

# STUDENT HANDBOOK

**MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION (Ed.S.)  
DEGREES IN COUNSELING AND HUMAN SYSTEMS**

**MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION (Ed.S.)  
DEGREES IN REHABILITATION COUNSELING**

**Career Counseling, Mental Health Counseling, Rehabilitation  
Counseling and School Psychology**



Psychological Services in Education Program  
Department of Educational Psychology and Learning Systems  
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## INTRODUCTION

The Counseling and Human Systems and Rehabilitation Counseling M.S./Ed.S. degrees at Florida State University reflect a practitioner-oriented model and the professional experience and research interests of the faculty within the context of the mission of the College of Education. Faculty members in the Psychological Services in Education Program have work experience and research interests related to the provision of: (1) career counseling services for adolescents in school settings and adults in postsecondary/higher education settings, (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings, (3) rehabilitation counseling of children and adolescents in school settings and adults in postsecondary higher education and agency settings, and (4) school psychological services in schools and related settings. The Counseling and Human Systems and Rehabilitation Counseling M.S./Ed.S. degrees relate to the College of Education mission statement in the following manner.

The mission of the College of Education is to enhance the learning capacity of children, adolescents, and adults, thus improving the quality of life of individuals and enabling them to contribute economically, socially, and politically to the advancement of a pluralistic society. *We note that enhancing the learning capacity of children, adolescents, and adults within a pluralistic society includes addressing present and projected counseling and human development needs.* This mission is achieved through the following efforts.

1. Preparing teachers, faculty, administrators, and human services specialists according to the highest professional standards of appropriate state, regional, and national accrediting agencies and societies. *We note that human services specialists include counselors and school psychologists. We also note that each academic offering has been designed to meet current accreditation standards.* The majors in Career Counseling and Mental Health Counseling are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, [www.cacrep.org](http://www.cacrep.org)). The master's degree in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE, [www.core-rehab.org](http://www.core-rehab.org)).
2. Developing knowledge of learning through faculty and student research; applying knowledge gained in research to address emerging problems in learning; and disseminating knowledge of learning through publications and presentations at state, regional, national, and international professional meetings. *We note that students are encouraged to participate with faculty in the creation and dissemination of knowledge through research.*
3. Serving schools, institutions, agencies, and other organizations engaged in promoting learning through faculty and student involvement in teaching, consulting, evaluating, planning, and policy development. *We note that students are required to provide direct services to schools, institutions, human service agencies, state / federal agencies or other organizations as part of the curriculum.*
4. The primary focus of these efforts is on the learning needs of children, adolescents, and adults of the State of Florida, but their impact is expected to extend into regional, national and international arenas. *We note that while the primary focus of student activities is on assisting children, adolescents, and adults within the State of Florida, the supervised practice of some students occurs outside of the state.*

In view of the professional experience and research interests of the faculty and the mission of the College of Education, students completing the Counseling and Human Systems M.S./Ed.S. degrees or

Rehabilitation Counseling MS/EdS degrees are expected to concentrate their efforts in one or more of the following areas:

1. **Career Counseling** for adolescents and adults in school or postsecondary/higher education settings, or for adults in organizational settings where education and training is a principal component of human resource development.
2. **Mental Health Counseling** for children and adolescents in community and school settings where education is a principal component in delivering services, and for adults in community and educational settings where psycho-educational processes and lifelong learning are emphasized.
3. **Rehabilitation Counseling** for children, adolescents and adults with disabilities in school, medical rehabilitation, and community-based rehabilitation settings, adolescents and adults with disabilities in vocational rehabilitation, substance abuse treatment, or independent living settings, and veterans with disabilities in veteran administration or community-based agencies.
4. **School Psychological Services** for children and adolescents in schools and related settings.

Students who graduate with an M.S./Ed.S. in Counseling and Human Systems or Rehabilitation Counseling are expected to obtain competencies allowing graduates to obtain positions as licensed or certified practicing counselors or school psychologists in school, postsecondary/ higher education, or nontraditional education settings (organizational or agency-based). The faculty encourage M.S./Ed.S. applications from individuals who have career goals that are congruent with the mission of the College of Education. Applicants' statement of goals should indicate clearly how their interests relate to one or more of the four major areas described above.

## **DEGREES OFFERED**

The College of Education offers the following degrees within counseling and school psychology:

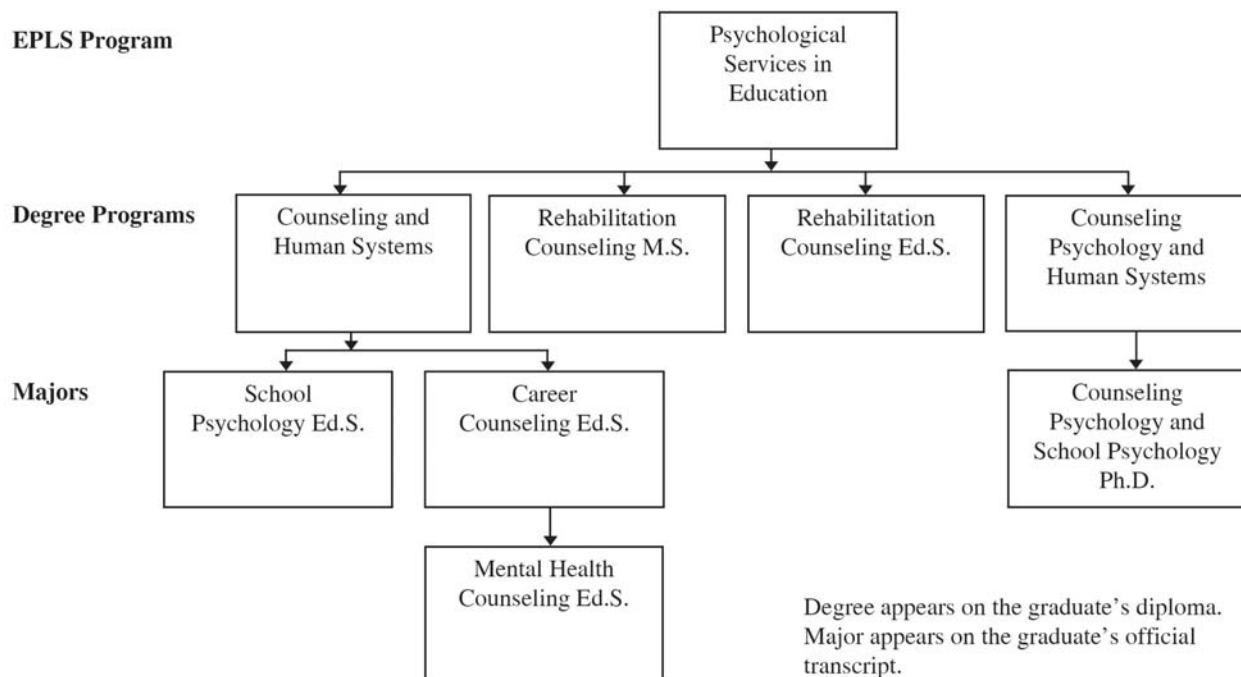
Master of Science (M.S.) and Specialist in Education (Ed.S.) degrees with majors in: Career Counseling; Mental Health Counseling, and School Psychology. **Note:** These degrees require a combined M.S./Ed.S. program of study.

Specialist in Education (Ed.S.) with a major in: Career Counseling, Mental Health Counseling, or School Psychology. **Note:** Students must have earned a master's degree in counseling or school psychology to be eligible to apply for admission. This degree is designed for practicing professional counselors and school psychologists who wish to enhance their professional skills and qualifications. A unique program of studies is developed to meet the specific needs of each student.

Master of Science (M.S.) degree in Rehabilitation Counseling. **Note:** This degree requires a M.S. program of study; it is not combined with the Ed.S. degree.

Specialist Education (Ed.S.) degree in Rehabilitation Counseling. **Note:** Students must have earned a master's degree in rehabilitation counseling, counseling, or related field to be eligible for admission. This degree is designed for practicing professional counselors who wish to enhance their professional skills and qualifications. A unique program of studies is developed to meet the specific needs of each student.

A figure depicting all of the degrees and majors offered in the Psychological Services in Education Program is presented on the following page:

**Figure 1: Degrees & Majors**

## LENGTH OF STUDY

The Career Counseling and Mental Health Counseling majors and Rehabilitation Counseling degree can typically be completed in five semesters of full-time study (Fall 1, Spring 1, Summer 1, Fall 2, and Spring 2 for completing coursework and internship). The school psychology major can be typically completed in three years of full-time study (Fall 1, Spring 1, Summer 1, Fall 2, Spring 2, and Summer 2 for completing coursework; and Fall 3 and Spring 3 for completing internship). Individual student circumstances may result in longer periods of study.

## ADMISSION

### Timeline for Admission

Specialist and master's students typically are admitted for Fall semesters but, under special circumstances, applicants may be considered for other semesters. Review of applicant folders may begin as soon as the folder is complete, but generally begin following the February 1 application deadline. Candidates are usually notified within 3 weeks following the Admissions Committee's decisions.

## Prerequisites

1. A bachelor's degree in Education, Psychology, Sociology, Social Work, Home and Family Life, Rehabilitation Services or related discipline from an accredited college or university is preferred, but applicants from other major areas will be considered. Students seeking only the specialist degree must have earned a master's degree in counseling or rehabilitation counseling to be eligible to apply for admission. Admitted students who do not have these prerequisites will be expected to make up these deficiencies early in their programs.
2. Satisfactory prior academic record, as reflected by official transcripts of all previous college work. Candidates will be considered if they meet the minimum requirements established by the Board of Governors for graduate admissions.
3. Completion of the Graduate Record Examination (GRE).
4. Although not required, applicants who have completed courses in general psychology and who have some full-time, part-time, or volunteer experience in counseling, education, or related social service, will be given preference in the application process.
5. Applicants to the program should be aware that some of the practicum and internship sites where students are placed may request a background check and fingerprinting (in the case of school psychology majors, it is required for all sites). If applicants have situations in their personal history that may present an obstacle to their successfully completing the program, they should discuss this with the respective program coordinator for their major area, prior to completing their application.

