

2019-20

STUDENT HANDBOOK

M.Ed. in Counseling



UNIVERSITY of
HOUSTON

COLLEGE of EDUCATION
Psychological, Health, & Learning Sciences

Student Program Understanding:

1. ____ Read the M.Ed. Handbook COMPLETELY, as this document contains vital information pertaining to your progression through the program and the achievement of your degree.
2. ____ It is my responsibility to read each syllabus for each class in my program. I will adhere to assignment due dates, required projects, readings, discussions, and any class materials. Should I have concerns I will directly reach out to the professor of record.
3. ____ Subscribe to the Counseling Master's Listserv and follow the instructions under Section IX: Student Support Services, Subsection B: Communication within the Program and Department, found in the M.Ed. Handbook. **(THIS IS NOT OPTIONAL—THIS IS A REQUIREMENT).**
4. ____ I will purchase the required e-text or textbook for each class. It is my responsibility to get the text before class starts if purchasing a hardcopy.
5. ____ I understand I may not have access to the BB shell content until the day the class starts.
6. ____ I will enroll in the exact classes listed in my degree plan. I will not drop, remove, or exchange course without direct approval from program director.
7. ____ Purchase a student parking pass.
8. ____ Acquire a student identification card.
9. ____ Acquire login credentials for your Cougar Account, Cite Lab Account and MyUH Account (computer access).
10. ____ I recognize
11. ____ Will use my UH email ONLY when communicating with professors.
12. ____ I must maintain a 3.0 throughout the program and must have a 3.0 GPA to begin practicum.
13. ____ I understand that many counseling classes will address and discuss sensitive information. It is my responsibility to discuss with professors when concern arises.
14. ____ I will consider counseling throughout this program if needed.
15. ____ I understand I must purchase Clinical Management Training during my 1st semester for Methods, Practicum, & Internship I & II. This will also house skill development and professional disposition rubrics (\$200.00).

16. ____ I understand that part of this program is personal growth and development.
17. ____ Any program change of status (medical leave, incomplete, F) must go through program director and lead advisor.
18. ____ I understand that I will be evaluated using the CCS-R each semester. If I am not achieving the appropriate growth, my professors will develop a remediation plan to assign in my growth and development. Should I continually not show personal/content growth after remediation, I may be asked to leave the program.
19. ____ It is my responsibility to apply for the CPCE exam my last year of the program. Students will apply for fall exam.
20. ____ It is my responsibility to attend the Practicum/Internship fair in January/February.
21. ____ It is my responsibility to find and secure a Practicum/Internship site for field experience.
22. ____ I give permission for pictures of myself to be on social media to support the program and visibility.

By signing this document, I acknowledge that I have received and reviewed the University of Houston Master of Education in Counseling Handbook, noted important requirements, and agree to abide by the rules and regulations set forth therein.

Student Signature

Date

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Introduction

The M.Ed. Program in Counseling offers students one career track:

Professional Counseling: The major objective is to prepare competent counselors to work in a professional capacity with diverse clients and to assume entry level positions in mental health settings. Graduates of this program track meet current educational requirements to apply for licensure in Texas as Licensed Professional Counselors.

The program includes a strong theoretical background as well as practical training and experience. There is also an emphasis on the ecological-developmental approach in counseling that considers the influences on persons in environments and makes use of strengths of individuals.

If students are registered full-time (at least nine hours per semester), they should expect to spend two full years (including summer courses) and possibly an extra semester in the program. M.Ed. students can transfer up to nine hours (if not used for a previous degree).

I. Program Description

A. Career Qualifications

What can I do with my degree?

Graduates successfully pass the exam to become Licensed Professional Counselors at a very high rate. Alumni find employment in diverse settings and under diverse titles, including:

- K-12 Schools (Public, Private, Charter)
- Community Colleges and Universities
- Mental and Health Care Facilities
- College Counselor
- Community Agency Counselor
- Probation Counselor
- Career Counselor
- Employee Assistance Program Counselor

B. Learning Experiences

What will I learn?

Students complete coursework, practicum, and either a Comprehensive Exam or Master's Thesis. Graduates will:

- Learn counseling theories, skills, and techniques for diverse populations with various counseling issues or needs;
- Gain understanding and awareness of the role and influence of the counselor in providing services to diverse cultural, ethnic, religious, gendered, and social populations;

- Become knowledgeable of legal, ethical, and moral responsibilities related to the practice of professional or school counseling;
- Apply relevant empirical research to broaden knowledge of delivery and counseling services;
- Gain knowledge and understanding of effective and appropriate assessment and evaluation of clients or students in placements and delivery of interventions.

Since degree plans change periodically, students will follow the degree plan that is in place at the time at which they complete an official, approved degree plan through [MyAdvisor](#).

C. Core Faculty of the Program

Dr. Patrick Ellis graduated from the University of North Carolina – Charlotte in 1976 with a Bachelor of Arts degree in Psychology. He completed his Master of Science degree in Behavior Modification at University of Southern Illinois– Carbondale in 1982. He earned his Doctor of Philosophy in Counseling Psychology from the University of Houston in 1996. His pre-doctoral internship was completed in Clinical Psychology at University of Texas Medical Branch – Galveston in 1995.

He has over 20 years experience working as a counseling psychologist in two different independent school districts in Texas and has been providing consultation and psychological services in private practice primarily with individuals with intellectual disabilities. He is an active member and has served in various leadership positions in the Texas and Houston Psychological Associations. Primary research interests include assessment of emotional disorders, applied behavior analysis, consultation, school-based mental health intervention, and evidence-based treatments.

Dr. Jungeun Lee received her B.A. in Education and M.A. in Educational Measurement and Evaluation from Ewha Womans University in South Korea in 1997 and 2000 respectively. She worked as a Research Assistant at Korea Institute Curriculum and Evaluation, which is the national research institute that supervises K-12 public education curriculum as well as the Korean SAT. She then decided to continue her doctoral education in the United States to pursue her passion in the helping profession as a counselor and earned her M.Ed. and Ph.D. in Mental Health Counseling at the University of Florida in 2008. She joined the University of Houston in 2018.

Before coming to UH, Dr. Lee served on the faculty of Angelo State University as associate clinical professor, assistant clinical professor, and visiting assistant professor in the Department of Psychology from 2012-2018. During this time, Dr. Lee earned her external grant of \$10,000 as a principal investigator from the Laura W. Bush Institute for Women's Health to investigate elderly women's depression and physical activity. She presented and published articles related to culturally and/or linguistically diverse populations who are minorities in the United States. She also worked as a visiting assistant professor and clinical coordinator in the Counselor Education Department at Florida Atlantic University from 2010-

2011 and a research professor in the College of Health Sciences at the University of Texas El Paso from 2008-2009.

She is a Licensed Professional Counselor in Texas and provided clinical services at various mental health agencies including Mental Health Mental Retardation Concho Valley and ASU counseling center, along with her teaching. Her main clinical modality is Cognitive Behavioral Therapy, as she visited the Beck Institute twice for an intensive CBT training in 2015 and 2017, focusing on personality disorders and depression/suicidality.

