, veteran status, or any other status protected by law.

Interactions with professors or other students that evidence prejudice, discrimination, or are demeaning will result in consequences, up to, and including dismissal from the program.

PROFESSIONAL MEMBERSHIPS AND INVOLVEMENT IN THE PROFESSION

Counseling associations supply excellent opportunities for networking, education. Students must join either the American Counseling Association or the American Mental Health Counseling Association. The student can obtain their individual liability insurance which is required for practicum and internship from that association.

Students are encouraged to join professional organizations and be involved in meetings at the local, regional, and national levels.

Some of these counseling organizations include:

- American Counseling Association (ACA)
- American Mental Health Counselors Association (AMHCA)
- International Expressive Arts Therapy Association (IEATA)
- American Association for Marriage and Family Therapy (AAMFT)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Counselor Education and Supervision (ACES)
- The National Association for Addiction Professionals (NAADAC)
- American Association of Christian Counselors (AACC)
- National Board for Certified Counselors (NBCC)
- Intercollegiate Counselors Consortium (ICC)

All these organizations encourage the participation of graduate students in their committees and conference planning. Belonging to a professional organization, starting as a graduate student, provides a great opportunity for networking and being involved in advocacy and professional issues in counseling. We encourage our students to join and be an active participant in the organizations of their choice.

STATE AUTHORIZATION

The MSC program has been designed to meet the requirements for licensure as a professional counselor in Pennsylvania.

Although many states have very similar licensure requirements, a person wishing to be licensed in a state other than Pennsylvania will need to review the requirements of that particular state.

Furthermore, states often modify licensure requirements. It is the student's responsibility to ensure that the MSC program meets their state's requirements.

STUDENT EVALUATION PROCESSES

As a counselor education program, CSU bears a responsibility to the profession to serve as a gatekeeper for students who may not be ready to counsel others. For this reason, CSU consistently monitors students for appropriate academic progress, personal development, and the growth of clinical skills. We have established two points of formal evaluation for each student that will include faculty assessment of the student's development in critical areas. Additionally, any faculty member with a concern can initiate an evaluation outside of the formal timeline.

Evaluation Point 1

After the student has taken CO535 Introduction to Group Counseling, the core faculty will consider the following measurements:

- Participation in a group counseling lab
- Academic progress
- Faculty assessments of personal, relational, and spiritual development
- Results of psychological testing

Evaluation Point 2

Before the student can begin CO590 Supervised Counseling Internship, the core faculty will consider the following measurements:

- Clinical Skills evidenced in Practicum and CO544 The Helping Relationship
- Counseling content retention as evidenced in the student's CPCE score
- Performance on the Oral Exam
- Faculty assessments of personal, relational, and spiritual development

At each evaluation point, core faculty meet to discuss each student's development in detail. Students who do not reach the established benchmarks in one or more of the assessed areas will be contacted and placed on a plan for remediation. If the student does not progress appropriately, they may be removed from the program.

Please see *Student Evaluation Process Details* in the Appendices.

APPENDICES

COURSE DESCRIPTIONS

CO505 Theological Foundations of Change 3 credits

In this course the centrality of the Bible in its relationship to counseling is explored. Emphasis is given to embedding theological truth as the sine qua non of an effective biblical counseling relationship so that biblical change can be embraced by the counselee. The student will develop a foundational theology of counseling that promotes personal and professional growth as a skilled people-helper.

CO506 Biblical Philosophy of Counseling 3 credits

You will formulate and articulate a personalized philosophy of Biblical counseling. The Scripture's sufficiency in meeting human needs is emphasized. Various Christian counselors' perspectives are analyzed and critiqued in relation to Biblical counseling. Historical perspectives are considered relative to contemporary issues and milieu in counseling.

CO510 Research Methods 3 credits

This course introduces the student to the tools, methods, and design of research studies. Emphasis is given to contribution skills as well as intelligently understanding how to utilize research literature.

CO511 Statistical Methods & Applications 3 credits

This course is an examination of descriptive and basic inferential statistical techniques. The methodology of learning/teaching involves the active use of SPSS software to do the calculations of statistics. Ultimately, the major goal of the course is for students to understand statistics relative to its applicability and appropriateness to individual situations together with the ability to use statistics to correctly analyze data and reach appropriate conclusions.

CO514 Counseling Children 3 credits

An exploration of difficulties experienced by children (up through age 12) and their parents as understood from the perspective of healthy development and biblical guidelines for parenting. Emphasis will be on incorporating parents in the intervention process, supporting their primacy as God's intended agents for disciplining children toward spiritual, emotional, and behavior health. Other topics will include interviewing, assessment, treatment planning, how children learn, parent training programs, and research support for biblical wisdom on child rearing.

CO519 Evaluating Research 3 credits

This course is an introduction to research methods and statistics. Students will demonstrate an understanding of how to critically evaluate quantitative and qualitative research.

CO520 Theories and Techniques in Counseling 3 credits

This course is an analysis of a broad range of theories in counseling. The nature of the counseling relationship and techniques used in promoting counselee change, and role and practice of the professional counselor will be taught.

CO530 Human Development 3 credits

Lifespan learning and development with respect to human personality formation. Developmental processes and adjustment functions within cultural contexts will be covered. Interplay between human development, personality formation, and the role of learning in formulating life constructs.

CO532 Career Counseling 3 credits

A survey of developmental theories, decision-making paradigms, and principles for vocational guidance. Factors involving choice of colleges and/or other educational options as they relate to career planning, and information service tools as they relate to the career counseling process are included.

CO535 Introduction to Group Counseling 3 credits

This course is a study of the process involved in group development, dynamics, counseling, and closure. Leadership styles, elements of cohesion, issues of confidentiality, and various theories of group approaches; ethics and moral guidelines, as well as analysis of long-term effectiveness from group experiences, and includes an experiential component which includes voluntary self-disclosure activities.

CO539 Marriage and Family Counseling 3 credits

In this course, students will learn to develop a biblical/theological template for working with marriages and families. Both theory and techniques of a systemic approach to marriage and family counseling are presented. The course introduces students to the classical and modern theoretical therapeutic models for marriage and family counseling.