## Procedures

1. The *General and Graduate University Bulletins* are available on the FSU Web site (<http://registrar.fsu.edu/bulletin/>). Applicants are responsible for reading carefully those sections covering all graduate programs and the special regulations for graduate majors in education. All applicants must complete the online application at <https://admissions.fsu.edu/gradapp/>. A nonrefundable application fee of \$30.00 is required. The following documents should be uploaded in the Supporting Documents page of the application:
  - a) purpose statement
  - b) current resume or curriculum vitae
  - c) Three letters of recommendation are also required

Students who were previously enrolled at Florida State University as graduate students and have been absent for two or more semesters should complete the readmission application located at <https://admissions.fsu.edu/Readmissions/>.

2. Applicants must submit the following:
  - a. An official transcript from each college or university attended must be submitted to the Admissions Office and to the EPLS Department. International students must submit transcripts in the native language accompanied by a certified English translation.
  - b. Official test scores for the Graduate Record Exam (GRE) sent directly from the testing agency.
  - c. International students whose first language is not English must submit the TOEFL. Test scores are considered official when they are sent directly from the testing agency. A minimum score of 80 on the internet-based or 550 on the paper-based exam is required.

3. Prospective students who would like to visit the campus and discuss the program in greater detail, are encouraged to contact the program coordinator of the major area to which they are applying.
4. The College of Education's Office of Academic Services & Intern Support (OASIS) (<http://www.coe.fsu.edu/OAS/>, 2301 Stone Building) notifies the University Office of Admissions concerning the acceptance or non-acceptance of an applicant. The Office of Admissions informs a candidate of the decision.
5. No assistantships or fellowships are offered until a student has been officially admitted to a graduate program. Applications for financial aid may be addressed to the Office of Financial Aid, Room 2466, University Center, Tallahassee, FL 32306-1023; telephone (850) 644-0539, <http://financialaid.fsu.edu/>. See the section below for additional information on financial aid.
6. Students are admitted for the Fall semester (August). Under special circumstances, students may be accepted for other semesters as well. Applications submitted after February 1<sup>st</sup> are considered only at the discretion of the faculty.

### **Number of Students Admitted**

Each year, 35 to 50 specialist and master's students are accepted for admission into the program. An average of 100 applications are received per year. University policy is that applicants must have a Graduate Record Examination (GRE) combined verbal-quantitative score of at least 1,000 OR a 3.00 GPA in the last two years of undergraduate school and graduation from an accredited master's program. Applicants to the School Psychology M.S./Ed.S program must have a combined GRE score of at least 1000 OR have passed the General Knowledge section of the Florida Teacher Certification Exam, OR passed the PRAXIS I exam administered by ETS. Students applying for the post-master's specialist degree must have a 3.00 GPA in their graduate coursework. Students also may be accepted on the basis of unusual professional accomplishment. The Florida State University is committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veteran's or martial status, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes. For more information on FSU diversity policies, visit: <http://diversity.fsu.edu/>.

### **Students with Disabilities**

The Florida State University encourages the enrollment of students with disabilities and recognizes their special needs. The Student Disability Resource Center (SDRC), the main advocate for students with disabilities, monitors environmental, social, and academic conditions affecting students with disabilities and the reasonable accommodation process. Assistance in registration and housing is also available through this office. More information on the SDRC can be found at <http://www.disabilitycenter.fsu.edu/>.

### **Financial Aid**

#### **General Information**

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate students may apply for long-term loans and college work-study. Graduate



fellowships and assistantships are awarded through the Graduate School (<http://www.gradstudies.fsu.edu/>) and the respective academic and selected university departments.

The Office of Financial Aid (<http://financialaid.fsu.edu/>) is committed to guiding students through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the *University Center, Building A, Room 4400*. Assistance is also available by calling the Express Telephone System (ET) from 8:00 a.m. through 6:00 p.m. (22 hours per day) at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting <http://www.finaid.fsu.edu> This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award may also be found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments.

Any graduate student may apply for a University Fellowship, or a College of Education Fellowship, though these are very competitive. Recipients of fellowships over the past few years have typically had GRE scores of 1,250 or more and undergraduate grade-point-average of 3.5 or higher. Stipend awards are available for between 9 and 12 months per year, for up to three years. Other financial aid is available in several forms, including special fellowships for minority students. The amount available varies each year. By April 15<sup>th</sup> of each year, all offers of financial assistance are binding on both the applicant and the institution, in accordance with the resolutions approved by the Council of Graduate Departments of Psychology, <http://www.cogdop.org/information/news/policy-statements/>.

### Fellowships

There are a variety of fellowships offered through the University. Some require duties and some do not. Students should check with their graduate department for awards available in their discipline.

**College Teaching Fellowships.** College Teaching Fellowships are awarded annually by the University to new graduate students. While these awards are administered by The Graduate School, the Fellows are selected through competitions held by each college. The base stipend is \$6,300 though some colleges and departments may supplement this award. Duties may or may not be required. Students must apply directly to their academic department. More information can be found at: <http://www.coe.fsu.edu/finaid/grad.html> and on the Graduate School Web site: <http://www.gradstudies.fsu.edu/Funding-Awards/Graduate-School-Fellowships>.

**University Fellowships.** The University Fellowship Program is a University-wide competition, open to new and continuing PhD and terminal Masters degree students. The University Fellowship provides a stipend of \$18,000 to each student plus a tuition waiver of up to twelve hours for the Fall and Spring terms. Application forms may be obtained from the Graduate School Web site at: <http://www.gradstudies.fsu.edu/Funding-Awards>. Applications are judged by a University-wide committee.

**The Leslie N. Wilson-Delores Auzenne Assistantship for Minorities.** This award is available for all new or currently enrolled minority graduate students. Awards are \$2,500 per semester, for up to two

semesters. For details, contact The Graduate School at <http://www.gradstudies.fsu.edu/Funding-Awards/Graduate-School-Fellowships> or 408 Westcott Building.

### Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services which are of mutual benefit to the University and the student. Only students with full-time graduate student status are eligible for graduate assistantships. Special and provisional students are ineligible.

Students are encouraged to apply to campus departments related to their areas of interest, e.g., Career Center, Dean of Students, etc.). Stipends may vary depending on the amount of service rendered, the nature of the service, and the student's qualifications. Graduate assistantships include a tuition waiver that covers a selected number of hours (typically ranging from 9-12 hours). Students should check with the department that is awarding the assistantship regarding the waiver amount and the process for receiving the tuition waiver.

### Career Advisor Scholarships

The Career Advisor Scholarship funds provide scholarships for students preparing for professional positions in career counseling and human resources in schools and other organizations. The successful candidate possesses a strong commitment to the field, a capacity to provide leadership to the profession, an outstanding academic record, and high productivity standards. The five established funds are the Alyce B. Bobkin Endowed Scholarship Fund, the Career Advisor Alumni Scholarship Fund, the Gary W. Peterson Endowed Scholarship Fund, the Herbert and Josie Rand Endowed Scholarship Fund, and the Robert C. Reardon Scholarship Fund. Special award criteria exist for each fund.

More information can be found at: <http://saint.coe.fsu.edu/scholarships/listScholarships.cfm?did=2315>. A faculty committee selects award recipients. Application forms are available from the Career Advisor Scholarship Coordinator, Dr. Robert Reardon, [rreardon@fsu.edu](mailto:rreardon@fsu.edu), 850-644-9777.

### Rehabilitation Counseling Scholarships

Scholarships for students preparing for careers in rehabilitation counseling are eligible for the Hazel Royall Stephens O'Connor Dillmeier Endowed Scholarship and the Patrick Alex Brahaney Endowed Scholarship. More information can be found at: <http://saint.coe.fsu.edu/scholarships/index.cfm#list>.

### **Rehabilitation Services Administration (RSA) Scholarships**

Rehabilitation Services Administration (RSA) provides scholarships for students majoring in Rehabilitation Counseling. These scholarships provide monthly stipends and tuition (the number of credit hours covered may vary each semester). Students who accept RSA scholarships must agree to work after graduation in a state, non-profit rehabilitation agency, or related community-based agency for two years per year the scholarship is accepted. RSA scholars must specialize in mental disorder/mental health, visual disabilities, school-to-work transition, aging, independent living, or substance abuse counseling. Scholarships are awarded on a semester basis. For more information about the RSA scholarship, contact [Dr. Deborah Ebener](mailto:Dr. Deborah Ebener) (850-644-1789).

## **ADVISEMENT AND REQUIREMENTS OF MASTERS AND SPECIALIST DEGREE STUDENTS**

### **General Responsibility of Students**

Masters and Specialist students are expected to be familiar with current policies and regulations of the Department of Educational Psychology and Learning Systems (EPLS) and of the College of Education's Office of Academic Services & Intern Support (OASIS), <http://www.coe.fsu.edu/OAS/>, as they may apply to a particular program. It is the student's responsibility to see that all regulations involving deadlines and completion of specific requirements for each date are met. Furthermore, it is the students' responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

In order to receive official announcements from the Educational Psychology and Learning Systems Department regarding their academic study, students must be registered for the departmental Listserv. The subscription application can be completed at <https://lists.fsu.edu/mailman/listinfo/pse>. Although courses are available to prepare students for the comprehensive examination and future professional roles, it is understood that competencies for both the exam and such roles cannot be achieved solely through course work. Independent study and reflection are also necessary.

### **Academic Advisement**

Each student initially will be assigned to a temporary advisor who will assist in selecting a course schedule prior to the first semester of registration. This initial advisor assignment is used only until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the student.

### **Program of Study**

Students have the responsibility, in consultation with their supervisory committees, to develop a program of study representing the essence of a masters or specialist degree in counseling with major areas of professional interest. Programs of studies are expected to be filed and approved by the department chair no later than the fifteenth week of the second semester of residency. (Note: Programs of study may be modified at a later time with the approval of the supervisory committee). Each program of study will reflect the professional standards appropriate for the student's major area of concentration. Students seeking a degree in Counseling and Human Systems must stipulate their Ed.S./M.S. major area on their program of study form no later than the twelfth week of their first semester of graduate study.