Dr. Hayley L. Stulmaker received her Bachelor of Arts in Psychology with a minor in Education from the University of Texas in Austin in 2007. She completed her Master's of Science in Counseling and Development with a specialization in child and adolescent counseling from Texas Woman's University in 2010. She completed her Ph.D. in Counseling with a specialization in play therapy from the University of North Texas in 2014. During her graduate studies, she worked with clients in community agency settings, schools, and university clinics. She was the Assistant Director of the Child and Family Resource Clinic in addition to coordinating an elementary school play therapy outreach program with many Title I schools in the area.

Prior to joining the faculty at the University of Houston, Dr. Stulmaker was a faculty member at Sam Houston State University (2014-2016) and was a director at a non-profit organization geared towards developing teachers' social and emotional capacities to relate better to students (2016-2018). Throughout her post-graduate career, Dr. Stulmaker has continued to serve clients in both pre-school and private practice settings. She is a Licensed Professional Counselor- Supervisor, Nationally Certified Counselor, Registered Play Therapist, and Certified Child-Centered Play Therapy Supervisor. She has been an active member in counseling organizations, including serving on the board for the Association for Child and Adolescent Counseling and serving as an editorial board member for both the *Journal for Counseling, Leadership, and Advocacy* and the *Journal for Child and Adolescent Counseling*. She has continued to publish in areas related to play therapy, and focuses most of her scholarly work in that specialty area.

Dr. Rachael A. Whitaker received her Bachelor of Science in Audiology and Speech Pathology from Delta State University in 2006. She completed her Masters of Education in Clinical Mental Health with a focus on Special Education from Delta State University in 2009. She completed her Ph.D. in Counselor Education with an emphasis on School Counseling from Mississippi State University in 2015. During her graduate programs, Dr. Whitaker worked for Behavioral Research Assessment and Training Services as a behavioral therapist and clinical supervisor. Dr. Whitaker served hundreds of preschool students and parents located in North and East Head Start Early Education Programs in Mississippi. She also provided mental health and prenatal services to high risk pregnant mothers in the surrounding community. During this time, Dr. Whitaker presented and published articles related to understanding coping skills and mental health symptomology among pregnant women in high risk areas. Dr. Whitaker and her doctoral advisor secured over one hundred thousand dollars in grants for professional school counselors in training. She also worked as a Profession School

Counselor in Oxford, MS serving 610 students in the 4th and 5th grade. Dr. Whitaker implemented a comprehensive school counseling program and tier tracking system to better support the social and emotional development of the students. In 2014 she was awarded the Courtland C. Lee Multicultural Excellence National Award. Dr. Whitaker served on the faculty of Lamar University as assistant professor, visiting assistant professor, and adjunct instructor from 2012-2017. She also served as the field experience coordinator and residency course lead. Dr. Whitaker currently sits on several national and international committees including International Association of Marriage and Family Counselors and Association for Assessment and Research in Counseling. Her current research interests include school counselor development, childhood health/nutrition and technology in counselor education.

Britney Ikner received her Bachelor of Science in Child and Family Development with a minor in Dance from Stephen F. Austin State University in 2009. She is currently in pursuit of her Masters of Education in Higher Education Administration, with an anticipated graduation of December 2018. Britney has been with the College of Education for five years, bringing a wealth of experience working with the Office of Undergraduate Studies and the Office of Graduate Studies. She currently advises and completes admission processing for multiple masters degree programs as well as admission processing for four of the college doctoral programs.

The Psychological, Health, and Learning Sciences Department's web site offers information about the faculty affiliated with the Program and the Department.

II. Counseling Training Values

(adapted from CCPTP—The Council of Counseling Psychology Training Programs*)

The Counseling Program at the University of Houston is a multicultural community of diverse racial, ethnic, and socioeconomic backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another. As members of the Counseling community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The Program expects that students will be respectful and supportive of all individuals; including but not limited to clients, staff, peers, research participants, and faculty who are different from themselves in terms of age, gender, gender identity and expression, race, ethnicity, culture, national origin, religion, faith and no faith, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

In order to support and maintain this atmosphere, bigotry, prejudice, and discrimination will not go unchallenged within this community. Members of the Program community educate each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, ableism, classism, and other forms of prejudice. When such prejudice results in physical or

psychological abuse, harassment, intimidation, discrimination, or violence against persons or property, we will not tolerate such behavior, nor will we accept ignorance, joking, or substance use or abuse as an excuse, reason, or rationale for it. All who work, study, and teach in the Counseling community should be committed to these values as an integral part of the program's focus, goals, and mission.

As a profession, we not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. Indeed, because counselors often work with individuals who have been marginalized, we seek to train students who will advocate for and positively embrace all demographic diversity.

Respect for diversity and for values different from one's own is a central value of counseling training programs. The valuing of diversity is also consistent with the professions of psychology and counseling mandated by the American Counseling Association's Code of Ethics (2014).

The Program recognizes that no individuals (whether they be faculty, students, or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the Program is seen as a commitment to a respect for diversity and to the process of self-examination, so that such prejudices may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. We understand that students will not enter the Program free from bias. Nevertheless, successful completion of the program requires genuine desire to examine one's attitudes and values and to learn to work effectively with "...age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law" (ACA, 2014, Principle C.5). Stated simply, being unwilling to examine the effects of one's attitudes and values on one's work is unacceptable.

Students are required to honor the Code of Ethics of the American Counseling Association (ACA, 2014), but also to be familiar with and to abide by the various guidelines published by the ACA which address issues of diversity. These guidelines can be found on the ACA website (<https://www.counseling.org/knowledge-center/ethics>). All written work must follow the guidance of the *APA Publication Manual* including the use of non-sexist language.

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individuals' self-disclosure and introspection. Therefore, it is an essential training component of the Counseling program to provide assignments and classroom experiences that call for our students (i.e., counselors in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the Counseling faculty is committed to providing and expecting an atmosphere of respect and confidentiality among our students.

In summary, we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and

facilitative manner with individuals who are both culturally similar as well as dissimilar from themselves, in terms of both demographic characteristics and values. We expect all members of counseling training communities to be committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. All members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with Counseling's core values, respect for diversity, and for values similar and different from one's own.

*This statement has been adapted from the following Universities and/or Counseling Psychology Program Statements: University of Missouri-Columbia, Auburn University, Miami University, the University of North Dakota, and Texas Woman's University. The original Counseling Psychology Training values document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph.D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document was intended to serve as a model statement for counseling psychology training communities and sites were encouraged to adapt the CPMTVSD to reflect their particular environment. The writing team for this document acknowledged Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia, as the value statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 206 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu

III. Curriculum and Course Requirements

A. College of Education Core Requirements (6 hours)

PHLS 6310 Introduction to Educational Research

The Research Course will discuss the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. The course will also provide identification of evidence-based counseling practices, and development of outcome measures for counseling programs.