- CO540 Abnormal Behavior** **3 credits**
An in-depth examination of causes, classifications, referral procedures, and intervention strategies relating to character, personality, cognitive, and affective disturbances. The student will gain a working knowledge of the DSM.
- CO542 Appraisal and Testing in Counseling** **3 credits**
This course is a survey of assessment instruments which are involved in appraisal and counseling processes, including intellectual, personality, and vocational-interest inventories. Validity/reliability, report writing, and ethical practices in the use of assessment devices is included along with supervised opportunities to administer various assessment instruments to counselees. Prerequisite: equivalent of an undergraduate or graduate course in tests and measurements or statistics.
- CO544 The Helping Relationship** **3 credits**
Focus on developing the basic counseling skills that a beginning counselor needs in order to deliver quality counseling services to clients, as well as to most effectively contribute to a counselee's transformative and meaningful change. Students will gain insight into their own values, reaction patterns and interpersonal styles as important tools in understanding and helping others.
- CO550 Ethics & Professional Orientation to Counseling** **3 credits**
An investigation of legal, ethical, and moral issues germane to professional counseling, as well as credentials and professionalism, affiliation, professional membership, licensure, and certification. Malpractice and legal responsibilities in relationship to counselor trainees and professional counselors is covered.
- CO561 Counseling Interventions for Women** **3 credits**
This course explores the myriad of developmental, relational and spiritual issues that women navigate across the lifespan. Emphasis is placed on strength of identity, fulfilling purpose, and finding joy in living to the fullness of design. Aimed at helping professionals, the course's topics will include appropriate assessment of women, treatment planning, and the building of supportive relationships.
- CO565 Ethnicity and Counseling** **3 credits**
This course is a study of the ethnic and multicultural influences that contribute to the development of individual identity in our society along with consideration of the relevant implications for counseling in an ethnically diverse society.
- CO570 Independent Study in Counseling** **3 credits**
This course is a development by student and faculty mentor of an independent study that is within the context of the graduate program and involves reading, writing, and interaction with the mentor. This is available in a group or individual basis.
- CO571 Foundations of Clinical Mental Health Counseling** **3 credits**
This course provides an overview of the history and philosophy of the counseling profession and its specialty areas. The multiple professional roles and functions of the counselor and the counselor's relationship to other human service providers is examined. Professional identity, credentialing, the role of supervision, advocacy for the client and the counseling profession, strategies for self-evaluation plus other key requisites of the counselor and profession are also presented.
- CO583 Supervised Counseling Practicum** **3 credits**
Superintended experience in which the student participates in providing counseling services under the direction of a qualified supervisor and maintains logs documenting participation experiences. Professional development acquired from on-site supervision, clinical supervision from the course instructor, and peer interaction in the classroom context. Combined version of previous CO580, CO581, CO582 courses as of Spring 2020. Prerequisites CO505, CO506, CO520, CO535, CO540, CO544, CO550, CO5701 and permission of the instructor.
- CO584 Spiritual Interventions in Counseling** **3 credits**
A survey of Biblical and theological issues commonly encountered in faith-based therapy. An application of a Biblical world view in getting to the core of the counselee's problems and fostering transformative change. Specific application of a faith-based model to the lives of counselors and clients will be explored. Students will be asked to deeply examine their own spiritual beliefs and their contribution to healthy functioning as a person of faith and as a counselor.
- CO590 Supervised Counseling Internship I** **3 credits**
This course is an advanced-level experience in which the student performs extensive professional counseling functions under the guidance of an approved supervisor and maintains logs documenting participation experiences. Prerequisite: completion of all required courses and permission of instructor, passing written and oral comprehensive exams.

CO594	Internship Continuation	0 credit
CO595	Comprehensive Written Exam	0 credit
Students will take the CPCE (Counselor Preparation Comprehensive Exam) to fulfill this program requirement. The exam consists of multiple-choice questions over the course material from required professional counseling courses. The examination will be similar in nature and preparatory in function to the National Board of Certified Counselors' (NBCC) National Certification Examination (NCE). This examination may be taken when required course work has been completed but before the CO590 Supervised Counseling Internship course.		
CO598	Supervised Counseling Internship II	3 credits
This course is an advanced-level experience in which the student performs extensive professional counseling functions under the guidance of an approved supervisor and maintains logs documenting participation experiences. Prerequisites: CO583 and permission of the instructor. Prerequisite: CO590.		
CO597	Comprehensive Oral Exam	0 credit
The oral portion of the comprehensive examination reviews the major tenets from the required counseling courses in the MSC curriculum. Emphasis in the oral examination is given to philosophy, methodology, and expressed counseling skills.		
CO617	Understanding and Treating Addictions	3 credits
An overview of substance and behavioral addictions with leading focuses on treatment. The student will explore biological, neuropsychological, social, spiritual and Eco systematic influences and concerns related to helping those struggling with addictions.		
CO630	Human Sexuality	3 credits
This course explores sexuality from physiological, social, and spiritual perspectives. Healthy functioning and remediation for dysfunction will be considered. The influence of a biblical worldview will be foundational to the topic.		
CO640	Crisis and Trauma Counseling	3 credits
This course is a survey of issues related to crisis, trauma, bereavement, and stress responses. Theories of the causation and treatment of trauma will be covered, including both acute and chronic states of crisis. Empirically-supported models of intervention will be addressed to help the student develop a compassionate, Biblically-grounded philosophy of crisis intervention.		
CO695	Practicum Continuation	0 credit
CO702	Clinical Evaluation and Diagnosis of Mental and Emotional Disorders	3 credits
Assessment procedures, diagnosis, and treatment planning will be the emphasis of this course. A focus on understanding individual and group standardized tests of personality, depression, anxiety, and other mental stressors are introduced. Cultural competency in the areas of specific populations, ethical and legal considerations, and historical perspectives are addressed in this course.		
CO704	Clinical Intervention and Prevention of Mental and Emotional Disorders	3 credits
Psychological and educational methods of intervention including culturally sensitive intervention methods for a diverse population and situations. Counselor ethics, legalities, clinical supervision, and consultation are addressed in this course with an emphasis on cultural competency.		
CO706	Clinical Treatment of Mental and Emotional Disorders	3 credits
Developing and implementing a treatment plan, reporting, and assessing progress with benchmarks through diagnostics, referral procedures, and an understanding of biopsychological responses including consideration of psychotropic medications and mood altering chemicals.		

COURSE PLANNING

(E) = Even Years

(O) = Odd Years

Required Courses		Sessions offered online	Sessions offered residentially
CO505	Theological Foundations of Change *	Fall I, Spring II	Fall (E)
CO506	Biblical Philosophy of Counseling *	Fall II, Summer (E)	Spring (O)
CO519	Evaluating Research	Fall I, Spring I	
CO520	Theories and Techniques in Counseling *	Spring I	Spring (E)
CO530	Human Development	Fall II	Spring (O)
CO532	Career Counseling	Spring II	Spring (O)
CO539	Marriage and Family Counseling	Fall II	Fall (E)
CO540	Abnormal Behavior *	Spring I	Fall (E)
CO550	Ethics and Professional Orientation to Counseling *	Spring II	Fall (O)
CO565	Ethnicity and Counseling	Fall I	Spring (E)
CO630	Human Sexuality	Fall II	Fall (O)
CO640	Crisis and Trauma Counseling	Spring I	(only offered online)
CO571	Foundations of Clinical Mental Health Counseling *	Spring I, Summer (O)	Fall (O)
CO580	Supervised Counseling Practicum	Can start any session after asterisk (*) courses finished.	
CO590	Supervised Counseling Internship	Can start any session after orals and comps are passed.	