### **Transfer of Credits & Special Student Hours**

No more than 12 hours of credit (either transfer credit or credits taken as a special student) may be applied to the M.S./Ed.S. or MS degree. Since the degree assumes a concentration in the area of Counseling and Human Systems or Rehabilitation Counseling, previous work, to be considered relevant, must be from education, psychology, or related disciplines. Approval of previous graduate work for degree credits rests with the student's supervisory committee, the department chair, and the College of Education's Office of Academic Services & Intern Support (OASIS). Forms for obtaining approval are available from OASIS, 2301 Stone Building or online at: <http://www.coe.fsu.edu/OAS/support.html>.

### **Supervisory Committee Selection**

Students in Career Counseling, Mental Health Counseling, Rehabilitation Counseling, or School Psychology seeking a Master of Science (M.S.) and/or Specialist in Education (Ed.S.) degree(s), will be assigned a supervisory committee by the Psychological Services in Education (PSE) Program Coordinator by the end of their first semester of full-time graduate study. Each supervisory committee will consist of three faculty members, one of which will serve as chair for the student. The role of the supervisory committee chair is to approve the student's program of study, chair the oral comprehensive examination, and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the Psychological Services in Education program.

### **Comprehensive Examination**

The purpose of the comprehensive examination is to allow M.S. and Ed.S. candidates to demonstrate mastery of the knowledge base acquired in the M.S. and Ed.S. degree programs. While the specific format of the comprehensive examination varies among degree programs, a written examination by the student's supervisory committee is required of all students not selecting the thesis option. Students shall request permission through their major area coordinator to register for the comprehensive written and oral examinations. For combined specialist/master's degrees, students register for MHS 7962. For master's degrees, students register for MHS 8960. Clearance for taking this examination is based on evidence of a 3.00 grade point average and approval by the PSE program faculty. Students must register for this examination during or prior to the semester in which it is given. Students graduating in the summer semester can take the comprehensive exam either in February or in June. School psychology majors can only take the comprehensive exam in the spring. In order for any accommodations to be made during the written or oral portions of the comprehensive examination, the student must be registered at the Student Disability Resource Center (SDRC). Failure to achieve a passing score on the comprehensive examination will be addressed by the student's supervisory committee.

### **Policy and Procedures for the M.S./Ed.S. Comprehensive Examination in for Students in Mental Health and Career Counseling**

#### Policy

Students majoring in Career Counseling and Mental Health Counseling will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (<http://www.cce-global.org/>). The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE covers the eight common-core areas as defined by the CACREP Standards for Preparation: 1. Human growth and development; 2. Social and cultural foundations; 3. Helping relationships; 4. Group work; 5. Career and lifestyle development; 6. Appraisal; 7. Research and program evaluation; and 8. Professional orientation and ethics. The CPCE consists of 160 multiple-choice items, with 20 items per each of the eight CACREP areas. A \$40 fee (amount subject to change) is required to complete the CPCE. .

#### Procedures

1. Students in the second year of their programs of study will take the Counselor Preparation Comprehensive Examination (CPCE).
2. The passing score will be set at one standard deviation below the mean of the national exam, for the same administration during which the student completed the exam.

3. The earning of a passing score will satisfy completely the comprehensive examination requirement for the M.S./Ed.S. degree.
4. Should a student fail to achieve a passing score, the student's supervisory committee will develop a plan of action for mastering deficiencies identified by the subscale scores of the CPCE.

### **Policy and Procedures for the Comprehensive Examination & Exit Interviews for Rehabilitation Counseling**

All Masters students in Rehabilitation Counseling are required to pass a written comprehensive examination and participate in an exit interview with the Rehabilitation Counseling faculty. **Students planning to graduate in summer must register for and take comps during the preceding spring semester.** The CRC examination (CRCE) will serve as the master's comprehensive examination. Students must receive a passing score on the CRCE order to pass the MS comprehensive examination. Students must apply for the CRCE by the deadlines set by the Commission on Certification for Rehabilitation Counseling (CRCC; <http://www.crccertification.com/index.html>):

<u>Application Deadline</u>	<u>Testing Date</u>	<u>Results Available</u>
October 15	March 6-14	April 20
May 15	October 2-10	November 16

Students who do not pass the written comprehensive examination will be provided an opportunity to take an oral comprehensive examination administered by the Rehabilitation Counseling faculty. Students who do not pass both the CRCE and the oral examination may be dismissed from the program.

The exit interview occurs during the last semester of the program. The exit interviews are designed to provide students with an opportunity to give and receive feedback regarding the program and their professional development. This information assists faculty in program evaluation. The exit interview consists of a written "interview" that will be provided to students who are registered to graduate. Students must register for master's comprehensive examinations in order to participate in comprehensive examinations and the exit interviews.

### **Procedures for Evaluating School Psychology Major Ed.S. Comprehensive Exams**

#### Policy

Students in the school psychology program take a comprehensive school psychology exam (generally a case study) during their final semester of internship, unless they have completed a Masters thesis or Thesis Equivalency.

#### Procedures

1. Two of three committee members will read the exam.
2. Readers will assign a grade of High Pass, Pass, Low Pass, or Fail.
3. If neither reader assigns a Fail, no oral exam will be held.
4. If the student receives two Fails, an oral exam will be held.
5. If there is one Fail, the third member will read the exam.
  - a) If the student receives two Fails, an oral exam will be held.
  - b) If a student receives one Fail and two passing scores, the Chair will decide whether to hold an oral exam.
6. If a student fails an oral exam, the committee will decide upon a remediation plan.

After a student has completed the examination, the student's supervisory committee can pass, conditionally pass, or fail the student. If a student receives a conditional pass, he or she will be required to complete some type of remedial activity; e.g., write a paper, complete an instructional experience, etc. The student may take the exam no more than two times in total. If a student fails the examination on both administrations, those failures will constitute grounds for dismissal from the program. If an appeal is desired, it must be made in writing by the student within 15 days of notification of his or her performance. All appeals will be given to the Psychological Services in Education Program Coordinator. The Coordinator will present the appeal to the faculty. The faculty can overturn the decision of the supervisory committee by a vote of at least 66% in favor of passing the student.

### **Practicum for Mental Health Counseling, Career Counseling, & Rehabilitation Counseling**

The program requires students to complete supervised practicum(s) that total a minimum of 100 clock hours (see section III Professional Practice, *2009 CACREP Standards*). The practicum(s) provide(s) for the development of opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's practicum:

- Includes a minimum of 40 hours of direct service work with clientele appropriate to the student's specialization.
- Allows the student to gain supervised experience in individual and group interactions with clientele appropriate to the student's specialization.
- Includes a minimum of one hour per week of individual supervision by a program faculty member supervisor or a student supervisor, working under the supervision of a program faculty member.
- Includes a minimum of one and one-half hours per week of group supervision with other students in similar practica or internships by a program faculty member supervisor or a student supervisor working under the supervision of a program faculty member.
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student's interactions with clientele appropriate to the student's specialization.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the practicum by the program faculty member supervisor.
- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Mental Health Counselor and the credentialing requirements for Career Counseling and Rehabilitation Counseling.
- Will be pre-approved by the major area coordinator.

Each student must have a minimum of a B- in MHS 5400 Introduction to Counseling Theories and Techniques in order to enroll in MHS 5801 Practicum in Counseling and Rehabilitation.

### **Practicum for School Psychology Majors**

The program requires that students complete two semesters of practicum, each with a minimum of 100 clock hours; a minimum of 200 hours total. At least half of these hours should be completed in a school setting. Other related settings may also be appropriate. Supervision will typically be provided by on-site personnel and university faculty. A minimum of one hour of individual supervision will be provided with an additional 1.5 hours of group supervision with faculty.

### **Internship for Mental Health, Career, and Rehabilitation Counseling**

The basic purpose of the internship program is to allow students to apply knowledge, skills, and professional values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice. The internship is a reciprocal arrangement: students exchange their work in return for on-the-job training and experience in the field. The end result is ultimately the promotion of professional development, integration, and reinforcement of competence. Hopefully, the internship program solidifies for students a sense of professional identity. The service delivery setting, the interaction with staff and clients or students, the realities and responsibilities of the helping process, and the conscious application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling.

A supervised internship of 600 clock hours is required, which is begun only after successful completion of practicum (MHS 5801). Students may elect to complete the internship in one or two semesters, depending on the requirements established by the internship sites. For Mental Health Counseling, a total of 1,000 clock hours are required, including 100 clock hours for practicum. Rehabilitation counseling students seeking state licensure should also complete these additional hours.

The internship provides the opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. "A regularly employed staff member" is defined as a person occupying the professional role to which the student is aspiring. The student's internship:

- Includes a minimum of 240 clock hours of direct service work with clientele appropriate to the student's specialization for mental health and career majors; a minimum of 300 hours of direct service work with persons with disability are required for rehabilitation counseling students.
- Includes a minimum of one hour per week of individual supervision with a supervisor having appropriate professional qualifications for the student's specialization.
- Includes a minimum of 1.5 hours per week of group supervision.
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student's interactions with clientele appropriate to the student's major area.



- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the internship by a program faculty member supervisor.
- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Mental Health Counselor, and the credentialing requirements for Career Counseling and Rehabilitation Counseling.
- Must be approved by the major area coordinator.
- Begins in Summer 1 or Fall 2 for Mental Health Counseling students; Fall 2 for Career Counseling students, as approved by the student's supervisory committee and the major area coordinator. Special consideration will be given to students pursuing dual specializations who wish to begin an internship in the summer semester of the first year of study; Will begin in spring semester of the second year for rehabilitation counseling students.
- Requires that the application form from the internship handbook be signed by the major area coordinator. A copy of the application form will be maintained in the student's program file.
- Can only be begun if the student has earned a grade of a B- in MHS 5801.

### **Internship for School Psychology Majors**

Each student will complete an internship of one academic year, the equivalent of 1,500 clock hours. Typically, the internship is in the third year of the program. The internship usually occurs on a full-time basis, although half-time for two consecutive academic years is also possible. At least 600 of the internship hours shall occur in a school setting and shall provide a balanced exposure to regular and special educational services. Supervision will be provided by appropriately credentialed, on-site professionals, with consultation from university faculty. At least two hours of direct supervision will be provided weekly by the on-site supervisor. Interns should receive a broad range of school psychological experiences in their internships, including assessment, consultation, and intervention activities.