PHLS 6330 Principles of Human Growth and Development

The Human Growth & Development course will cover the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood. This course will also discuss; theories of individual and family development across the lifespan, systemic and environmental factors that affect human development. Ethical and

culturally relevant strategies will also be discussed for promoting resilience and optimum development and wellness across the lifespan.

B. Required Counseling Core (54 hours)

PHLS 6315 Career Counseling

Career Counseling will discuss vocational choice, career choice, life style, and sources of occupation decisions. Theories and models of career development will advance decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

PHLS 6325 Theories of Counseling

This course will discuss the major theories of professional counseling. Introduction to the variety of theoretical models that underlie the practice of counseling and techniques. Theories course will provide a systematic, comprehensive and balanced overview of the leading theories and techniques of counseling and psychotherapy.

PHLS 6335 Introduction to Group Counseling

Group Counseling course will provide theoretical foundations of group counseling and group work. This course will include group dynamics associated with group process and development for effective groups. (minimum of 10 clock hours in group work is required).

PHLS 6343 Legal and Ethical Issues in Counseling

Ethics course will provide history and philosophy of the counseling profession and its specialty areas. This course will cover ethical standards of professional counseling organizations, credentialing bodies, applications of ethical and legal considerations and technology's impact on the counseling profession.

PHLS 6345 Atypical Growth and Behavior

Atypical Growth & Behavior will explore the principles, knowledge and understanding of dysfunction in human behavior or social disorganization. Content includes an in-depth study of the interrelatedness of physical, cognitive, social and emotional aspects of development.

PHLS 6352 Assessment

The Assessment course will provide principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics. This course will include both non-testing approaches and test instruments. Assessment will also include historical perspective, methods of effectively preparing for and conducting initial assessment meetings.

PHLS 6370 Introduction to Cross-Cultural Counseling

Cross- Cultural course will provide a study of multicultural and pluralistic characteristics

within and among diverse groups nationally and internationally. The course will study theories, models of multicultural counseling, cultural identity development, social justice, advocacy and multicultural counseling competencies.

PHLS 6391 Counseling Methods

Counseling methods will provide counseling treatment interventions including, counseling individuals, counseling skills training, theoretical practice, and counseling dynamics. This course will follow the Clinical Competency Skills – Revised (CCS-R) to support the development of effective professional counseling.

PHLS 7375 Introduction to Family Counseling

Family Counseling course will study family theory and walk through models that identify social factors, patterns, culture, intimacy, and gender concerns that contribute to the emergence of problems in relationships. This course will explore family systems, cultural patterns, and differing life styles.

PHLS 7200-7201 Internship I and II

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service.

PHLS 7100: Practicum

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

PHLS 6324: Addictions Counseling

Addictions Counseling will explore addiction to psychoactive chemicals and recovery options. This course will explore assessment and treatment of various addictions and interventions for addicted individuals and their families. Topics will explore abuse, chemical addiction, assessment, codependency, interventions, and treatment options.

PHLS 6313: Professional Orientation & Advanced Ethics

Professional Orientation & Advanced Ethics will develop progressive knowledge in professional responsibility, codes of ethics, legal aspects of practice, and standards of preparation. This course will advance comprehension of role identity for professional counselors providing direct counseling treatment intervention.

PHLS 6323: Psychopathology

Psychopathology course will explore criteria of psychiatric diagnosis, use of the current Diagnostic and Statistical Manual of Mental Disorders and the theories of psychopathology.

The course will also include the basic knowledge of types of psychopharmacological medications.

PHLS 6397: Helping Relationships

Helping Relationships course will provide a systems approach to conceptualizing clients theories, models, and strategies for understanding and practicing consultation. This course will develop knowledge in relevant counseling treatment, strategies to promote client understanding and access to community-based rescues.

Please note that the M.Ed. Degree Plan must be filed the student's second semester in the program (i.e. Spring) in order to be approved in sufficient time for the comprehensive examination application.

C. Course Sequence

MY ADVISOR DEGREE PLAN MUST BE SUBMITTED DURING FIRST SPRING SEMESTER

At submission time, the degree plan must include the specific courses that the student plans to take to meet all degree requirements. If a student takes a different course than the one listed in the degree plan, a *Change of Degree Plan* form must be submitted and approved on [MyAdvisor](#) prior to graduation.

Clinical Mental Health Counseling M.Ed. Degree Plan - 60 Credit Hours – 20 classes

YEAR 1 - Fall I

PHLS 6325	Theories in Counseling (Hybrid)
PHLS 6311	Introduction to Counseling (Online)
PHLS 6330	Human Growth & Development (Online)

Spring I

PHLS 6370	Introduction to Cross Cultural Counseling (Hybrid)
PHLS 6391	Counseling Methods & Techniques
PHLS 6352	Assessment in Counseling (Online)

Summer I

PHLS 6310	Introduction to Research (Online)
PHLS 6335	Introduction to Group Counseling

YEAR 2 - Fall 2

PHLS 6345	Atypical Growth & Behavior (Hybrid)
PHLS 6324	Addictions Counseling (Hybrid)

PHLS 6343 Ethical & Legal Theories in Counseling (Hybrid)

Spring 2

PHLS 6315 Career Counseling (Online)

PHLS 6323 Psychopathology (Hybrid)

PHLS 6312 Crisis Counseling (Hybrid)

Summer 2

PHLS 7100 Practicum 100hrs

YEAR 3 - Fall 2

PHLS 7200 Internship I 300hrs

PHLS 7375 Introduction to Family Counseling (Hybrid)

Optional Elective

Spring 3

PHLS 7201 Internship II 300hrs

PHLS 6313 Professional Orientations & Advanced Ethics- (Online)

Optional Elective

***student can take electives during any semester with less than 9 credit hours**

***students are required to take 1 elective (20 classes total for graduation)**

School Counseling
M.Ed. Degree Plan - 48 Credit Hours – 16 classes

YEAR 1 - Fall 1

PHLS 6325 Theories in Counseling

PHLS 6311 Introduction to Counseling

PHLS 6330 Human Growth & Development

YEAR 1 - SP 1

PHLS 6370 Introduction to Cross-Cultural Counseling

PHLS 6391 Counseling Methods & Techniques

PHLS 6352 Assessment in Counseling

YEAR 1 – SU 1

PHLS 7326 Counseling in the Schools**

PHLS 6335 Introduction to Group Counseling

YEAR 2 - Fall 2

PHLS 6345 Atypical Growth & Behavior

PHLS 6343 Ethical & Legal Issues in Counseling

PHLS 7375 Introduction to Family Counseling

YEAR 2 - SP 2

PHLS 7327 Counseling Children**
PHLS 6315 Career Counseling
PHLS 6312 Crisis Counseling

Year 3 – Fall 3

PHLS 7200/01 Internship 300hrs
Optional Elective

Year 3 – SP 3

PHLS 7200/01 Internship 300hrs
Optional Elective

***optional electives are just if needed for Full- Time Status but not required**

*** School Counseling ONLY has the option to move up the Internship I & II**

**** Courses are School Track Specific**

DUAL DEGREE PLAN**School Counseling & Clinical Mental Health Track****M.Ed. Degree Plan – 66 Credit Hours -22 Classes****YEAR 1 - Fall I**