Required Modules

CO535	Introduction to Group Counseling *	Module 1
CO542	Appraisal and Testing in Counseling	Module 1
CO544	The Helping Relationship *	Module 2

Modules are held in June.

Electives Choose two courses (6 credits)

CO514	Counseling Children	As needed	(only offered online)
CO561	Counseling Interventions for Women	Fall I	(only offered online)
CO584	Spiritual Interventions in Counseling	Spring II	(only offered online)
CO617	Understanding and Treating Addictions	Fall I	(only offered online)
CO702	Clinical Evaluation and Diagnosis of Mental and Emotional Disorders	Spring II	(only offered online)
CO704	Clinical Intervention and Prevention of Mental and Emotional Disorders	As needed	
CO706	Clinical Treatment of Mental and Emotional Disorders	As needed	

CODES OF ETHICS

American Counseling Association: <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American Mental Health Counseling Association: <https://www.amhca.org/viewdocument/2020-amhca-code-of-ethics>

National Board for Certified Counselors: <https://www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf>

American Association of Christian Counselors: <https://www.aacc.net/wp-content/uploads/2017/10/AACC-Code-of-Ethics-Master-Document.pdf>

STUDENT COMPLAINT AND GRIEVANCE POLICY

At CSU, we know that conflicts, disagreements, frustrations and hurts will happen whenever people live together in community. However, the Bible has a lot to say about how we are to respond when things like that occur.

- If possible, so far as it depends on you, be at peace with all people (Rom 12:18).
- I therefore the prisoner of the Lord, implore you to walk in a manner worthy of the calling with which you have been called, with all humility and gentleness with patience, showing tolerance for one another in love, being diligent to preserve the unity of the Spirit in the bond of peace (Eph 4:1-3).

Recommended Steps to Seek Resolution

Looking for answers to a question or need?

First, seek information on your own.

- *University Website.* Do you know the office or department that is responsible for your issue? Check the website directory to see if you can find the answer to your question or identify a contact person. [CSU Directory](#)
- *Student Handbook.* Consult the Student handbook to see if you can find the answer to your issue there. The Student Handbook addresses conduct and living in community-related issues. The CSU Community Commitment contains answers to many questions about being a part of the Clarks Summit University community. [CSU Student Handbooks](#)
- *University Catalogs.* For academic issues, check the catalog for the current year. [CSU Catalogs](#)

Second, seek information from a staff member.

- *Residential undergraduate students.* Start with your resident assistant or resident director. You can also contact the Office for Student Development (OSD) at 570.585.9180 or osd@ClarksSummitU.edu.
- *Online undergraduate and graduate students.* Contact your academic advisor who can answer most of your questions or direct you to someone who can.

As always, the administrative assistant for OSD or one of the OSD deans are always willing to help you with your needs.

Have a conflict or concern that needs to be addressed?

Follow these steps to resolve the issue.

- Gather information and consider all aspects of the situation. Pray for clear thinking, understanding, wisdom and humility as you pursue resolution of the issue. Meditate on Scriptures that will prepare you for whatever dialogues may occur (Prov 3:5; Phil 4:6; Col 3:12; Phil 2:3-8; Jas 1:5 and 3:17; Prov 3:13-18; Mic 6:8; 1 Cor 10:31).
- Seek the advice and assistance of a spiritually mature person who can advise you and who can wisely help you think through how to resolve the issue biblically (Prov 11:14, 12:15, 15:22, 19:20 and 24:5-6). Ultimately, check all counsel against the Word of God to ensure that it is truly biblical and not only someone's opinion (even if they are greatly respected).
- Talking with friends who are not involved and who can't help with the solution is called gossip. The Bible is clear: gossip is a sinful way to deal with any problem (Prov. 11:3, 16:28, 18:8, 20:19, 26:20; 2 Cor 12:20; 1 Tim 5:13; 2 Thes 3:11).
- Seek resolution, as much as possible, directly through the person involved in the problem and the solution. If that is not feasible, go to that person's direct supervisor (1 Cor 14:40; Heb 13:17; Rom 13:1; 1 Pet 2:13). If the matter is still unresolved after seeking resolution directly, go to that person's direct supervisor.

The main principle in all matters: If the issue or concern is not resolved, take it to the next level.

Use the appropriate appeal or grievance processes as necessary to achieve justice, with the ultimate goal of glorifying God and accomplishing His purposes throughout (1 Cor 10:31; Mic 6:8; Col 3:22-25; Ps 51:10; 2 Tim 2:15; Phil.2:12-13).

What to do if additional assistance is needed.

The university strongly encourages student complaints to be resolved according to the process outlined above. When that does not resolve the issue, please fill out the [CSU Student Complaint and Grievance Submission Form](#), and the appropriate CSU staff member will seek to address the complaint or grievance.

Difference between complaint and grievance

- Student complaints are matters that students feel school officials need to know so they can be resolved in a timely and satisfactory manner.
- Student grievances seek prompt resolution of procedures and processes issues including, but not limited to, academic, financial and disciplinary issues.

Policy information

- The CSU Student Complaint and Grievance Policy attempts to ensure that the student is directed to the proper process depending on the different types of potential issues that can arise in the university context.
- The scope of this policy is limited to institutional grievances as reported by a student towards the actions or decisions of employees of CSU that are not consistent with established policy or practice.
- Actions of non-university employees are not covered under this policy.
- Students are not permitted to file a grievance on behalf of other students or on behalf of a group of students.
- CSU strongly encourages communicating directly with the person(s) involved as a first attempt to resolve problems and grievances before beginning a formal process.
- When informal processes have not resolved the issue, then the [CSU Student Complaint and Grievance Submission Form](#) should be filled out so that the appropriate school personnel can help resolve the issue.

Quick Links

Click here to access the CSU Student Complaint and Grievance Submission Form.

Click here to access Title IX Information.

Click here for the academic grievance policy.

Contact the Office for Student Development

Clarks Summit University
Office for Student Development
538 Venard Road
Clarks Summit, PA 18411

osd@ClarksSummitU.edu
570.585.9180

STUDENT EVALUATION PROCESS DETAILS

Name of Student

Evaluation: ☐ Point 1

☐ Point 2

As a counselor education program, CSU bears a responsibility to the profession to serve as a gatekeeper for students who may not be ready to counsel others. For this reason, CSU consistently monitors students for appropriate academic progress, personal development, and the growth of clinical skills. We have established two points of formal evaluation for each student that will include faculty assessment of the student's development in critical areas. Additionally, any faculty member with a concern can initiate an evaluation outside of the formal timeline.

At each evaluation point, core faculty meet to discuss each student's development in detail. Students who do not reach the established benchmarks in one or more of the assessed areas will be contacted and placed on a plan for remediation. If the student does not progress appropriately, they may be removed from the program.