### **Thesis Option and Research Experience**

Students interested in applying for doctoral programs in counseling, counseling psychology, or school psychology generally increase their chances for admission by having research experience during their master's degree program. At Florida State University, students may elect one of two options for gaining research experience. The first option is for students to substitute Master's thesis hours for elective hours in their degree programs. In consultation with their supervisory committee chair, students must submit a research prospectus for thesis approval by the supervisory committee, the department chair, and the Assistant Dean of the College of Education.

A supervisory committee meeting is held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are submitted to the department chair. The Prospectus Clearance Form is available from the **Office of Academic Services & Intern Support**, 2301 Stone, <http://www.coe.fsu.edu/OAS/support.html>. Each student must complete a minimum of 6 semester hours of thesis credit. Students must register for a minimum of 3 semester hours of thesis credits while



they are working on the thesis with their supervisory committee chair. Likewise, they must be registered for a minimum of 3 hours thesis credit during the semester in which they defend the thesis.

The supervisory committee chair, together with the supervisory committee, will conduct an examination in which the candidate must defend the thesis (MHS 6971). The oral thesis defense meeting is conducted in lieu of the comprehensive Ed.S. examination for students pursuing this option. The thesis is then submitted to the department chair for final approval. Students are strongly encouraged to work with their supervisory committee chair in submitting their research for publication. The order of authors for a subsequent publication must be determined before beginning the Master's thesis research project.

The second option for gaining research experience involves students selecting the specialist degree in Counseling and Human Systems with a specialization in school psychology, career counseling, or mental health counseling; or the graduate degrees in Rehabilitation Counseling and contributing as a co-author to an ongoing research project under the supervision of a faculty member. Students selecting this option may, if desired, register for MHS 5915, Supervised Research, to reflect this research activity on their official transcripts.

### **Preparation for Certification and Licensure**

Professional counselors and school psychologists have the option of publicly demonstrating the attainment of generic and specialized knowledge and skill in counseling, rehabilitation counseling, and school psychology. Generic knowledge and skill in counseling is demonstrated by attaining National Certified Counselor (NCC) status. Specialized knowledge and skill in rehabilitation counseling is demonstrated by attaining the Certified Rehabilitation Counselor (CRC) status. Specialized knowledge and skill in counseling or school psychology is demonstrated by attaining one or more of the available specialized certification and licensure options.

Some employers require certification or licensure as a condition of employment, while other employers require that the applicant be eligible for certification or licensure as a condition of employment. In cases where certification or licensure is not required for employment, counselors attain these credentials as a statement of their commitment to professionalism and to enhance their future employment options. The faculty strongly encourage students to seek relevant credentials as one aspect of their professional development.

It is important to note, however, that degrees in Counseling and Human Systems and Rehabilitation Counseling comprises only the preparation component of certification and licensure requirements. In most cases, additional experience, examination, and reference requirements exist, in addition to completing a graduate degree. Completion of a degree at Florida State University does not guarantee subsequent certification or licensure. While Florida State University has the authority to grant degrees, only professional associations and state governments have the power to grant certification and licensure. Students are responsible for accessing and processing applications for certification and licensure.

The following page contains a summary of certification and licensure options for students receiving degrees in Counseling and Human Systems or Rehabilitation Counseling.

<b>Counseling Specialization</b>	<b>Type of Certification, Credential or Licensure</b>	<b>Sponsoring Organization</b>
Career Counseling	Master Career Counselor (MCC) National Certified Counselor (NCC)	<a href="#">National Career Development Assoc.</a> National Board for Certified Counselors
Mental Health Counseling	Licensed Mental Health Counselor (LMHC) National Certified Counselor (NCC) Certified Clinical Mental Health Counselor (CCMHC)	State of Florida <sup>1</sup> National Board for Certified Counselors National Board for Certified Counselors
Rehabilitation Counseling	Certified Rehabilitation Counselor (CRC) Licensed Mental Health Counselor (LMHC) National Certified Counselor (NCC)	Comm. on Rehab. Counselor Certification State of Florida <sup>2</sup> National Board for Certified Counselors
School Psychology	National Certified School Psychologist (NCSP) PK-12 School Psychology Certification Licensed School Psychologist	National Association of School Psychologists State of Florida <sup>3</sup> State of Florida <sup>4</sup>

### **Student Evaluation and Retention in the Program**

The completion of academic requirements does not automatically assure candidates that the supervisory committee will recommend them for a degree. All students will be reviewed each semester regarding their academic performance. A minimum grade point average (GPA) of 3.00 must be achieved in order for a student to maintain "good standing" in the program. Students must receive at least a B- in courses that have been designated as "critical" in order to maintain "good standing." A list of critical courses follows. An academic average below these minimums in one or more of these performance areas after the second, or subsequent semesters, will result in a student being placed on probationary status. The student must raise his or her deficiencies by the end of the next semester. Failure to maintain performance minimums for two consecutive semesters, or the existence of problems related to adherence to ethical and professional standards (the American Counseling Association, <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>, the American Psychological Association, <http://www.apa.org/ethics/code2002.html>, or the Commission on Rehabilitation Counselor Certification, [http://www.crcrcertification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crcrcertification.com/pages/crc_ccrc_code_of_ethics/10.php), as appropriate) or the FSU Student Honor Code will result in a retention vote by the faculty to determine whether or not to retain the student in the program. A 3/4 majority vote is necessary for a student to be retained. The form in Appendix A is used to structure the evaluation. Ratings are provided of student progress in specific areas and progress towards graduation. The results of the evaluation will be discussed personally with all first-year students, and all other students for whom there is "official concern." Faculty has the discretion to exempt students from the minimum criteria, but this exemption must carry by a three-fourths majority.

Five areas are considered when evaluating students:

- 1.) Counseling interventions (therapy, consultation);
- 2.) Assessment (testing and evaluation);
- 3.) Professional and ethical conduct;
- 4.) Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness); and
- 5.) Writing skills.

<sup>1</sup> Other states have similar licensure and requirements. Students must register with the State during their final semesters concerning their plans for meeting the postgraduate experience requirements.

<sup>2</sup> Other states have similar licensure and requirements. Students must register with the State during their final semesters concerning their plans for meeting the postgraduate experience requirements.

<sup>3</sup> Other states have similar certification and requirements.

<sup>4</sup> Other states have similar licensure and requirements.

Students are evaluated by the faculty during the spring semester. The Annual Evaluation Form of PSE M.S./Ed.S. students is completed by the major area coordinator. The major area coordinator and the student discuss the results of the evaluation and each signs the form, which is placed in the student's departmental folder. Failure to achieve a passing score on the second administration of the Ed.S. comprehensive examination will result in a retention review by the faculty.

NOTE: All incomplete grades (I's) become IE's to F's after one semester, and are computed into the student's GPA. Incomplete grades must be resolved the next semester that the student is enrolled.

Following are **critical courses** in which a minimum of B- is required to demonstrate mastery:

All M.S. and M.S./Ed.S. Programs:

- MHS 5400 Introduction to Counseling Theories

All M.S. and M.S./Ed.S. Counseling Programs:

- MHS 5801 Practicum in Counseling and Rehabilitation
- RCS 5250 Assessment in Counseling and Rehabilitation
- SDS 5820 Internship

M.S. in Rehabilitation Counseling:

- RCS 5320 Placement Methods and Techniques
- RCS 5080 Medical Aspects of Disability
- RCS 5410 Principles and Practices of Rehabilitation Counseling

M.S./Ed.S. School Psychology Program:

- EDF 5400 Basic Descriptive and Inferential Statistics
- MHS 6410 Behavior Management Principles and Applications
- SPS 5055 Foundations of School Psychology
- SPS 5105 Social-Emotional Disorders of Children and Adolescents
- SPS 5191 Assessment of Intelligence
- SPS 5192 Psychoeducational Assessment and Intervention
- SPS 5193 Laboratory in the Assessment of Social-Emotional Problems of Children and Adolescents
- SPS 5205 Consultation in the Schools
- SPS 5615 Counseling Children and Adolescents
- SPS 5945 Practicum in School Psychology
- SPS 6948 Internship in School Psychology

Mental health and rehabilitation counseling professionals are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train mental health and rehabilitation counseling professionals also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning.

## Evaluation of Competence

It is important for students to understand that competence in psychology and counseling programs is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic performance, development, and functioning of their students.

Students who have been accepted into any of the graduate degree programs offered by the Psychological Services in Education Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, students' knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that students 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, and within the parameters of its administrative authority, the Psychological Services in Education Program strives not to advance, recommend, or graduate students with demonstrable 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.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate student competence in areas other than, and in addition to, 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 in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty; the successful completion of remediation plans; participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, comprehensive examinations, independent study, practicum supervision, internship supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

As noted previously, the program's evaluation processes and content includes an annual evaluation of each student as documented on the evaluation form in Appendix A. The primary purpose of the evaluation is to facilitate student development by enhancing student self-awareness, self-reflection, and self-assessment. Evaluation is also designed to emphasize strengths and areas for improvement, as

well as to facilitate the development of remediation plans when necessary. Remediation will be offered provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student. Evaluations will include more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). The major area coordinator will provide the student with a copy of the completed evaluation form and schedule a meeting with the student to discuss the content of each evaluation form. A copy the completed evaluation form will be placed in the student's degree folder that is maintained by the program. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the department, college, and university according to the rules of the College of Education and the university.

### **Policy on Grade Appeals**

A grade appeals system affords the student an opportunity to appeal a grade the student feels was inequitably awarded in that it involved a gross violation of the instructor's own specified grading standards. The appeals process has the following three steps: (1) attempt to resolve the problem directly with the instructor; (2) appeal the instructor's decision in writing and in person to a departmental review board composed of students and faculty; and (3) either party may appeal the departmental decision to a college review board, who will hear the case and make a final determination. Refer to the *FSU Office of the Dean of Faculties* Web site information on the Grade Appeals System, <http://dof.fsu.edu/gradeappeals.htm>, for specific details

### **Readmission to the Program**

Students who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Students must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters.