PHLS 6325 Theories in Counseling
PHLS 6311 Introduction to Counseling
PHLS 6330 Human Growth & Development

Spring 1

PHLS 6370 Introduction to Cross Cultural Counseling
PHLS 6391 Counseling Methods
PHLS 6352 Assessment in Counseling

Summer 1

PHLS 6310 Introduction to Research
PHLS 6335 Introduction to Group Counseling
PHLS 7326 Counseling in the Schools**

YEAR 2 - Fall 2

PHLS 6345 Atypical Growth & Behavior
PHLS 6324 Addictions Counseling
PHLS 6343 Legal & Ethical Issues in Counseling

Spring 2

PHLS 6315 Career Counseling

PHLS 6323 Psychopathology
PHLS 6312 Crisis Counseling
PHLS 7327 Counseling Children**

Summer 2

PHLS 7100 Practicum 100hrs

YEAR 3 - Fall 3

PHLS 7200 Internship I 300hrs
PHLS 7375 Family Counseling
PHLS 7200-1 School Counseling Internship/Practicum 200 hrs. (SU, Fall or Sp Semester) *

Spring 3

PHLS 7201 Internship II 300hrs
PHLS 6313 Professional Orientations & Advanced Ethics- online

**** Courses are School Track Specific**

IV. Counseling Practicum

All students applying for Practicum and Internship must do so with the faculty practicum coordinators one semester prior to working at an approved site. All students need to follow the application procedures and to prepare a professional resume to interview with prospective sites. Information about practicum and internship is sent out on the listerv and is listed in Tevera.

Students complete one semester of practicum consisting of 100 hours (40 hours must be direct service); and two semesters of internship for a total of 600 hours, 300 hours per semester (240 hours must be direct service). Students select sites and work at these sites for 18-20 hours per week. Students must enroll in Practicum, Internship I, and Internship II class each semester in which they are completing their practicum experience. Note: Practicum placement for school counseling must be in a school district.

The field practicum is a **three-semester experience** (9 credits total) in which students engage in actual counseling work in an agency approved by the Counseling Program faculty. Most often all semesters of practicum are completed in the same agency.

At the end of each semester, students are required to evaluate both their supervisor on site and their overall clinical experience and turn this paperwork into their class instructor or professor.

Students are required to obtain liability insurance during all clinical placements. The Program recommends the ACA Liability Insurance as provided with the purchase of a student membership with the American Counseling Association:

<https://www.counseling.org/membership/aca-and-you/students>

Students will also be required to make a one-time purchase of the Clinical Management Trainer software. This online system costs approximately \$200 and will be charged through the UH Student Financials available via AccessUH. Purchase of the Clinical Management Trainer provides lifetime access to the software and is used for skill development and tracking licensure requirements throughout the practicum and internship experience, as well as throughout your career as a Licensed Professional Counselor.

****Students that have not met the necessary prerequisites to begin Practicum will be required to wait until the next summer semester to enroll**

V. Comprehensive Examination

2018-2019 Master's Comprehensive Exam Schedule

Fall:	Application Deadline	July 1, 2018
	Exam Date	1st Friday of Semester
Spring:	Application Deadline	December 1, 2018
	Exam Date	1 st Friday of Semester

Be sure to submit your application allowing plenty of time for processing in [MyAdvisor](#) before the application deadline.

A. Policies and Procedures

Unless students elect to complete a thesis, all students in the Master of Education Counseling program must successfully complete the Master's Comprehensive Examination.

To be eligible to take the exam, a student must have:

1. **By application deadline** have a degree plan approved at all levels on file with the Graduate Studies Office
2. **By application deadline** have completed at least 18 semester hours of course work with no grades Incomplete, and
3. Submitted, on time, in [MyAdvisor](#), a completed Application to take Master's Comprehensive Examination form. *Late applications will not be accepted.* The form requires a statement of number of hours taken. **In the space labeled “Areas to be Tested,” enter the word “Counseling.”**
4. Be enrolled for the semester by the Friday of the first week of classes of the semester **OR** have **approved at all levels** a petition requesting to take the comprehensive exam on that semester without concurrent enrollment.

B. Exam Overview

What is the Comprehensive Exam?

The program uses the *Counselor Preparation Comprehensive Examination (CPCE)*, which is a national examination, for the Master's comprehension examination process. The CPCE is researched, developed, and distributed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (CCE). Both the RACC and CCE are affiliates of the National Board for Certified Counselors (NBCC), which is the historical credentialing body for counselors.

C. Exam Content

What is the content of the exam?

The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas as defined by their Standards for Preparation.

Areas of Concentration for the CPCE exam:

The Master's Comprehensive Examination is the national Counselor Preparation Comprehensive Examination (CPCE) and covers the 8 areas listed below. The CPCE is a service of the Center for Credentialing Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC).

- A. Human Growth and Development
- B. Social and Cultural Foundations
- C. Helping Relationships
- D. Group Work
- E. Career and Lifestyle Development
- F. Appraisal
- G. Research and Program Evaluation
- H. Professional Orientation and Ethics

D. Exam Grading

What is the format for questions?

The CPCE is a 160-item, four-choices, multiple-option exam consisting of 20 items per area. One hundred thirty six of the items are scored for passing information; 24 of the items, three from each core area, are being researched for future examinations. Each question was developed based on information found in the most commonly used textbooks. Scores for each core area (maximum of 17 points per area) and a total score are reported for each student.

What is the cost of the NCE?

The cost of the exam is about \$75.00 per student. Each students' bursar account is charged for the test.

Students have 4 hours to complete the paper-pencil exam; the exam begins at 9:00 a.m. to 1:00 p.m. unless otherwise notified. As stated above, the CPCE exam is offered twice each year, in fall and spring semesters. Exams are administered at the Testing Service at the University of Houston, which also provides proctoring. Completed exams are sent to CCE by the Testing Service for scoring.

How do I apply?

Students apply to take the Exam through [MyAdvisor](#) system.

How do I prepare?

Preparation for the CPCE exam follows the study guides for the National Counselor Exam (NCE). Go to the National Board of Certified Counselors (NBCC) website for a listing of study guides for the NCE exam. Study guides for the NCE exam are also available in major bookstores.

There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination (NCE), the test that is required by all Texas LPC applicants for licensure. Students may obtain free sample questions from the NBCC website: <http://www.nbcc.org/Exam/SampleQuestions>. A list of study resources is available at <http://www.nbcc.org/Exam/StudyGuides>. Paid subscriptions to exam banks covering the eight content areas are available at <http://www.counselingexam.com/nce>. The NCE Study Guide may be purchased at <http://www.nbcc.org/Exam/StudyGuides>. Please note that neither NBCC, CPCE, nor the University of Houston endorses any study materials for these examinations.