Evaluation Point 1

After the student has taken CO535 Introduction to Group Counseling, the core faculty will consider the following measurements:

- Participation in a group counseling lab
 - Description: Students participate in and lead a therapeutic group.
 - Measure: Group facilitators complete a survey regarding the student's participation in and leadership of a therapeutic group. Students are ranked on a 7-point Likert scale between “does not meet expectations” and “exceptionally exceeds expectations.”
 - Target: Student must meet 4 and above on all measures
- Academic progress
 - Description: Student's grades are examined to ensure mastery of core content
 - Measure 1: GPA
 - Target: Students must maintain a 3.0 to remain in the program
 - Measure 2: Core content course grade
 - Target: Students must earn a B or higher in each of the 8 core content areas:
 - Ethics and Professionalism
 - Ethnicity and Counseling
 - Human Growth and Development
 - Career Counseling
 - Helping Relationships
 - Introduction to Group Counseling
 - Appraisal and Testing
 - Evaluating Research
- Faculty assessments of personal, relational, and spiritual development
 - Description: Faculty evaluate students on criteria related to Spiritual Formation, Personal Soft-skills, and Research and Academic skills.
 - Measure: Faculty complete a survey. Students are ranked on a 5-point Likert scale between “far short of expectations” and “far exceeds expectations.”
 - Target: 3 or higher on each measure below
 - Spiritual aspects
 - Personal soft skills
 - Research & academic skills

- Results of psychological testing
 - Description: Students complete a psychological test battery to identify areas of strengths and weaknesses and assess self-awareness and openness to feedback and growth.
 - Measure 1: Response to Process. Test interpreters complete a survey regarding the students' engagement in the testing process. The constructs are ranked on a scale of 1-4 with 1 being "unacceptable" and 4 being "exceeds expectations".
 - Targets: 3 meets expectations.
 - Openness: student shows receptivity to test results.
 - Teachable: student accepts new information willingly and with excitement, asking questions to learn more.
 - Introspective: Student has strong self-awareness.
 - Collaborative: student has excellent interactions with the test interpreter.
 - Verbal Skills: student is able to clearly and effectively communicate.
 - Measure 2: Strengths and Weaknesses that could affect the student both educationally or professionally are identified

Evaluation Point 2

Before the student can begin CO590 Supervised Counseling Internship, the core faculty will consider the following measurements:

- Clinical Skills evidenced in CO583 Supervised Counseling Practicum and CO544 The Helping Relationship
 - Description: Students participate in a therapeutic dyad as a client and as a counselor. Peer feedback is part of the course, but counseling faculty do a separate evaluation of clinical skills displayed in the dyads.
 - Measure: Clinical Skills as evidenced in CO544. Faculty complete a survey on a scale of 1-7
 - Target: 4 or higher on every scale
- Counseling content retention as evidenced in the student's CPCE score
 - Description: Students must pass the CPCE with no lower of a score than one standard deviation below the mean.
 - Measure: Score on CPCE
 - Target: Mean -1SD
- Performance on the Oral Exam
 - Description: Students complete an Oral Examination by faculty members regarding their philosophy of counseling, case conceptualization, ethical decision making, and self-care. The rubric for evaluation criteria is available to students in the oral exam course page.
 - Measure: Faculty completed rubric. Students are ranked on a 5-point Likert scale.
 - Target: 3 or above on each area
- Faculty assessments of personal, relational, and spiritual development
 - Description: Faculty evaluate students on criteria related to spiritual formation, personal soft-skills, and research and academic skills.
 - Measure: Faculty survey results. Ranked on a scale of 1-5
 - Target: 3 or above on each criterion
 - Spiritual skills
 - Personal soft-skills
 - Research & academic skills
 - Clinical skills

PRACTICUM AND INTERNSHIP HANDBOOK

Supervised Counseling Practicum

Nature and Goals for Practicum

The MSC practicum requirement is designed to be the student's initial real-life counseling experience for the master's level trainee. It is an opportunity to apply what the student has learned in the classroom. All students will receive extensive supervised counseling exposure in various graduate courses, but such opportunities are limited in their scope and/or are cursory in nature. The formal counseling practicum and internship is designed to be a professional experience, which provides the student with a broad range of counseling and professional activities. Furthermore, the practicum serves as preparation for the counseling internship component of the MSC program.

The goals for the supervised counseling practicum include the following:

- To gain some general counseling experience, in which the student benefits from the contact they have with their counselees.
- To receive exposure to counseling-related activities that will enhance the student's expectations of day-to-day counselor activities.
- To offer the student opportunities to apply counseling methods learned in the classroom.
- To learn via modeling and didactic instruction from experienced counseling professionals.
- To make positive contributions to the practicum site, the clients and the personnel serving at the site.
- To exercise professional standards of conduct in all aspects of the practicum experience.
- To benefit from supervision, including site-personnel, on-campus/online, and student-peer interaction.
- To identify and remediate areas of personal limitations, weaknesses, and skill deficiencies.
- To develop confidence through positive experiences and ascertaining areas of individual strengths.
- To provide opportunities for utilizing and engaging in applied research activities.
- To see the benefits of teamwork and peer communication in sharpening counseling skills.

Student Eligibility for Practicum

Given the nature of the practicum experience, students will be expected to have taken a number of MSC courses that provide a knowledge and skill base for practicum application. Specifically, students must meet the following requirements before registering for the practicum course:

- Successful advancement to candidacy status in the MSC degree program.
 - A minimum cumulative GPA of 3.0 in courses taken in the MSC program.
 - Completed a sequence of graduate courses in counseling which adequately prepares the student for practicum activities including all of the following:
 - All Bible/Theology and Counseling/Psychology admission prerequisites
 - CO505 Theological Foundations of Change
 - CO506 Biblical Philosophy of Counseling
 - CO520 Counseling Theory and Techniques
 - CO535 Introduction to Group Counseling
 - CO540 Abnormal Behavior
 - CO550 Ethics and Professional Orientation to Counseling
 - CO571 Foundations of Clinical Mental Health
 - Completed or concurrently taking CO544 The Helping Relationship and CO535 Introduction to Group Counseling.
- Please Note: Certain sites may require additional coursework before beginning practicum.**
- Permission from the Director of Clinical Field Experience.
 - Interview with the course professor and on-site supervisor of the assigned practicum site.