The criteria for readmission are as follows:

1. In academic coursework already taken in the program, the student applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.
2. Readmission will be considered in light of current enrollment numbers in the specialist and masters programs and the availability of "openings" to accommodate returning students. This recognizes the reality that full-time, matriculating alternates may replace non-matriculating students.
3. Students who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.
4. All hardship leave petitions need to be submitted to the department chair and committee chair for appropriate action.

Procedures for readmission are as follows:

1. The student must submit a personal statement detailing:
  - a) Reasons for non-matriculation.
  - b) A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to

address the "reasons" expressed in the previous section and a detailed plan that outlines the student's program for a timely completion after readmission.

2. The student must be interviewed by the program admissions committee.
3. After reviewing the student's prior academic performance, personal statement, and interview results, the committee will recommend to the total faculty either to allow or deny readmission to the program.
4. The total faculty must vote on the committee recommendation. If the committee recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry. A recommendation to deny readmission may be overturned and reversed by a 3/4 majority faculty vote against the committee recommendation.

### **Demonstration of Adequate Counseling Skills for Counseling Students**

Specialist and masters degree students are responsible for the demonstration of an adequate level of proficiency in counseling during their graduate program. Counseling skills are assessed at the end of MHS 5400 and MHS 5801 by the faculty. Students must achieve a grade of at least a "B-" in these courses and must receive a satisfactory grade in their internship. Students must achieve a grade of at least a "B-" in MHS 5801 in order to begin an internship.

### **Self-Evaluation and Personal Growth**

The students' ability to attain a satisfactory degree of self-understanding and an acceptable amount of skill in their own interpersonal relationships is as important as academic performance. In order to accomplish these objectives, each student is encouraged to participate in personal growth experiences, which are available within the University and local community. Some examples include individual and group counseling, professional development workshops offered by the Office of Graduate Studies, <http://www.gradstudies.fsu.edu/Professional-Development>, and the Center for Teaching and Learning, <http://learningforlife.fsu.edu/ctl/>.

### **Student Participation in Professional Development Activities**

Students are encouraged to participate in available professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. Students may receive an excused absence from Psychological Services in Education Program classes provided that the following conditions are met: (1) arrangements are made in advance with the faculty member teaching the course; (2) the faculty member agrees that course content can be adequately obtained via notes, tapes, and/or discussion; (3) the student has demonstrated an acceptable level of course performance and attendance; and (4) when requested, evidence of attendance to the professional development activity in question.

### **Early Admission to the Ph.D. Program in Counseling Psychology and Human Systems**

Students demonstrating superior academic performance during their first semester of graduate study have the option of applying for early admission to the Ph.D. program in Counseling Psychology and Human Systems. Application should be made during the first half of spring semester, by providing the admissions committee with a letter indicating interest in early admission, a revised vita, and a revised personal statement that emphasizes how completing a Ph.D. degree will enable the student to meet his or her goals.

All decisions on early admission to the Ph.D. program will be made by the total faculty with recommendations considered from the admissions committee.

### **Graduate Student Association**

The official graduate student organization is CAPEGSA (Counseling and Psychological Services in Education Graduate Student Association). Each program has representatives from their major area. The Graduate Association was established to facilitate student advisement and professional development.

Organizational goals are to:

- coordinate the orientation for incoming students;
- orient new students to the field and its resources;
- promote professional identity among counseling and school psychology students;
- provide a forum for feedback between students and faculty; and
- conduct programs and workshops to meet student needs.

### **Policy on Professional Outside Work by Students**

Full-time graduate study is a rigorous enterprise, and students should maintain realistic expectations regarding outside work relative to their progress in their program. Students in training *must not* represent themselves as licensed or certified counselors by their statements, their roles, or the nature of their work. When students are engaged in work that is "counseling," "psychological," or "human service" in nature, they *must* be directly supervised on a regular basis by an appropriately licensed or certified professional.

### **Policy on Professional Liability Insurance**

Students are *required* to obtain professional liability insurance prior to providing assessment, counseling, or related services to any client in connection with practicum, internship, university employment, volunteer work, or any other direct services effort. Student insurance can be obtained as a student member of ACA, APA and/or NASP. Documentation of insurance coverage must be placed in the student's departmental file prior to the student beginning any practicum, internship, volunteer, or outside employment experience involving any type of direct services work.

### **Policy on Student Endorsement**

The faculty who endorse the competence of students successfully completing a major in career counseling, mental health counseling, or school psychology are required to be professionally affiliated with that specialty area. In order to receive an endorsement from a faculty member for career counseling, mental health counseling, or school psychology, a student must complete all the requirements of the major area.

## **CURRICULA FOR THE MASTER'S AND SPECIALIST DEGREES**

The curricula for the master's and specialist degrees in Counseling and Human Systems or master's and specialist degrees Rehabilitation Counseling are designed to enable students to acquire knowledge and skills necessary for the practice of counseling or school psychology in a variety of applied settings. Courses of study are planned on an individual basis. Major areas of study are available in career counseling, mental health counseling, rehabilitation counseling, and school psychology.

## **General Knowledge and Skill Foundations for Career, Mental Health, and Rehabilitation Counseling**

The master's and specialist degrees in Counseling and Human Systems and Rehabilitation Counseling are practitioner-oriented, professional degrees. Each degree and major area emphasizes a balance of theory gained from academic courses and practice gained from supervised practicum and internship experiences. Programs of study for students seeking specialist and master's degrees in Counseling and Human Systems and Rehabilitation Counseling emphasize the following knowledge and skill areas:

1. **Human Growth and Development**: Studies that provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
2. **Social and Cultural Foundations**: Studies that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
3. **Helping Relationships**: Studies that provide an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.
4. **Groups**: Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
5. **Lifestyle and Career Development**: Studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
6. **Appraisal**: Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.
7. **Research and Evaluation**: Studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal consideration.
8. **Professional Orientation**: Studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.



## **Career Counseling Major: Master's/Specialist Degree in Counseling and Human Systems**

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

### Faculty

Janet G. Lenz Ph. D. (Coordinator); James P. Sampson, Jr., Ph.D.; Jeff W. Garis, Ph.D.

### Purpose

Career counseling involves those activities performed or coordinated by individuals who have the professional credentials to guide and counsel other individuals or groups of individuals about occupations, careers, life/career roles and responsibilities, career decision making, career planning, leisure planning, career pathing, and other career development activities (e.g., resume preparation, interviewing and job search techniques) and issues or conflicts associated with the previous items.

### Knowledge and Skill Foundations

Programs of study for students seeking the Masters/Specialist Degree in Counseling and Human Systems with a major in Career Counseling emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

- 1. Foundations of Career Counseling.** Studies in this area include, but are not limited to, the following:
  - a). History, philosophy, and trends in career counseling.
  - b). Settings for the practice of career counseling, including private and public sector agencies and institutions.
  - c). Roles, functions, and credentials of career counselors in a variety of settings and in relation to other professionals.
  - d). Policies, laws, and regulations relevant to career counseling.
  - e). Professional organizations, competencies and preparation standards relevant to the practice of career counseling.
  - f). Implications of sociocultural, demographic, and lifestyle diversity relevant to career counseling.
  
- 2. Contextual Dimensions of Career Counseling.** Studies that provide an understanding of career counseling needs, the network of career services and resources available to individuals, and roles of career counselors as members of service provision teams, include but are not limited to the following:
  - a). Lifelong career needs of people throughout their education, employment and retirement.
  - b). Assessment and intervention strategies for career development and career counseling programs.
  - c). Knowledge of the continuum of formal and informal career counseling services and options.

- d). Knowledge and skill in referral of students/clients to appropriate mental health and career resources.
- e). Informal support networks and resources.

### 3. Specific Knowledge and Skills for the Practice of Career Counseling.

- a) Career development theory – Theory based and knowledge considered essential for professionals engaging in career counseling and development;
- b) Individual and group counseling – Individual and group counseling competencies considered essential for effective career counseling;
- c) Individual/group assessments – Individual/group assessment skills considered essential for professionals engaging in career counseling;
- d) Information/resources – Information/resource base and knowledge essential for professionals engaging in career counseling;
- e) Program promotion, management, and implementation – Management and implementation skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings;
- f) Consultation – Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process;
- g) Special populations – knowledge and skills considered essential in relation to special populations that impact career counseling and development;
- h) Supervision – ability to demonstrate knowledge of skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed in career counseling;
- i) Ethical/legal issues – Information base and knowledge essential for the ethical and legal practice of career counseling;
- j) Research/evaluation skills – Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development; and
- k) Technology – Knowledge and skills considered essential in using technology to assist individuals with career planning.

#### Professional Development and Certification Options

The faculty *strongly* encourage students to become members and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in career counseling are especially encouraged to join the National Career Development Association, [www.ncda.org](http://www.ncda.org), the American Counseling Association, [www.counseling.org](http://www.counseling.org), and other state and national organizations, as appropriate.

The Career Counseling Specialization is designed to fulfill the preparation component of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC). Students seeking NCC status must also achieve a passing score on the National Counselor Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>.