E. Procedures for Remediation of Students Who Fail the Exam**What happens if I fail?**

The exams are evaluated by standardized scoring done by the CCE. Results are sent to the coordinator of testing for the master in education in counseling program and advisors notify advisees of their results. Candidates may take the CPCE exam up to three times. If the first attempt is a fail, the student may petition to meet with an appointed remedial committee, consisting of his or her advisor and one other faculty member to determine designated coursework or academic study for a written examination. If the student fails a second time, the student **is required** to meet with a remedial committee, consisting of his or her advisor and one other faculty member to develop a remediation plan. If the student fails the CPCE exam on all three attempts, he or she will be immediately dismissed from the Program.

VI. Program Policies and Procedures

This section describes the primary means by which the Program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about dismissal and formal grievance procedures. The University's Graduate Catalog, which contains the university's policies and procedures, can be found at: <http://catalog.uh.edu/index.php?catoid=9>.

A. Advising

The student's relationship with his or her academic advisor is one of the primary means by which the Program monitors and facilitates student progress. Students are expected to maintain regular contact with their advisor throughout their tenure in the Program, keep their advisor apprised of any problems or concerns that may affect their academic and/or clinical work, and seek their advisor's consultation and assistance as appropriate. Upon admission to the Program, students are assigned an academic advisor in the Office of Graduate Studies.

Our mission is to ensure timely and efficient academic completion for all students through commitment, partnership, and provision of resources necessary for success. Our team: assists with personal and academic goals, tailor advising to students' individual needs, collaborates with faculty, staff and community partners, empowers students to take ownership of their academic success, and provides mutual respect and appreciation for our diverse population.

Responsibility of the Student

As a student at the University of Houston, College of Education, I understand that the following are my responsibilities in the student-advisor relationship:

- Read the Graduate Catalog.
- Read the Program Handbook, if applicable.
- I must take proactive measures to contact my Academic Advisor if I have questions or concerns regarding my program, program courses, and general/personal concerns.
- I must meet all deadlines (e.g., registration deadlines, course deadlines, entrance/exit testing deadlines, commencement deadlines, etc.) that are issued by my course instructors and the College of Education (COE) administration.
- If work/life circumstances may impede my ability to meet the required objectives or deadlines established by the College, then I will contact my professor first. I will then promptly inform my Academic Advisor and seek a recommended course of action.
- I am required to read the Graduate Catalog and the Department Handbook so that I may be aware of COE policies regarding satisfactory academic progress.
- I understand that my Academic Advisor is here to guide me through my program at the College of Education. The counsel of the advisor is important to my academic progress; therefore, I will treat him/her with utmost respect.

Responsibility of the Academic Advisor

As a Graduate Academic Advisor at the College of Education, I understand that the following are my responsibilities in the student-advisor relationship:

- I will aid the advisee and offer sound, prompt academic counsel regarding suggested sequence of courses, updated degree plans, and outstanding courses that are needed for graduation.
- I will commit to exploring the interests and abilities of my advisee, and when appropriate, I will refer him/her to Career Services for additional counsel regarding possible areas for future work. Likewise, if the advisee is interested in pursuing future academic study, then I will direct him/her to those faculty, and colleges and encourage additional study.
- I will listen to the academic concerns of my advisee and offer counsel that is in compliance with COE policies.
- I commit to returning advisee phone calls and emails in a prompt manner.
- I will guide my student through his/her program at the College of Education. Input from an Academic Advisor is essential to my advisee's academic progress; therefore, I will treat him/her with utmost respect and compassion.
- If a problem should arise with my advisee, then I commit to make every effort to reconcile the concern with the advisee. Second, if a concern/problem remains, then I will contact the sitting Department Chair, if applicable. Third, if the problem persists, then I understand that I may contact the Associate Dean of Graduate Studies for counsel and recourse.

B. Time Limit

Students pursuing this M.Ed. degree must complete all requirements within a five-year period of enrollment. University policy can be found at:

<http://www.uh.edu/education/student-services/graduate-office/>

As a reminder, initial degree plans must be completed during the first spring semester.

C. Continuous Enrollment

Once admitted to the Program, students are expected to enroll in at least three credit hours every consecutive long semester (i.e., Fall and Spring semesters) until the degree Program is completed and the degree is awarded. University policy regarding continuous enrollment can be found at: <http://www.uh.edu/education/student-services/grad-sops-students/>.

Leaves of Absence

On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student's progress through the Program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good standing. A student who does not return to enrolled status at the end of an approved

leave is no longer considered to be pursuing an advanced degree. A student who fails to enroll in a long semester (Fall or Spring) without obtaining an approved leave from graduate study is not automatically readmitted.

To request a leave of absence, students need to first consult with their advisor.

Correction: Secondly, obtain a Graduate and Professional Studies petition from the [UH Graduate School](#) and include documentation that describes the reason for the request and a timeline and plans for completing remaining Program requirements following the leave. If the reason for the leave is due to medical or administrative reasons (including military deployment or a death of immediate family member), a [Medical/Administrative Term Withdrawal Request](#) with appropriate documentation should be attached to the request. If students have any questions or concerns regarding the petition, they are encouraged to visit the [Office of Graduate Studies](#) in the College of Education.

The leave of absence must be approved by the students' advisor, the Department Chair, and the College of Education Dean. Approved petition(s) will be submitted to the University's Office of the Registrar and the UH Graduate School. A copy of the petition will be stored within a student's [MyAdvisor](#) account.

The College of Education's policy regarding leave of absence can be found at: <http://catalog.uh.edu/content.php?catoid=9&navoid=1638>.

D. Grade Policy

A minimum grade point average (GPA) of 3.00 (B) for all graduate courses attempted is required for all graduate degree programs at the University of Houston. Failure to maintain a 3.00 GPA may result in a warning, probation, suspension, loss of financial support, or dismissal. University policy regarding grading policies can be found at: <http://catalog.uh.edu/content.php?catoid=9&navoid=1636>.

Low Grade Policy (separate policy)

A student who receives a grade of C+ or lower in 12 semester hours of credit attempted at this institution for graduate credit or for application toward the graduate degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree at this institution and will not be permitted to re-enroll for graduate study.

To re-state the policy, if a student receives 4 C+'s or lower in any 4 courses worth 3 credit hours each, the student will be dropped from graduate study.

The university's low grade policy can be found at: <http://catalog.uh.edu/content.php?catoid=9&navoid=1639>.

E. Dismissal Policies and Procedures

The dismissal of a student from the Program is a significant event for both the student and

the Program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct.

A graduate Program is responsible for training future counselors who are competent and in no way provide a threat to the public welfare. Therefore, the faculty are attentive to all aspects of student competence and performance in all relevant areas including academics, clinical training, ethics, and interpersonal behavior. Students are expected to make satisfactory academic progress, master counseling skills in a satisfactory and timely manner, meet all timelines and policies and procedures for the university and all training agencies to which assigned, meet high standards of ethical behavior in all endeavors, and demonstrate interpersonal attitudes and behaviors with peers, faculty, staff, and supervisors that promote growth and learning.