Requirements for Practicum Students

Requirements for Practicum Site

Since our students are located all over the country, it is primarily the responsibility of the students for finding a site in their area. When choosing a practicum site, it is important to look for a location that will provide the required hours and supervision as well as the type of experiences that will promote counselor growth. Students should consider a site that has the clientele the students think they may want to work with post-degree. The course texts also provide helpful suggestions in choosing a site. When choosing a practicum site consider the following questions:*

- Do the on-site supervisor, activities, and site meet the requirements for CO583?
- Is the clientele of the agency similar to the clientele whom the students wish to work with during their professional career?
- Is there enough diversity in the clientele to provide a wide range of experiences (e.g., adults, adolescents, children, married couples, singles, group therapy, etc.).
- Does the agency have a large enough client base to have adequate face-to-face client hours?
- Are qualified supervisors available who are willing to invest the time to provide a quality practicum experience, which includes provision of individual supervision?
- Is the practicum in the same state in which the student would ultimately like to practice? *Becoming familiar with state laws and insurance practices within the state where the student ultimately wants to practice will be very beneficial after the practicum is over.*
- Is this agency one in which the student might be interested in completing their internship or being employed by after the practicum is complete?
- Some suggested types of sites are community counseling/mental health agencies, homeless shelters, residential treatment facilities, private practice, crises pregnancy centers, churches, colleges or universities.

Remember*

- Students must obtain a minimum of 1 hour of individual supervision a week.
- Most supervisors give their time and expertise with no monetary reimbursement. Students can help the practicum be a rewarding experience for supervisors as well as to lighten their workload through the cases the student takes on, and by doing some clinically related tasks that they might otherwise not be able to do.
- Students are encouraged to check their state board's requirements for supervision during their educational program. Some states will allow credit toward post-degree licensure residency requirements for supervised experience obtained during their degree program if the supervisor/supervision meets the board's requirements.

Required Practicum Hours

In order to enhance the students' experiences to a level of excellence, the following guidelines will be met:

- Students are required to complete **100 practicum hours**.
- Of the 100 hours, the following specifications must be met:
 - 50 clock-hours of the practicum must be spent in direct services (i.e. observing a senior counselor, co-counseling with a senior counselor, counseling including individual, couple, family, and group).
 - Of the 50 hours, a minimum of 8 hours must be spent leading or co-leading a therapy group or psychoeducational group, couples or family counseling.
 - 50 clock hours must be spent in related activities including, but not limited to, supervision and counselor preparation. Students may also count research, reading books or audio records pertinent to counseling issues, writing professional articles, and attending seminars or classes beyond the 60 credits required for the M.S.C. program. Keeping case notes as directed by the supervisor and site according to what the site utilizes. SOAP and group case notes are offered as an example in the appendix but are not required.
 - A minimum of 1 hour per week will be spent in individual or triadic supervision. Supervision of practicum and internship students include program-appropriate audio/video recordings and/or live supervision of students' interaction with clients.
 - A minimum of 1½ hours per week of group supervision (practicum class time) with other practicum students led by a program faculty member or an on-site supervisor under the direction of a program faculty member.
 - Experience in the use of a variety of professional resources such as assessment instruments, therapy related computer programs, print and non-print media, professional literature, research and information, and referral to appropriate providers.

Additional Requirements for Residential Practicum Students at Foundations Christian Counseling Services (FCCS)

- Students are required to spend time (these hours will count toward the related hours requirement) providing phone coverage and front desk responsibilities. Students will learn how to answer the phone, schedule appointments, greet clients, collect fees, etc.
- Students doing practicum must participate in "bugging" (wearing a small earpiece and having the on-site supervisor guide you through the session via the earpiece and microphone) by the Director of Clinical Field Experience.

Additional Requirements for All Practicum Students

- Students will keep professional case notes for all counselee contact, including group contact, and will note all recommendations from supervisors.
- Students will keep a log of all their practicum experiences, noting activities in half-hour (30 minute) increments. Twenty minutes may be rounded up to a half hour; 45 minutes may be rounded to one hour.
- Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- Completing the weekly supervision form with the supervisor during individual supervision.
- A semester evaluation will be given at the end of the semester, measuring progress to date. These are given in written and oral form, by either the on-site supervisor or Director of Clinical Field Experience. Final responsibility for grades rests with the Director of Clinical Field Experience. Significant contribution, however, will be made by the on-site supervisor.
- Students must earn a grade of "B" or better in CO583 before being allowed to register for CO590 Internship. Hours ebb and flow. Usually one will have less hours when first starting out, quite a few in the middle, and less at the end as students should be finishing with clients, unless they are continuing on at the same place for internship. Students who do not make acceptable grades in the practicum course will be given the opportunity to meet with graduate faculty and petition to retake the practicum course, following remedial-preparatory recommendations made by the faculty regarding areas of personal and/or professional activity.
- Grades for Practicum class are based upon the following requirements:
 - Counseling and teamwork skills
 - Implementation of professional and ethical standards
 - Personal emotional stability and healthy lifestyle
 - Spiritual maturity and godly character
 - Quality of clinical notes and thorough record keeping
 - Quality of audio/visual recordings
 - Required reading and discussion over course texts

NOTE: For more details, please see the course syllabus.

- Students who make acceptable grades in the practicum course, but believe that further supervised experience would better prepare them for internship may petition the Director of Clinical Field Experience to voluntarily repeat the supervised counseling practicum course one more time.
- Furthermore, if the faculty believes the student is experiencing a significant deficit in any of the above areas and is in need of personal and/or professional remediation, they may stop the student's progress in the clinical experience (practicum or internship) or not allow them to start the clinical experience. Students enrolled in the practicum class may be given a failing grade and/or be placed on hold and a plan of remediation implemented if any of the following apply:
 - Unprofessional or unethical conduct either at the practicum site or in the interaction with Clarks Summit University faculty and staff.
 - If the on-site supervisor, Director of Clinical Field Experience, and/or Clarks Summit University faculty determines that the student's current emotional, mental or physical well-being compromises the integrity of the practicum experience or potentially places the student, or others, in harm's way or an unduly vulnerable position.
 - Complaints about the student from the on-site supervisor.
 - Threat of lawsuits toward the site, supervisor, Clarks Summit University or any employee of Clarks Summit University.
- Students must obtain professional liability insurance in their name under the designation of "student counselor" before logging hours. A copy of the policy face sheet must be sent to the Director of Clinical Field Experience. The face sheet must include the amount of coverage, the effective dates of the policy, and the minimum amounts acceptable. The insurance coverage should be a minimum of \$1 million per occurrence and \$3 million aggregate. Coverage must start on or before the students begin work at their site and remain in effect for the duration of the practicum and internship. Students must maintain their own liability insurance even if the practicum site provides insurance coverage for the students. Students may only participate in field experience at locations where both the university and the student can obtain liability insurance. Following are some insurance providers to consider:
 - Healthcare Providers Service Organization (HPSO)
 - American Association of Christian Counselors (AACC)
 - American Counseling Association (ACA)
 - American Professional Agency, Inc.

- Students must receive approval of the practicum site and supervisor from the Director of Clinical Field Experience before registering for practicum. Once approval is given, the following should be completed.
 - Students must complete the Practicum Contract (Appendix A). After discussing this contract with the on-site supervisor, both should sign it and submit it to the Director of Clinical Field Experience.
 - Students must complete the Practicum/Internship Supervisor Approval Form (Appendix B) and submit it to the Director of Clinical Field Experience with additional documents referenced.
 - Liability insurance cover sheet.
 - Students may *not* begin logging hours until the start date of CO583 and all required forms have been submitted and approved.