### Dual Majors in Career Counseling and Mental Health Counseling

Students may dual specialize in career counseling and mental health counseling by taking appropriate mental health counseling courses as electives, and by adding internship hours in a mental health counseling setting. Dual specialization requires the approval of the coordinator of the second specialization. Proposed coursework and proposed internship settings must be approved by the student's supervisory committee chair and by the Coordinator of the mental health counseling major area. A minimum of 300 internship hours in mental health counseling must be completed, in addition to 100 practicum hours and 600 internship hours in career counseling. **Students are responsible for contacting the state licensing board where they plan to practice to insure that their configurations of practicum and internship hours will suffice for licensure as a Mental Health Counselor or Licensed Professional Counselor.**

### Curriculum and Sequencing of Courses

<u>Fall 1</u>		<u>Hours</u>
	<b>Courses</b>	
MHS 5400	Introduction to Counseling Theories and Techniques	4
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5340	Foundations of Career Development	4
EDF 5400	Basic Descriptive and Inferential Statistics	4
<b>Total</b>		<b>15</b>
	<b>Courses</b>	
<u>Spring 1</u>		<u>Hours</u>
MHS 5801	Practicum in Counseling <sup>5</sup>	4
RCS 5250	Assessment in Counseling and Rehabilitation	3
EDF 5481	Methods of Educational Research	3
	Elective	3
MHS 5860	Supervised Teaching (for SDS 3340, Introduction to Career Development) <sup>7</sup>	3
<b>Total</b>		<b>16</b>
	<b>Courses</b>	
<u>Summer 1</u>		<u>Hours</u>
MHS 5511	Group Counseling	3
MHS 6600	Consultation and Organizational Development	3
CLP 6169	Adult Psychopathology	3
<b>Total</b>		<b>9</b>

<sup>5</sup> Most students take practicum in the Summer semester.

<sup>7</sup>Three hours of supervised teaching will be noted on the M.S. program of study and two hours of supervised teaching will be noted on the Ed.S. program of study.

<u>Fall 2</u>	<u>Courses</u>	<u>Hours</u>
MHS 5860	Supervised Teaching	2
SDS 5820	Internship	6
MHS 5341	Career Development Program Design and Evaluation	3
	Electives	6
<b>Total</b>		<b>17</b>
<u>Spring 2</u>	<u>Courses</u>	<u>Hours</u>
MHS 6410	Behavior Management, Principles, and Applications	3
PCO 5095	Computer Applications in Counseling Psychology and Other Human Services	3
SDS 5820	Internship	6
DEP 5068	Life-Span Development	3
<b>Total</b>		<b>15</b>
	<b>Total Hours</b>	<b>72</b>

### **Mental Health Counseling Major: Master's/Specialist Degree in Counseling and Human Systems**

Accredited by the Council for Accreditation of Counseling and Related Educational Programs

#### Faculty

Georgios Lampropoulos, Ph.D. (Coordinator); Steven I. Pfeiffer, Ph.D.; Frances Prevatt, Ph.D.

#### Purpose

Mental health counseling is the provision of professional counseling services, involving the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, couples, families, and groups, for the purposes of treating psychopathology and promoting optimal mental health.

The practice of mental health counseling includes, but is not limited to, diagnosis and treatment of mental and emotional disorders, psycho-educational techniques aimed at the prevention of such disorders, consultation to individuals, couples, families, groups, organizations, and communities, and clinical research into more effective psychotherapeutic treatment modalities. Promotion and enhancement of healthy, self-actualizing, and satisfying lifestyles are the goals of mental health counseling, whether the services are rendered in educational, business/ industry, health/medical, private practice, or human services settings.

#### Knowledge and Skill Foundations

Programs of study for students seeking the Master's/Specialist Degree in Counseling and Human Systems with a Mental Health Counseling Specialization emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

- A. **Foundations of Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
- Historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling.
  - Roles, functions, and professional identity of mental health counselors—the various aspects of the unique professional identity of mental health counselors.
  - Structures and operations of professional organizations, training standards credentialing bodies, and ethical codes pertaining to the practice of mental health counselors.
  - Implications of professional issues unique to mental health counseling including, but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status.
  - Implications of socio-cultural, demographic, and lifestyle diversity relevant to mental health counseling.
- B. **Contextual Dimensions: Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
- Assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems.
  - Theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems.
  - Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities.
  - Theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.
- C. **Knowledge and Skills for the Practice of Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
- General principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices for the promotion of optimal mental health.
  - Specific models and methods for assessing mental status; identification of abnormal, deviant, or psycho-pathological behavior, and the interpretation of findings in current diagnostic categories [e.g., Diagnostic and Statistic Manual (DSM)].

- Application of modalities for maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches.
- Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effects and side effects of such medications.
- Principles of conducting an intake interview and mental health history for planning and managing of client caseload.
- Specialized consultation skills for effecting living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies.
- The application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy.
- Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.

#### Professional Development and Certification/Licensure Options

The faculty *strongly* encourage students to become members and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in mental health counseling are especially encouraged to join the American Mental Health Counselors Association, <http://www.amhca.org/>, the American Counseling Association, <http://www.counseling.org>, and other state and national organizations as appropriate.

The Mental Health Counseling Specialization is designed to fulfill the preparation component of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC). Students seeking NCC status must also achieve a passing score on the National Counselor Examination (NCE), acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). For more information, contact the National Board for Certified Counselors at 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>.

The Mental Health Counseling Specialization is also designed to fulfill the preparation component of the Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling requirements for licensure as a Mental Health Counselor. Students seeking Licensed Mental Health Counselor (LMHC) status must also achieve a passing score on the Written Theory and Practice Examination (Mental Health Counselor) and the Florida Laws and Rules Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor for a period of two years, and obtain three letters of reference. For more information, contact the Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, 4052 Bald Cypress Way, BIN C08, Tallahassee, FL, 32399-3258, Telephone: 850/245-4474, Fax: 850/921-5389, web address: [http://www.doh.state.fl.us/mqa/491/soc\\_lic\\_req.html#Licensure](http://www.doh.state.fl.us/mqa/491/soc_lic_req.html#Licensure).

The Mental Health Counseling major is further designed to fulfill the preparation component of the Academy of Clinical Mental Counselors and the National Board for Certified Counselors requirements for designation as a Certified Clinical Mental Health Counselor (CCMHC). Students seeking CCMHC status must also achieve a passing score on the National Clinical Mental Health Counseling Examination, acquire two years (3000 hours) of supervised work experience in an appropriate setting with 100 hours of supervision provided by a qualified supervisor, obtain three letters of reference (with at least one letter from a supervisor), and provide a work sample in an audio or video format of a counseling session. For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>

### Dual Majors in Mental Health Counseling and Career Counseling

Students may dual major in mental health counseling and career counseling by taking appropriate career counseling courses as electives and by adding internship hours in a career counseling setting. Proposed coursework and proposed internship settings must be approved by the student's supervisory committee chair and by the Career Counseling coordinator. A minimum of 300 internship hours in career counseling must be completed, in addition to 100 practicum hours and 600 internship hours in mental health counseling. Students are responsible for contacting the state licensing board where they plan to practice to insure that their configurations of practicum and internship hours will suffice for licensure as a Mental Health Counselor or Licensed Professional Counselor.

### Curriculum and Sequencing of Courses

<b><u>Fall 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
MHS 5400	Introduction to Counseling Theories and Techniques	4
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5007	Foundations of Mental Health Counseling	3
MHS 5340	Foundations of Career Development	4
<b>Total</b>		<b>14</b>
<b><u>Spring 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
MHS 5801	Practicum in Counseling	4
RCS 5250	Assessment in Counseling and Rehabilitation	3
DEP 5068	Life-Span Development	3
EDF 5400	Basic Descriptive and Inferential Statistics	4
MHS 6410	Behavior Management, Principles and Applications	3
<b>Total</b>		<b>17</b>
<b><u>Summer 1</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
MHS 5511	Group Counseling	3
MHS 6600	Consultation and Organizational Development	3
CLP 6169	Adult Psychopathology	3
<b>Total</b>		<b>9</b>

<b><u>Fall 2</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
SDS 5820	Internship <sup>6</sup>	6
MHS 6938	Substance Abuse Counseling	3
SOW 5153	Human Sexuality	3
	Family Systems Elective	3
	Elective <sup>7</sup>	2
<b>Total</b>		<b>17</b>
<b><u>Spring 2</u></b>	<b><u>Courses</u></b>	<b><u>Hours</u></b>
SDS 5820	Internship	6
EDF 5481	Methods of Educational Research	3
PCO 5095	Computer Applications in Counseling and Other Human Services	3
	Elective	3
<b>Total</b>		<b>15</b>
	<b>Total Hours</b>	<b>72</b>

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<sup>6</sup> 1000 hours for internship can include practicum, field experience, and internship hours. Forty percent (360 hours) of the internship must involve direct client contact. Students must submit supervision logs for practicum, internship, and field experience.

<sup>7</sup> MHS RCS 5080: Medical Aspects of Disability may be used to meet this requirement.



## **School Psychology Major: Master's/Specialist Degree in Counseling and Human Systems**

Approved by the National Association of School Psychologists

### Faculty

Angel Canto, Ph.D. (Interim Coordinator, 09-10); Briley Proctor, Ph.D.; Frances Prevatt, Ph.D.; Steven Pfeiffer, Ph.D.

### Brief Overview

The School Psychology Program at Florida State University is a 72 hour program that includes 2 years of academic coursework and practica, with a third year of internship. Successful graduates of the program receive Master's/Specialist Degrees (M.S./Ed.S. degrees) in Counseling and Human Systems with a major in School Psychology. This degree meets the entry-level educational requirements of Florida for the practice of school psychology. The School Psychology Program at Florida State University is accredited by the National Association of School Psychologists (NASP), <http://www.nasponline.org/>, and the National Council for the Accreditation of Teacher Education (NCATE) <http://www.ncate.org/>, as well as being approved by the Florida Department of Education (DOE).

School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School Psychologists engage in a variety of services, including assessment, consultation, prevention, intervention, education, research, planning, and health care provision. School psychologists understand school systems, effective teaching, and successful learning.

Most graduates in school psychology will find employment in school settings. However, opportunities also exist in other agencies that deal with children and youth. The outlook is very promising for school psychologists nationwide as we are facing a personnel shortage, as is most of special education. Many of those hired in the mid '70s are retiring and our training programs are not graduating enough people to fill all those positions! In fact, School Psychology was recently named one of the top ten "hot professions" for 2008 by *US News and World Report!* (<http://www.usnews.com/features/business/best-careers/best-careers-2008.html>).

### Program Mission, Goals, and Objectives

The mission of the School Psychology Program at Florida State University is to prepare school psychology practitioners who possess the knowledge and skills necessary to promote the educational and psychological well-being of children and youth who live in a culturally diverse society. The MS/EdS program is grounded in the practitioner-scholar model, meaning that we prepare professional school psychologists with excellent applied skills who also have the skills necessary to understand and apply research in the theory and practice of school psychology.