In the area of interpersonal competence in particular, we adopt the policy developed by the Student Competencies Task Force of the Council of Chairs of Training Council (CCTC) and further adapted by the Counseling Psychology Program at the University of Missouri:

Students in psychology and counseling training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have professional, ethical, and potentially legal obligations to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional training programs strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).*
- (b) Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one’s own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public).*
- (c) Openness to processes of supervision (e.g., the ability and willingness to explore*

- issues that interfere with the appropriate provision of care or impede the professional development or functioning).*
- (d) Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

This policy is implemented in the Counseling M.Ed. Training Program through a number of specific mechanisms, occurring at various points in a student's training, which include: on-going evaluation, evaluation for readiness to begin practicum, and during course evaluation.

Dismissal action, when taken, is typically the outcome of careful deliberation and communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work. Negotiation of remediation for problem performance often precedes dismissal depending upon type and severity of problem.

At any point during the student's matriculation through the Program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for professional practice or that may threaten client welfare. Examples of circumstances or performances that may be the basis for dismissal action include:

1. Failure to meet minimal academic requirements for M.Ed. students at the University of Houston, as described in the on-line *Graduate and Professional Studies Catalog* (www.uh.edu/grad_catalog).
2. Violation of the ethical principles of counselors as defined by the American Counseling Association (www.counseling.org) or the National Association of School Psychologists (www.nasponline.org).
3. Unsatisfactory performance in counseling practice courses (e.g., practicum).
4. Failure to comply with established University, College, Department, or Program timetables and requirements.
5. Academic dishonesty including plagiarism, cheating, fabricating research results, etc.
6. Failure to maintain continuous enrollment.
7. Criminal misconduct.
8. Failure to satisfy one or more academic requirements (e.g., coursework, comprehensive exam, thesis). In these cases, remedial actions will be identified to help the student address the academic deficiencies. However, if remedial actions fail to correct the problem(s), the student may be terminated from the Program.
9. Failure to maintain satisfactory progress through the Program.
10. Cognitive, affective, and/or behavioral deficiencies exhibited by the student that are deemed to obstruct the training process and/or potentially threaten client welfare.
11. Unprofessional conduct at university or other professional settings.

12. Inability to manage personal stress in a manner that affects professional functioning.

The University of Kansas has developed a helpful list of general areas of review to aid students in assuring whether they are making progress in meeting Program goals and objectives, which include:

- I. Academic Performance**
 - a. Writing style
 - b. Topical organization
 - c. Research work
 - d. Capacity to deal with contradictory data
 - e. Verbal presentations
 - f. Grade Point Average
- II. Classroom Behavior**
 - a. Class attendance/participation
 - b. Examination behavior
 - c. Ability to meet deadlines
- III. Professional-Ethical Behavior**
 - a. Keeping appointments
 - b. Following practicum procedures
 - c. Appropriate dress and behavior
 - d. Openness to feedback
 - e. General Counseling skills
- IV. Research Skills**
 - a. Design/Methodology
 - b. Ability to critique literature
 - c. Research project involvement
 - d. Publications/Presentations
- V. Interpersonal/Attitudinal Considerations**
 - a. Constructive criticism of Program/faculty
 - b. Offering alternatives to problems
 - c. Emotional maturity and stability
 - d. Relationships with peers
 - e. Relationships with faculty
 - f. Relationships with staff/agency personnel
 - g. Respect for individual differences
- VI. Other Professional Activities**
 - a. Awards or honors
 - b. Departmental participations
 - c. Attendance at departmental activities

Observations or charges relevant to student performance in the areas described above can emanate from a variety of sources including faculty, clinical supervisors, clients, University staff, or professionals and agents outside of the University community. To protect student due process rights as well as to uphold the academic and professional standards of the

Program, the student will be informed in writing by the Director of Training and the student's advisor of any charge, event, performance, or circumstance that may threaten the student's immediate status in the Program. As part of this communication, the Director may initially advise the student to seek an informal resolution of the charge or complaint and to inform the Director (in writing) of the outcome of this action within a specified time frame. If informal methods of problem resolution are inappropriate or unsuccessful, a formal meeting of the faculty will be convened to discuss the nature of threat to the student's status and to arrive at a decision regarding dismissal. Prior to that meeting, the student as well as other interested parties possessing relevant information will have the opportunity to present their evidence to the faculty. Following faculty review of and deliberation on the evidence, the Director of Training will inform the student in writing of the faculty's decision and, if appropriate, specify any conditions that must be satisfied in order for the student to maintain or restore his or her standing within the Program.

The university's policies and procedures regarding dismissal can be found at:

<http://catalog.uh.edu/content.php?catoid=9&navoid=1627>.

F. Grievance Policy and Procedures

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified on-line at the following websites:

University of Houston

<http://catalog.uh.edu/content.php?catoid=9&navoid=1637>

Psychological Health, and Learning Sciences Department

The department policy is posted in the student section of the departmental website:

<http://www.uh.edu/education/departments/phls/docs/PHLS%20Student%20Grievance%20Form%20and%20Procedures.pdf>

G. Policy on Social Media and Public Representations*

Students in our program represent the University of Houston; the College of Education; the Department of Psychological, Health and Learning Sciences; the Counseling Psychology doctoral program; the profession of Counseling Psychology; and the helping professions in general. Counseling Psychology students' behaviors and roles in the classroom and in society should conform to the fundamental tenets of professionalism, ethics, and the ideals core to the Counseling Psychology profession. Therefore, all students are expected to maintain professional and ethical standards of behavior and the core ideals of the profession *in all* public settings.

These behaviors may include public interactions, such as various online, social media, and social networking outlets. Examples of these venues include Facebook, Twitter, Snapchat, Instagram, Google+, Reddit, and LinkedIn. Students must consider that all personal representations made online and on social media outlets are inherently public behavior. As a result, careful

consideration should be taken to maintain a professional online presence and ensure the ethical use of online tools.

There are several aspects of the American Psychological Association ethics code that need to be considered when examining the ethical use of social networking and social media outlets. These include, but are not limited to, clients' rights, confidentiality, intrusions on privacy, beneficence and nonmaleficence, fidelity and responsibility, multiple relationships, duty to warn, professional representation, informed consent, conflict of interest, disclosure, and creating hostile environments. This Social Media and Public Representations policy recommends that students give careful consideration to the impact that their actions in social networking/media outlets can have on our profession, other professionals, and the persons they serve. Students are encouraged to seek guidance from the ethics code and through consultation with faculty and other appropriate sources (e.g., professional organizations and legal sources).

Any significant reports of incidents in conflict with the ethics code or the core values of Counseling Psychology may be subject to disciplinary action. This policy reflects our program's desire to protect the rights and well-being of others, as well as the professional standing of the University, College, program, and field of Counseling Psychology.

*This statement has been adapted from the following other universities and/or Counseling Psychology program statements: Auburn University, University of St. Thomas, and the University of Texas – Austin.