Supervisor Requirements

- The supervisor is a Licensed Professional Counselor (LPC) or holds a license in a related field in the state in which the practicum is taking place.
- At minimum, the supervisor must have a Master's degree or higher in counseling or a related field preferably by a CACREP accredited institution.
- The supervisor must have a minimum of two years of experience in mental health counseling.
- The supervisor must demonstrate training in counseling supervision.
- The supervisor will meet with the student on a weekly basis and complete the Clinical Supervision Form with the student. The supervisor will also complete an evaluation of counseling skills at the end of each semester. Students are responsible for accessing these documents on the Schoology course page.
- It is customary for a professional counselor to charge a monetary fee for providing supervision. Students should discuss financial arrangements with a potential supervisor.

*Supervisor Responsibilities**

- Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
- Insure access to agency manuals, policy statements, and files as needed for the student.
- Assist the student in refining details of practicum activities appropriate to the specific setting.
- Provide structure for the student to achieve practicum objectives.
- Establish weekly supervisory meetings with the student. The supervisor uses this time to listen to session recordings, provide feedback, plan tasks, and discuss other aspects of practicum with the student.
- Critique observed and recorded sessions. The supervisor shall have access to all recorded counseling sessions by the student.
- Provide evaluations of the student's counseling skills and progress, review these with the student, and give the original evaluations to the student. The student is responsible for uploading these forms to Schoology.
- Initiate contact with the Director of Clinical Field Experience if problems are encountered with the student during placement.
- Students will have opportunity to evaluate their supervisor and give feedback about their supervision experience at the end of their clinical experience.

**Adapted from Liberty University Center for Counseling and Family Studies Practicum Fieldwork Manual. Used by permission.*

Supervised Counseling Internship

The requirements listed above for practicum also apply to internship with the following additions/changes.

Nature and Goals for Internship

The MSC supervised internship is designed to be the student's final capstone experience of the degree program. It builds upon the knowledge and skill-base students have acquired throughout their academic and practicum experiences. Students will distill and synthesize their previous learning into the development of professional persons who are competent to provide counseling at the level of a professional who is prepared to enter the counseling field.

Although carefully supervised by field personnel, internship students are given the opportunity to experience counseling situations that will demand skill and competencies of an entry-level professional counselor. The students will gain valuable experience to enhance their professional development and confidence, while remaining under the supervision of field professionals. Upon successful completion of the program, these students will be entry-level professionals.

Learning objectives for the supervised counseling internship include the following:

- To apply principles of professional counseling in order to assist counselees to experience spiritual, emotional, relational, and mental health.
- To learn about themselves relative to areas where continued professional growth and development are needed (as well as where natural and learned strengths exist).
- To benefit from credentialed or experienced counselors within a supervisory relationship.
- To learn ethical responsibility when facing difficult decisions while under the supervision of experienced professional persons.
- To participate in inter-disciplinary team meetings both to learn from other human service professionals as well as make significant contributions to counselees' mental health.
- To gain experience in professional activities such as case planning, writing good case notes, administering assessments, conducting interviews, exercising leadership, etc.
- To engage in scholarly, applied, and action research activities in order to make original contributions to knowledge as well as to improve peoples' lives.
- To involve one's self in learning activities which will broaden the student's knowledge, experience, and perceptual understanding of counseling, the counseling process, and insights into human dynamics.
- To begin developing interests and expertise in areas of specialization relative to present and future counseling.

Student Eligibility for Internship

Given the nature of the supervised internship, students will be expected to have passed all prerequisite competencies as well as their written and oral comprehensive exams before enrolling in the internship course. Students must also have earned a grade of "B" or better in the MSC practicum before enrolling in the MSC internship course. Before commencing onto the internship, students will interview with the Director of Clinical Field Experience and in most cases the on-site supervisor.

Requirements for Internship Students

Requirements for Internship Site

The requirements for the internship site are the same as for the practicum site.

Required Internship Hours

- Students will complete **600 clock-hours of supervised internship**. Of the 600 hours, the following specifications must be met:
 - 240 hours must be direct face-to-face counseling. This may include individual, family, or group sessions.
 - 360 hours must be spent in supervision and professional development. A minimum of 1 hour per week of individual supervision throughout the internship (including feedback from audio or video-taped sessions or by direct observation).
 - A minimum of 1½ hours per week of group supervision throughout the internship (Internship Class).
 - As part of the 360 hours, students may also count research, reading books or audio recordings pertinent to counseling issues, writing professional articles and attending seminars or classes beyond the 60 credits required for the MSC program. Keeping case notes as directed by the supervisor and site according to what the site utilizes. SOAP and group case notes are offered as an example in the appendix but are not required.

- Experience in the use of a variety of professional resources such as assessment instruments, therapy related computer programs, print and non-print media, professional literature, research and information, and referral to appropriate providers.
- Students will keep professional case notes for all counselee contact and supervision experiences.
- Students will keep a log of all activities in their internship, noting activities in 30-minute increments.
- Students will receive mid-term and final evaluations. These will be given in written and oral form by the on-site internship supervisor.
- Students will obtain and maintain professional liability insurance. Students may only participate in field experiences at location where both the university and the student can obtain liability insurance.

Responsibility for the student's final grade rests with the Director of Clinical Field Experience. Significant contribution, however, will be made by the on-site supervisor. Students must earn a grade of "B" or better before being cleared for graduation. Students who do not make acceptable grades in the internship course will be given the opportunity to meet with graduate faculty and petition to retake the internship course, following remedial-preparatory recommendations made by the faculty regarding areas of personal and/or professional activity.

If a student is unable to complete the required amount of hours in one semester, they may register to take CO594 Internship Continuation. Please be aware there is an additional fee associated with this course. The course follows the same format and requirements as CO590.

Professional Organizations and Affiliations

Students are encouraged to begin affiliations with professional organizations as students. Many of these organizations provide a student membership with benefits attractive to student counselors. A sample of professional organization are listed below.

- American Association of Christian Counselors (AACC)
- American Counseling Association (ACA)
- Christian Counseling & Education Foundation (CCEF)
- National Board for Certified Counselors (NBCC)
- Intercollegiate Counselors Consortium (ICC)

PRACTICUM & INTERNSHIP FORMS

Practicum & Internship Contract

Clarks Summit University Master of Science in Counseling Program

This agreement is made on _____ (date) by and between _____ (practicum/internship site)

and Clarks Summit University MSC Program. The agreement is for _____ hours of practicum/internship for
_____ (name of student).

Purpose

The purpose of this agreement is to provide a qualified graduate student with practicum/internship experience in the field of counseling.