The School Psychology Program at Florida State University recognizes that children and adolescents currently face a myriad of critical issues, including poverty, violence, bullying and harassment, teen pregnancy/sexual behavior, alcohol and drug abuse, increased cultural and linguistic diversity, and mental health problems. We believe that school psychologists can and should play an important role in addressing the critical issues facing children and adolescents in the 21<sup>st</sup> century. As a training program, we embrace the idea that the roles of school psychologists must be expanded and revised in order to

successfully promote the educational and psychological well-being of all children and adolescents in the face of current challenges.

The School Psychology Program at Florida State University was formed on the basis of the following core beliefs. (1) We need to ensure that the practices of all school psychologists are supported by empirical evidence of effectiveness; (2) A focus on prevention and early intervention services is both cost effective and beneficial to children, families, and schools; (3) The practice of assessment should be linked to both intervention and accountability; (4) School Psychologists are the best-trained professionals working in schools today, and can act as change agents for children and schools; (5) Collaboration across professions in education, and across specializations in psychology, is critically important to ensure the achievement of common goals; (6) School Psychologists must understand the impact of factors such as culture, race, gender, and social class on children's success and on families, and also must both respect and work to improve the educational opportunities for children from diverse backgrounds and cultures; (7) In order to act effectively in the schools, School Psychologists must understand the impact of state and federal initiatives on children and schools, including the impact of the re-authorized Individuals with Education Act (IDEA) and the No Child Left Behind Act (NCLB); (8) Advancements in technology should be viewed as an opportunity to improve both prevention and intervention services; (9) Effective home-school-community partnerships will be critical in re-conceptualizing the field of school psychology, as will a shift away from the role of "gatekeeper to special ed" and shift toward a service delivery model that emphasizes consultation and collaborative problem-solving.

Given the core beliefs of the School Psychology Program at Florida State University, our goals and objectives are as follows:

### **Goal 1**

To prepare school psychology practitioners grounded in the practitioner –scholar model, who have excellent applied skills and who also have the skills necessary to understand and apply research in the theory and practice of school psychology.

*Objectives:*

- a. Students will be well grounded in the basic and applied knowledge areas, including but not limited to psychology foundations of behavior, educational foundations of behavior, psychological and psycho-educational assessment, direct and indirect interventions, and professional school psychology.
- b. Students will demonstrate knowledge of research-based methods and techniques of practice, and will show familiarization with evidence-based treatments in the school psychology literature.
- c. Students will be competent in the combination of applied and research based practice, and will use research to inform practice and practice to further scholarly inquiry.
- d. Students will value the contributions of applied and basic research, and, when appropriate, seek advanced study at the doctoral level when this is deemed appropriate with their career goals.

### **Goal 2**

To prepare high levels of clinical competency in the practice of professional school psychology.

*Objectives:*

- a. Students will successfully complete both didactic and lab-based course work dealing with the theory, empirical support, and knowledge base in psychological and psycho-educational assessment, individual and system level consultation, problem identification and program development, individual and group based counseling, and program accountability.
- b. Students will successfully complete intensive practicum experiences that follow their clinically oriented courses. They will engage in supervised clinic-based and school based experiences designed to refine these clinical skills.

- c. Students will be provided opportunities within program-based centers or clinics to further develop their clinical skills in professional settings under professional supervision.
- d. Students will engage in high quality school-based internships that complement and refine the competencies promoted in the didactic and practicum components of the program.

### **Goal 3**

To prepare culturally competent school psychologists to practice professionally in this increasingly culturally diverse society

*Objectives:*

- a. Students will critically explore their own cultural identity and heritage and examine how these affect psychological service delivery.
- b. Students will demonstrate knowledge and understanding of different cultures, value systems, developmental/identity issues related to culture and perspectives of healthcare and psychological services.
- c. Students will design culturally appropriate consultation, intervention, and assessments to meet student, staff, and parental needs.
- d. Students will demonstrate knowledge of ethical and legal issues related to multicultural competence in providing school psychology services and will be able to professionally evaluate ethical dilemmas in related services.

### **Goal 4**

To prepare students who have a professional identity as School Psychologists, who are knowledgeable about ethical and professional issues, understand and utilize special education and educational law and regulations, and value the importance of interdisciplinary collaborations.

*Objectives:*

- a. Students will attend, present papers at, and become involved with professional School Psychology organizations and meetings.
- b. Students will be cognizant of, and utilize in their practice, current topics relevant to the practice of school psychology.
- c. Students will demonstrate an awareness of, and ability to utilize, the most recent standards in ethical practice, educational and special education law, and federal, state and local legislation.
- d. Students will learn and demonstrate the importance of collaboration across disciplines and specializations as necessary in order to fully develop their own professional identities as School Psychologists.
- e. Students will understand the importance of school and community partnerships.

### **Goal 5**

To prepare students who understand the importance of keeping abreast of advancements in science and technology that can facilitate their professional growth

*Objectives:*

- a. Students will demonstrate basic competency of computer-based research methods (e.g. statistical packages).
- b. Students will utilize web-based teaching and learning tools.
- c. Students will actively pursue advances in technology that can be used to facilitate assessment and intervention.

### Knowledge and Skill Foundations

Programs of study for students seeking the Specialist/Master's Degree in Counseling and Human Systems with a School Psychology major emphasize the following knowledge and skill areas.

1. Psychological Foundations: Biological bases of behavior; student diversity in development and learning; child and adolescent development (normal and abnormal); human exceptionalities; human learning; social bases of behavior.
2. Educational Foundations: Effective instruction; development of cognitive and academic skills; school and systems organization; education of exceptional learners.
3. Assessment: Data-based decision-making; assessment of cognitive abilities; direct measures of student achievement; progress monitoring; behavioral observations; social-behavioral-ecological measures; multicultural awareness.
4. Interventions: Consultation; collaboration; counseling; behavior management; prevention programs; home/school/community collaborations; multicultural considerations.
5. Statistics and Research Design: research methodology and statistics; translating research into practice.
6. Professional School Psychology: History and foundations of school psychology; legal and ethical issues; professional issues and standards; roles and functions of school psychologists; cultural competence.

### Background Checks and Fingerprinting for School Psychology Majors

Note: All school psychology students are required by the school districts to be fingerprinted and undergo a background check. If you have any arrests, talk to the Coordinator of School Psychology about your situation. "Sealed" records are typically opened for background checks of persons working with children. Depending on its nature, an arrest does not necessarily prevent you from working in the schools, but you must be honest in reporting it. During Orientation or one of your first classes, your Program Coordinator will provide specific information regarding background and fingerprinting requirements, procedures, forms, and deadlines.

### Professional Development and Certification/Licensure Options

Students are enrolled full-time for their first two years and during internship; on rare occasion, a student may step down to part-time enrollment because of personal hardship. Students take classes together as a cohort group and are involved as a group in non-credit activities such as periodic social events, colloquia, and attendance at the state and national school psychology conferences. Furthermore, the School Psychology Program is committed to contributing to professional development opportunities for practicing school psychologists via conference presentations, skills-based presentations, and professional colloquia.

The School Psychology specialization is designed to fulfill the preparation component of the National Association of School Psychologists for designation as a National Certified School Psychologist (NCSP). Students seeking NCSP status must achieve a passing score on the National School Psychology Examination administered by the Educational Testing Service. The School Psychology Specialization is also designed to fulfill the preparation component of the State of Florida Department of Education PK-12 Certification in School Psychology. All students must achieve a passing score on the 3 areas of the Florida Teaching Certification Exam (FTCE) administered by the Florida Department of Education in order to graduate.

Curriculum and Sequencing of Courses

<u>Fall 1</u>	<u>Courses</u>	<u>Hours</u>
MHS 5400	Introduction to Counseling Theories and Techniques	4
SPS 5055	Foundations of School Psychology	3
SPS 5191	Assessment of Intelligence (includes a separate 1- hr lab)	4
SPS 5105	Social-Emotional Disorders of Children and Adolescents	3
<b>Total</b>		<b>14</b>
<u>Spring 1</u>	<u>Courses</u>	<u>Hours</u>
SPS 5192	Psycho-educational Assessment and Intervention (includes a separate lab)	4
DEP 5068	Lifespan Development	3
MHS 6410	Behavior Management, Principles and Applications	3
	<i>Area Requirements:</i> Recommend EDP 5216 (Theories of Learning and Cognition); TSL 5325 (ESOL); or RED 4335	3
<b>Total</b>		<b>13</b>
<u>Summer 1</u>	<u>Courses</u>	<u>Hours</u>
SPS 5193	Lab in the Assessment of Social-Emotional Problems	2
EDF 5400	Basic Descriptive and Inferential Statistics	4
MHS 5511	Group Counseling	3
<b>Total</b>		<b>9</b>
<u>Fall 2</u>	<u>Courses</u>	<u>Hours</u>
SPS 5945	Practicum in School Psychology (in Multidisciplinary center)	3
SPS 5193	Lab in the Assessment of Social-Emotional Problems	2
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
SPS 5205	Consultation in the Schools	3
SPS 5615	Counseling Children and Adolescents	3
<b>Total</b>		<b>14</b>
<u>Spring 2</u>	<u>Courses</u>	<u>Hours</u>
EDF 5481	Methods of Educational Research	3
PSB 5066	Biological Bases of Learning and Behavior	3
SPS 5945	Practicum in School Psychology (in Multidisciplinary Center)	3
RED 4335	Reading in Content Area	3
<b>Total</b>		<b>12</b>
<u>Summer 2</u>	<u>Courses</u>	<u>Hours</u>
	<i>Area Requirements:</i> Recommend EDP 5216 (Theories of Learning and Cognition); TSL 5325 (ESOL); or RED 4335	3
<u>Fall 3</u>	<u>Courses</u>	<u>Hours</u>
SPS 6948	Internship in School Psychology	6
<u>Spring 3</u>	<u>Courses</u>	<u>Hours</u>
SPS 6948	Internship in School Psychology	3
MHS 7962	Comprehensive Exams	0
<b>Total Hours</b>		<b>72</b>

## **Rehabilitation Counseling MS Degree**

*Accredited by the Council on Rehabilitation Education (CORE)*

### Faculty

Deborah J. Ebener, Ph.D., CRC, NCC (Coordinator); Susan Miller Smedema, Ph.D., CRC

### Brief Overview

Individuals with a Master's degree in Rehabilitation Counseling are employed in diverse counseling, rehabilitation, and health care settings under various job titles. Rehabilitation counselors assist people with disabilities to become or remain self-sufficient and productive members of society. Rehabilitation counseling views the individual from a holistic perspective and incorporates rehabilitation goals related to wellness, uniqueness, self-responsibility, and social and vocational involvement for individuals with disabilities.