II. Student Support Services

The University of Houston offers students an array of support services sponsored by a variety of campus offices and facilities. Examples of these include the Counseling and Psychological Services Center (CAPS); the Health Center and Financial Aid Offices; the Center for Students with DisABILITIES (CSD); and the Campus Recreation and Wellness Center. The Counseling Program, the Department of Educational Psychology, and the College of Education also offer students a variety of support services. This section describes some of these services and resources.

A. Fellowships, Assistantships, and Financial Aid

Counseling students are also eligible to compete for several scholarship or graduate fellowship programs that are available through the College of Education (http://www.coe.uh.edu/student-services/fin_aid_scholarships/) or with the University of Houston Office of Scholarships and Financial Aid (<http://www.uh.edu/about/offices/enrollment-services/financial-aid/index>). Also, see Appendix D for some examples of scholarships.

B. Communication within the Program and Department

The Program listserv provides students, faculty and staff the opportunity to receive broadcast e-mails to everyone in the Counseling Program. Upon admission to the Program students are

REQUIRED TO SUBSCRIBE to the M.Ed. Program listserv, **using their UH email addresses**. Follow the steps to subscribe to the listserv 1). Log on to <http://listserv.uh.edu/> 2). Click on the middle list, the one that looks like: *Catalist*, view all public lists at this host 3). There are two ways to find your listserv– use the Ctrl F function to ‘find’ your area (e.g. M.Ed. in Counseling: medcoun@listserv.uh.edu) OR Scroll down the list until you see your area of study (medcoun@listserv.uh.edu).

C. Course Registration

You may find your specific enrollment time by logging on to MyUH. Steps on how to enroll:

1. Log on to MyUH
2. Click on UH Self Service
3. Click on Enrollment (Menu is on the left)
4. Click on Enrollment: Add Classes
5. You may search for classes or enter the five digit section number in “Enter Class Nbr”
6. Once you have found the course you want, click on “Select”
7. Then Click on “Next”
8. You may get a message that says” Your course has been added to your enrollment shopping cart”. Please click on: Proceed to Step 2 of 3
9. Click on Finish Enrolling

D. Computing

The [Center for Information Technology in Education \(CITE\)](#) offers multi-faceted technology services to the entire College of Education community. There are two CITE Computer Lab locations. One is on the 3rd floor and another is on the 4th floor of Farish Hall. The CITE Lab provides students with over 80 computers and also houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters

E. Problem-Solving Resources

The ombudservice directly assists students to resolve problems or refers them to the office or person who can help. The student legal advisor provides counsel to students for problems of a legal nature. More information regarding these services may be located at the ombudservice web sites at: <http://www.uh.edu/ombuds/>.

F. UH Counseling and Psychological Services (CAPS)

Students seeking counseling services who are either currently placed or anticipate placement at UH CAPS for practicum are encouraged to contact UH CAPS (713-743-5454) for a referral. UH CAPS has a reciprocal agreement with other local university counseling centers to see students in this situation and can also provide referrals to other agencies that charge fees on a sliding scale. **See Appendix B for more information regarding seeking**

counseling services and conducting practicum training at UH CAPS.

G. Statement on the Importance of Personal Therapy to the Development of Counselors/Psychotherapists

In addition to the didactic and skills training components of developing a professional therapist, “[t]here is one adjunct to training that needs to be mentioned. We believe that personal therapy can be an effective means of assisting the young professional in the process of becoming therapeutic. Perhaps more than for any other professionals, it is vital that fully functioning psychotherapists and supervisors know themselves well and be able to use themselves. This view reflects the general thrust of this model, which instead of being aimed at training a therapist with a myriad of skills and techniques to do therapy, is aimed at helping the supervisee to become therapeutic with others.

“Sometimes an introspective nature, coupled with significant relationships with others, will eventually result in the maturity and personal depth necessary to be therapeutic with others. Often this natural process is too slow or inadequate for some supervisees. In these cases, the process of personal therapy can eliminate some remedial blockages in this process for certain developing therapists, and can significantly deepen and accelerate this process for others.

“It is our belief that people who are really effective generally go through a process of letting go of the belief that everything is all right with them. As Robinson (1978) stated, what happens is that individuals must become conscious of conflict within themselves as the very basis for helping others.

“The process of experiencing personal therapy gives the potential or practicing therapist a better grasp of what the change process is all about. Furthermore, an experience of being on the other side of the desk most likely will increase the empathy that the therapist has with the client. The therapist knows the process is often excruciatingly painful and also knows the joy that can accompany growth. Tact, timing, separation, transference, and dependence—all take on new and deeper meanings after being experienced in one’s own therapy. Therapists also have a better sense of what they themselves mean to their own clients after having experienced a similar alliance. Finally, and perhaps most importantly, therapists who are cognizant of the intricacies of their own personal issues are in a better position to distinguish between what is happening with the client and what is happening within themselves. If therapy is largely a process of learning to differentiate, then this can only make the therapist far more effective in interpreting the client’s behavior toward the therapist. This awareness of one’s own personal issues hopefully will avoid distortion and acting out of one’s sexual/narcissistic/aggressive needs with the client. For these reasons, we conclude that personal therapy should be encouraged and regarded as enriching and desirable within counseling psychology programs.”

From Loganbill, C., Hardy, E. & Delworth, U. (1982) Supervision: conceptual model. *The Counseling Psychologist*, 10, 3-42 (pp. 6-7). Robinson, V. (1978) *The development of a professional self*. New York: AMS Press.

The faculty of the Counseling Program at the University of Houston strongly encourage all students in this Program to make personal therapy an integral part of their graduate training experience. Moreover, if this therapy is undertaken, it should be with someone not associated with the student's academic Program.

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, adjusting to the demands of an academic program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus. Learn more at http://www.uh.edu/caps/outreach/lets_talk.html. UH Sugarland: <http://www.uh.edu/dsaes/uhsugarland>

Support Services

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing support@uh.edu. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

Other support services include:

- Student Resources <http://www.uh.edu/students/>
- Library <https://libraries.uh.edu/>
- Writing Center <http://writingcenter.uh.edu/>
- Online & Special Programs <http://www.uh.edu/online/>

Center for Students with DisABILITIES

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. **Call the Center for Students with DisABILITIES at 713-743-5400 or visit <http://www.uh.edu/csd/> for more assistance.**

Academic Honesty

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the University of

Houston or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, the following: Plagiarism, Cheating and Unauthorized Group Work, Fabrication, Falsification, and Misrepresentation, Stealing and Abuse of Academic Materials, Complicity in Academic Dishonesty, Academic Misconduct. Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor or to the appropriate authority if the alleged act is not associated with a specific class.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

The **College of Education General Ethics Principles Guide** describes the standards of practice expected of all college members (employees and students). Members of the college are expected to adhere to the following six principles: College of Education members will... (1) Treat all people with dignity and respect. (2) Foster healthy and caring relationships. (3) Leverage change to strive for excellence. (4) Serve the profession with integrity. (5) Communicate clearly and openly. (6) Promote trust and confidence.

https://www.coe.uh.edu/mycoe/collegedata/COE_Ethics_Guide.pdf

During the period of this course, students may be expected to participate in synchronous and/or asynchronous online discussions. The following online etiquette will help respect each other's privacy while also creating a friendly atmosphere.