The Director of Clinical Field Experience Agrees:

- To facilitate communication between school and site.
- To provide weekly classroom supervision and instruction for the practicum student through CO583 and/or CO590 Internship.
- To provide to the site a copy of the Practicum/Internship Handbook and related syllabi.
- To notify the student that they must adhere to the administrative policies, rules, standards, schedules, and practices of the site.
- To be available for consultation with both on-site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site or school occur.
- To be responsible for the assignment of a fieldwork grade.

The Practicum/Internship Site Agrees:

- To assign a practicum/internship on-site supervisor who has the appropriate credentials, time, and interest for training the practicum student.
- The clinical site must provide weekly supervision for 1 hour per week.
- To provide opportunities for the student to engage in a variety of counseling activities under supervision and for evaluating the student's performance.
- To provide the student with adequate workspace to conduct professional activities.
- To provide supervisory contact that involves some examination of student work using audio, video, and/or live observation.
- To provide a written evaluation of student performance based on criteria established by the MSC program.

_____ will be the primary on-site practicum/internship supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

Dr. Heather Fornes, Ph.D., NCC, LPC, Director of Clinical Field Experience, will communicate with the student and practicum on-site supervisor regarding progress, problems, performance evaluations and grading.

Practicum Activities

The list below is a list of possible clinical activities for the practicum student. It is not necessary that field sites have the student counselor complete all or even most of these. Check all areas that seem to apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Christian | <input type="checkbox"/> Inpatient | <input type="checkbox"/> Pre-Marital |
| <input type="checkbox"/> Secular | <input type="checkbox"/> Outpatient | <input type="checkbox"/> Group |
| <input type="checkbox"/> Non-profit | <input type="checkbox"/> Day treatment | <input type="checkbox"/> Family |
| <input type="checkbox"/> Church-related | <input type="checkbox"/> Child | <input type="checkbox"/> Support Groups |
| <input type="checkbox"/> Government-related | <input type="checkbox"/> Adolescent | <input type="checkbox"/> Psycho-educational groups |
| <input type="checkbox"/> State/country funded | <input type="checkbox"/> Individual Adult | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Grant/Foundation funded | <input type="checkbox"/> Marital | |

Concerns Regarding the Student:

The On-Site Supervisor:

If the on-site supervisor has concerns regarding the student's abilities to meet the goals and objectives of the agency, the on-site supervisor has the following options:

- The on-site supervisor apprises the Director of Clinical Field Experience of the concern.
- The on-site supervisor discusses the concern with the student.
- If resolution does not occur, the on-site supervisor should notify the Director of Clinical Field Experience.
- The course professor will schedule an appointment with the on-site supervisor and the student to facilitate the resolution.
- If no resolution occurs, the on-site supervisor may terminate the placement.
- For the student, in the event the placement is terminated, the student must find another placement and repeat the practicum.

The Director of Clinical Field Experience:

If the Director of Clinical Field Experience has a concern regarding the student's performance:

- The Director of Clinical Field Experience will inform the student that the on-site supervisor will be notified.
- The Director of Clinical Field Experience will seek feedback regarding the student's performance at the site.
- If the concern cannot be resolved, the Director of Clinical Field Experience will decide if the student will be placed in another setting.
- If the student will receive a failing grade, the Director of Clinical Field Experience will inform the student and the on-site supervisor that the student will need to repeat the class.
- If the student does not pass the classroom or the on-site portion of the practicum, the student will need to repeat the class.

Because of the nature of student practicum, either the clinical site or the counseling program reserves the right to dissolve this contract should concerns arise.

Note: The agency hosting the placement, the Director of Clinical Field Experience, and the practicum student should all keep a copy of this agreement.

Practicum Student _____ Date _____

On-Site Supervisor _____ Date _____

Director of Clinical Field Experience _____ Date _____

Practicum & Internship Supervisor Approval Form

Clarks Summit University
Master of Science in Counseling Program

Intern Contact Information

Name: _____
Address: _____
Phone: _____
Fax: _____
Email: _____

Supervisor Contact Information

Name: _____
Address: _____
Phone: _____
Fax: _____
Email: _____

Organization Information

Name: _____
Address: _____
Phone: _____
Fax: _____
Email: _____

Supervisor Professional Information

Please attach a copy of the following information:

- ☐ Transcripts from counseling degree, if available
- ☐ Counseling license
- ☐ Resume/CV

For office use only

- ☐ Transcripts if available received / approved
- ☐ License received / approved
- ☐ Resume/CV received / approved
- ☐ Approval sent to Intern and Internship Supervisor, Date: _____

Practicum Total Hours Log

Clarks Summit University
Master of Science in Counseling

Name: _____

Students will complete **100 clock-hours of supervised practicum.**

_____ hours completed of individual face-to-face client contact
(42 hours required)

_____ hours completed of group face-to-face client contact
(8 hours required)

_____ hours completed of individual supervision
(1 hour per week required)

_____ hours completed of group supervision
(1.5 hours per week required—practicum class)

_____ hours completed of desk duty, prep, professional development etc.
(50 hours required—supervision counts as part of the 50 hours)

(signature of student)

(date)

(signature of supervisor)

(date)

Internship Total Hours Log

Clarks Summit University
Master of Science in Counseling

Name: _____

Students will complete **600 clock-hours of supervised internship**.

_____ hours completed of face-to-face client contact
(240 hours required)

_____ hours completed of individual supervision
(1 hour per week required)

_____ hours completed of group supervision
(1.5 hours per week required)

_____ hours completed of prep, professional development etc.
(360 hours required—supervision counts as part of the hours)

(signature of student)

(date)

(signature of supervisor)

(date)

Clinical Supervision Form

CO583 Practicum
Clarks Summit University
Master of Science in Counseling

Student counselor: _____
Date of Supervision: _____
Site: _____
Time of Supervision: From: _____ To: _____
Total Time of supervision meeting: _____

☐ Individual ☐ Triadic

Log kept	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Case Notes kept	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Quality of Case Notes	<input type="checkbox"/> Good	<input type="checkbox"/> OK	<input type="checkbox"/> Inadequate
Audio/visual recordings provided	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Live session observed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

1 = Excellent
2 = Good
3 = Acceptable
4 = Poor
5 = Unacceptable
NA = Not Applicable

Assessment of Field Activities

_____ Number of Clients
_____ Variety of Clients
_____ Non-Counseling Activities
_____ Work Habits
_____ Contact with Supervisor

Counseling

_____ Rapport Building
_____ Case Planning and Development
_____ Homework and Follow-up
_____ Insights
_____ Listens intently before giving Counsel
_____ Instills hope

Summary of Session: Please type a summary of the supervision meeting in the gray box. Think about the following:

- *Administrative:* hours logged, administrative issues, staff assignments, personnel issues.
- *Clinical:* client progress with treatment goals, appropriateness of service, effectiveness of interventions, progress towards discharge and supervisions follow-up and planning.