- Keep chats on topic - Avoid inappropriate conversations that may distract others from the course topic or objective.
- Avoid strong/loud language - Be polite. Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- Use emoticons to express feelings - Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- Respect privacy of peers - Do not post someone's personal information online without their expressed permission.
- Use appropriate dress code on camera - During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- Be mindful of background noise and scene/location - Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.

IX. Licensure

A. Licensing

Students who complete the M.Ed. Degree in Counseling, and who choose to seek licensure as a Professional Counselor in the State of Texas, may obtain information regarding requirements for such licensure from the [Texas State Board of Examiners for Professional](#)

Counselors. Students who plan on obtaining licensure outside the State of Texas should contact the licensing boards of the states in which they may eventually wish to practice.

Applicants who have questions about licensure requirements in Texas should contact the Texas State Board of Examiners for Professional Counselors (<http://www.dshs.state.tx.us/counselor/>) at 1100 West 49th Street, Austin, TX 78756-3183 (512) 834-6658.

Appendices

Appendix A
M.Ed. in Counseling Program:
Information Sources

LICENSED PROFESSIONAL COUNSELOR INFORMATION:

For Licensing Information:

Texas State Board of Examiners of Professional Counselors
Texas Department of Health
1100 West 49th Street
Austin, TX 78756-3183
<http://www.dshs.state.tx.us/counselor/default.shtm>

LICENSED PSYCHOLOGICAL ASSOCIATE INFORMATION:

For Licensing Information:

Texas State Board of Examiners of Psychologists
333 Guadalupe Suite 2-450
Austin, TX 78701
<http://www.tsbep.state.tx.us/>

NATIONAL BOARD FOR CERTIFIED COUNSELORS:

For Information on Becoming a National Certified Counselor: <http://www.nbcc.org/>

PROFESSIONAL ORGANIZATIONS:

American Counseling Association <http://www.counseling.org>
Texas Counseling Association <http://www.txca.org>
Houston Licensed Professional Counselors Association: <http://www.houstonlpcassociation.org>
Houston Counseling Association: <http://www.houstoncounselor.org>

WHERE TO FIND INFORMATION ABOUT THE PROGRAM

College of Education Web site: <http://www.coe.uh.edu>

Graduate Catalog Online <http://www.uh.edu/graduate-catalog/general-info/index.php>

Familiarize yourself with information under the Tab *Academic Regulations and Degree Requirements*

UH EMAIL

Upon admission and registration, students are assigned a UH email address that typically includes the first initial and last name @uh.edu (*C.Smith @ uh.edu*). All university related information, including participation in the M.Ed. Program's listserv, is sent to your UH email address, therefore subscribing to this listserv is required. Therefore, if you are using additional email addresses, please use the following directions to re-route messages from your UH email to your regular email address. Because important information is routinely sent over the listserv, the Program encourages students to take care of this task as soon as possible.

Students can access UH e-mail address at:

<http://www.uh.edu/infotech/services/accounts/email/student-email/index.php>. Click on the "forgot my password" section and register as a new user. Students will then be able to access your UH e-mail account in approximately 10 minutes. **To forward UH e-mail to a personal account by logging into PeopleSoft and selecting campus personal information and updating the Destination address.**

Advisor: Britney Ikner, Office of Graduate Studies

In the Psychological, Health, and Learning Sciences Department's web site you will find the faculty's contact information: [http://www.uh.edu/education/departments/phls/faculty-and-staff/Faculty Lookup by Department](http://www.uh.edu/education/departments/phls/faculty-and-staff/Faculty%20Lookup%20by%20Department): <http://www.uh.edu/education/about/directory/department-listing/>

Appendix B
Informed Consent for UH Graduate Counseling Student
(Counseling Psychology and Clinical Psychology)

As a graduate student in Counseling at the University of Houston, you are eligible for services at Counseling and Psychological Services (CAPS). However, the possibility of dual relationships can arise if you enter counseling services at CAPS and then later also seek a practicum or internship training placement at CAPS. This document is intended to stimulate your consideration of this ethical issue, and to offer information about available options. If you would like a preliminary consultation to think through your counseling and training options, you are invited to contact Dr. Cecilia Sun, Training Director, at (713) 743-5409 to schedule a meeting.

If you think you might at some time apply for a training placement at CAPS, we recommend that you consider alternative counseling services.

- a) A sliding-scale community agency referral list is available at CAPS and is provided each year to your department's Training Director.
- b) The University of Houston - Clear Lake (UHCL) Career and Counseling Services are able to see some UH graduate psychology students at no charge per special arrangement with UH CAPS. Please call (281) 283-2580, and ask to speak to the Associate Director of Counseling Services, referencing the arrangement with UH main campus. UHCL is located at 2700 Bay Area Blvd., Houston, TX, 77058- 1098. Please be aware that there may be UH graduate psychology students in training placements at UHCL.

If you do not anticipate seeking a training placement at CAPS and wish to receive services at CAPS, please be informed that:

- a) UH graduate counseling students may currently be trainees at CAPS but they do not have access to your counseling records,
- b) you will not be assigned to a counselor who is also a UH graduate student,
- c) you will not be assigned to the Director or the Training Director, and
- d) your treatment records will be handled according to CAPS procedures for sensitive files (e.g., locked in a separate cabinet).

If you enter counseling services at CAPS and then later apply for a practicum or internship training placement at CAPS, you will be expected to make your former client status known to the Training Director at time of application. The Training Director will evaluate the potential training placement for the possibility of dual roles, including the extent of your former therapist's current involvement in the CAPS training program. Training positions will only be offered if supervision assignments can be arranged that minimize dual relationships. Please remember that university counseling center practicum placements are also available at the Rice University Counseling Center and UHCL Career and Counseling Services.

Appendix C

Scholarships and Financial Aid

- Scholarship applications are accepted starting January 1st of each year
- **Deadline: The first Friday of March of each year**

Educational Psychology Scholarships:

The Andrews Foundation Scholarship – Educational Psychology Undergraduate and Graduate

Description: This scholarship is available to full-time undergraduate or graduate students who demonstrate an interest in pursuing a career in Educational Psychology. Scholarships will be awarded to applicants exhibiting leadership qualities as determined by the College of Education Scholarship Committee. Notification of this award will be by mail.

Eligibility Criteria:

- Applicant must be a certified full-time undergraduate (12 hours) or graduate (9 hours) degree seeking student in good standing in the College of Education and the University of Houston.
- Applicants must demonstrate an interest in pursuing a career in Educational Psychology.
- Applicant must maintain a GPA of 3.0 or better.
- Scholarship recipients may accept other scholarships and grants.
- Funds can be used to cover expenses for tuition, books, fees, room and board and/or supplies for the coming academic semester. Any expenses of a recipient in excess of the amount deposited must be borne by the student.

College of Education Scholarships:

For more information about scholarships available through the College of Education visit:

http://www.coe.uh.edu/student-services/fin_aid_scholarships/