(student signature)

(date)

(signature of supervisor)

(date)

Site Supervisor's Evaluation Form

of Student Counselor Performance
Clarks Summit University
Master of Science in Counseling

Student Counselor: _____

Name of Evaluator(s): _____

Date of Evaluation: _____

Period Covered by Evaluation: _____

General Supervision Comments	Requires Assistance		Appropriate Performance		Exceptional Performance		NA
	1	2	3	4	5	6	
Demonstrates a personal commitment in developing professional competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invests times and energy in becoming a counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts and uses constructive criticism to enhance self-development and counseling skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in open, comfortable, and clear communication with peers and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes own competencies and skills and shares these with peers and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes case reports, treatment plans, and records punctually and conscientiously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

The Counseling Process	Requires Assistance		Appropriate Performance		Exceptional Performance		NA
	1	2	3	4	5	6	
Researches the referral and reviews intake materials prior to the first meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrives early to prepare and keeps appointments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins the session smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reiterates goals, homework and summarizes sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is relaxed and comfortable as counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Counseling Process	Requires Assistance		Appropriate Performance		Exceptional Performance		NA
	1	2	3	4	5	6	
Explains the nature and objectives of counseling when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates care and interest in the client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates client expression of thoughts and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps control of the counseling session and conveys competence to client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resists being defensive with client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and addresses effect of client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and responds to importance developments in the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses silence effectively in the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses self-disclosure with client when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skillful use of therapeutic interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates realistic goal setting with client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps the session moving toward agreed upon therapeutic outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs judgement and timing in use of different techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates periodic evaluation of goals, action-steps, and process during counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains, administers and interprets assessments correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the counselor seems to know what they are doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of how client is connecting with counselor and changes approach accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ethical behavior in the counseling activity and case management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focuses on specific behaviors and their consequences, implications, and contingencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trusts his/her insights during counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the counselor seems congruent as a counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

The Conceptualization Process	Requires Assistance		Appropriate Performance		Exceptional Performance		NA
	1	2	3	4	5	6	
Identifies relationship among conceptual themes as expressed by counselee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and pursues discrepancies and meaning of inconsistent information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and skillfully interprets client's covert messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes the significance of counselee statements in relation to presenting problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the counselor seems to have conceptualized the case correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate follow-up after termination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor takes an active role in pursuing clients who miss appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(signature of supervisor)

(date)

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

(signature of student)

(date)

Internship Mid-Term and Final Evaluation Form

Clarks Summit University Master of Science in Counseling

Instructions: Please complete all areas of the evaluation form. This is a fill in form.
Please open in Word and type in the grey boxes.

Student Name: _____

Internship Site: _____

Address: _____

Supervisor: _____

Time Requirements

At the current rate, the student will complete the internship within the required time frame.

☐ Yes

☐ No

Comments:

Part I: General Comments about Interns Effectiveness

Work Habits:

The student's work habits (i.e., punctuality, dependability, concern for quality) are:

☐ Outstanding

☐ Good

☐ Acceptable

☐ Poor

☐ Unacceptable

Comments:

Relationships with staff:

The student's ability to establish and maintain good working relationships and teamwork with site personnel:

☐ Outstanding

☐ Good

☐ Acceptable

☐ Poor

☐ Unacceptable

Comments:

Counseling Relationships

The student's ability to build rapport and cultivate a helping relationship with clients is:

- ☐ Outstanding
 - ☐ Good
 - ☐ Acceptable
 - ☐ Poor
 - ☐ Unacceptable
- Comments:

General comments about intern's effectiveness:

What improvements would you suggest for further professional development?

Part II: Evaluation of Educational Objectives

Please note the following guidelines for Part II of the Evaluation:

- Not Achieved—working on or completed tasks but not demonstrating competence in this area.
- In Process—working on tasks competently but not yet achieved.
- Achieved—completed tasks completely.
- Not Addressed—use this only when there has been no opportunity to work on tasks in this area and explain why there has been no chance to address this area.

- Applies therapeutic principles of counseling in order to assist counselees.
☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Learning about themselves relative to areas where continued professional growth and development is needed (as well as where natural and learned strengths exist).
☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Benefits from credentialed and experienced counselors within a supervisory relationship.
☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Illustrates ethical responsibility when facing difficult decisions.
☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Participates in inter-disciplinary team meetings both to learn from other human service professionals as well as to make significant contributions to counselees' mental health.

☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Gaining experience in professional activities such as writing good case notes, administering assessments, conducting interviews, exercising leadership, etc.

☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Selects learning activities that will broaden the student's knowledge, experience, and perceptual understanding of counseling, the counseling process, and insights into human dynamics.

☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Developing interests and expertise in areas of specialization relative to present and future counseling opportunities.

☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

- Engages in scholarly, applied, and/or action research activities both to make original contributions to knowledge as well as to better people's lives.

☐ Not Achieved ☐ In Process ☐ Achieved ☐ Not Addressed

As demonstrated by

(signature of evaluator)

(date)

Internship Supervisor Evaluation Form

Clarks Summit University Master of Science in Counseling

Instructions: Please complete all areas of the evaluation form. This is a fill in form.
Please open in Word and type in the grey boxes.

Student Name: _____

Supervisor Name: _____

Internship Site: _____

Internship Supervisor	Not at all				All the Time
	1	2	3	4	5
My supervisor clearly explained to me my responsibilities and roles as an intern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor gave me their time and attention during our supervision meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor set aside a designated time each week for our supervision meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor was available during non-scheduled supervision times for consultation regarding pressing concerns regarding clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor was clear about their therapeutic approach and mentored me in that approach or allowed me to formulate my own approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor validated my insights and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor gave me constructive feedback so I could address my weaknesses and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor acted in an ethical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor gave me constructive learning activities and/or resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My supervisor acted in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Session Summary: S.O.A.P.

Clarks Summit University
Master of Science in Counseling

Case No: _____

Session No: _____

Date: _____

Time: _____

Client: _____

Counselor: _____

D.O.B. _____

Subjective

(client statements)

Objective

(counselor's observations)

Assessment

(tentative diagnosis or view of progress)

Plan

(joint plan established with client)

Group Case Note Form

Clarks Summit University
Master of Science in Counseling

Name of Group: _____

Number of People in Group: _____

Members Absent: _____

Session #: _____

Date: _____

Time: _____

Counselor: _____

Group Goal

(State what it is that you as a leader intend to see accomplished in this session.)

Session Objective(s)

(State the agenda that you and/or other group members established for the session; how and to what degree were they accomplished?)

Group Summary

(Provide a synopsis of the overall session content and progress of the group and describe your impressions, hunches, how you read various group members' non-verbal communication, etc.; reflect on the group as well as members in the group.)

Future Session

(Delineate what course(s) of action you intend to follow with the group and list what the leader(s) and group members need to follow through on before next session.)

Group Homework

Evaluation of Last Week's Homework

Group Project

Notes



Preparing *Christ-Centered,*
Career-Ready Graduates.