Rehabilitation counselors also provide counseling and rehabilitation services to persons without disabilities who are experience difficulties with stress or coping, career indecision, job displacement, and general mental health concerns. Rehabilitation counseling services are provided to injured workers, college students with disabilities, older adults, individuals on welfare, students transitioning from school to work, individuals transitioning from work to retirement, and individuals with a drug or alcohol addiction.

The master's-level program is a 60 credit hour that is typically completed in five semesters. The master's program provides both the knowledge and skills necessary to be a rehabilitation counselor, responding to the culture and rights of people with disabilities. The program provides ongoing opportunities for interactive and collaborative experiences with individuals with disabilities in a variety of roles and settings. One-third of the course work involves skill development and application, since students work with clients. Persons with the M.S. degree work in state/federal rehabilitation agencies, non-profit organizations, and for-profit rehabilitation companies.

### Mission and Objectives

The overall mission of the Master's degree program in Rehabilitation Counseling is to prepare master's degree students for clinical, leadership, and administrative positions in the field of Rehabilitation Counseling. This mission is achieved through the following objectives:

- A. To provide a quality education to persons pursuing a Master of Science degree in Rehabilitation Counseling.
- B. To provide Master's-level graduate students with quality clinical training and understanding of professional issues in the areas of rehabilitation counseling, general counseling, and case management.
- C. To provide service to local, state, and national rehabilitation agencies and associations.
- D. To provide opportunity for Master's students to network with and provide service to local, state, and national rehabilitation agencies, and professional associations.
- E. To conduct research that promotes the rehabilitation of persons with disabilities.

## Knowledge and Skill Foundations

Programs of study for students seeking the Master's or Specialist Degree in Rehabilitation Counseling emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

- A. Professional Identity: Studies in this area include, but are not limited to:
- Code of professional ethics and Scope or Practice in Rehabilitation Counseling
  - Historical, philosophical, and legal aspects of Rehabilitation Counseling
  - Societal issues and trends related to rehabilitation and disability
  - Creating partnerships between consumer and counselors during the rehabilitation process
  - Advocacy and disability rights.
- B. Employment and Career Development: Studies in this area include, but are not limited to:
- Application of career development theories to persons with disabilities
  - Application of techniques of job modification/restructuring and the use of assistive technology to facilitate job placement
  - Identify, modify, or eliminate architectural and attitudinal barriers in facilitating successful job placement
  - Reasonable accommodations and issues related to the American with Disabilities Act.
  - Identification of transferable skills
  - Functional or skill remediation services for successful job placement.
- C. Counseling and Consultation: Studies in this area include, but are not limited to:
- Assistive technology
  - Computer-based counseling tools for persons with disabilities
  - Internet resources for rehabilitation counseling
  - Application of counseling theories and techniques for persons with disabilities.
- D. Assessment of Persons with Disabilities: Studies in this area include, but are not limited to:
- Eligibility determination for rehabilitation services
  - Consumer involvement in evaluating feasibility of rehabilitation or independent living objectives.
  - Assessment of need for rehabilitation engineering / technology, and reasonable accommodations.
  - Evaluation of the effectiveness of rehabilitation services and outcomes.
- E. Medical, Functional, and Environmental Aspects of Disability: Studies in this area include, but are not limited to:
- Basic medical aspects of the human body system and disabilities
  - Resources for researching disability information
  - Functional capacity implications of medical and psychosocial information
  - Assistive technology and the appropriate intervention resources
  - Apply working knowledge of the impact of disability on the individual, the family, and the environment;
  - Consumer empowerment and advocacy as it relates to medical treatment;
  - Utilization of existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability; and
  - Consultation with medical professionals regarding functional capacities, prognosis, and treatment plans for consumers.

F. Rehabilitation Services and Resources: Studies in this area include, but are not limited to:

- Forensic rehabilitation and vocational expert practices
- Managed care
- Systems resource information including funding availability
- Utilization of community-based rehabilitation and service coordination

G. Consumer advocacy and empowerment

- Marketing rehabilitation services
- Life care planning
- Strategies to develop rapport/referral network
- Case reporting
- Professional advocacy
- Clinical problem-solving skills

H. Case recording and documentation

- Interdisciplinary consultation
- Computer applications and technology for caseload

### Professional Development

Rehabilitation Counseling graduate students are expected to join and actively participate in the national rehabilitation professional organizations, such as the [American Rehabilitation Counseling Association](#), [National Rehabilitation Counseling Association](#), [National Rehabilitation Association](#), or the [American Counseling Association](#).

### Certification

A certification in rehabilitation counseling (CRC) provides assurance that professionals engaged in the practice of rehabilitation counseling have met the established standards at the time of entry into the profession and have maintained these standards throughout their careers. The Rehabilitation Counseling program encourages all master's students to become Certified Rehabilitation Counselors and some employers require certification as a condition of employment. Request applications for certification from:

[The Commission on Rehabilitation Counselor Certification](#)

1699 E. Woodfield Road, Suite 300, Schaumburg, IL 60173

(847) 944-1325

[info@crccertification.com](mailto:info@crccertification.com)

Since the master's program is CORE-accredited, students are eligible to take the national certification examination (CRC) during their last semester of course work. Students who have completed 75% of their course work may apply to take the examination, which is offered twice a year (October and April) at The Florida State University. Students who take the examination will not be sent their test results or certification numbers until they have submitted to CRCC a copy of their final transcripts showing the awarding of the master's degree in rehabilitation counseling.

Graduates from rehabilitation counseling programs are also eligible for certifications in other types of counseling including general counseling ([NCC](#)), addictions counseling ([MAC](#)), vocational evaluation ([CVE](#)), case manager ([CCM](#)), and disability management specialist ([CDMS](#)). The completion of appropriate supervised postgraduate clinical experience is required. In addition, specialty training may be required. Students who wish to seek certification should consult the specific standards and requirements for the desired certification. It is the students' responsibility to assure that their selected coursework and program of study meet these additional certification requirements.



## Licensure

A counseling license is a credential authorized by the state legislature that regulates the title and / or practice of professional counselors. Most states have passed counselor licensure laws. In addition, a few states have passed rehabilitation counselor licensure laws. All licensed counselors must pass a state licensing examination, which in some states includes the CRC.

The master's degree in rehabilitation counseling is accepted in all states that currently have counselor licensure laws. However, the completion of two to three years of appropriate supervised postgraduate clinical experience is required. Additional course work may also be required. **Students who wish to seek licensure should consult the specific state standards and requirements. It is the student's responsibility to assure that their selected course work and program of study meet licensure requirements.** Information on Florida licensing laws can be found at State of Florida [Department of Health website \(http://www.doh.state.fl.us/mqa/491/index.html\)](http://www.doh.state.fl.us/mqa/491/index.html)

## Curriculum and Sequence of Courses

<u>Fall 1</u>	<u>Courses</u>	<u>Hours</u>
RCS 5410	Principles and Practices of Rehabilitation Counseling	3
MHS 5400	Introduction to Counseling Theories and Techniques	4
EDF 5400	Basic Descriptive and Inferential Statistics	4
MHS 5340	Foundations of Career Development	3
<b>Total</b>		<b>14</b>
<u>Spring 1</u>	<u>Courses</u>	<u>Hours</u>
RCS 5250	Assessment in Counseling and Rehabilitation	3
DEP 5068	Life Span Development	3
EDF 5481	Methods of Educational Research	3
RCS 5330	Placement Methods and Techniques	3
<b>Total</b>		<b>12</b>
<u>Summer 1</u>	<u>Courses</u>	<u>Hours</u>
MHS 5511	Group Counseling	3
MHS 5080	Medical and Psychosocial Aspects of Disability	3
CLP 6169	Abnormal Psychology for Graduate Students	3
<b>Total</b>		<b>9</b>
<u>Fall 2</u>	<u>Courses</u>	<u>Hours</u>
MHS 5801	Practicum	4
MHS 6938	Special Topics: Substance Abuse Counseling	3
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3
	Elective	3 <sup>8</sup>
<b>Total</b>		<b>13</b>
<u>Spring 2</u>	<u>Courses</u>	<u>Hours</u>
SDS 5820	Internship	12 <sup>9</sup>
<b>Total Hours</b>		<b>60</b>

<sup>8</sup> Students seeking a professional counselor license should take a graduate course in Human Sexuality; Students seeking certification as a substance abuse counselor should take (1) additional graduate courses in addictions or substance abuse and (2) family systems (additional courses can be taken anytime in your program)

<sup>9</sup> Students seeking professional counseling license must complete an additional 300 hours of Internship; this will likely add an additional semester to your program of study.

## **Revisions to this Student Handbook**

Due to ongoing changes occurring in our state, our institution, and our professions, the faculty reserve the right to make revisions and additions to this Student Handbook in order to better meet the needs of our students and the individuals we serve. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the student's supervisory committee chair.

## The Faculty

	<p style="text-align: center;"><b>Angel Canto, Ph.D., Assistant Professor</b></p> <p><u>Education:</u> Ph.D., Florida State University, Combined Doctoral Program in Counseling Psychology and School Psychology, 2006. <u>Memberships in Professional Organizations:</u> American Psychological Association (Division of School Psychology), National Association of School Psychologists, Florida Association of School Psychologists. <u>Areas of Interest:</u> Content area literacy, high-stakes achievement testing, behavioral and academic interventions, crisis intervention, academic transition following trauma.</p>
	<p style="text-align: center;"><b>Deborah J. Ebener, Ph.D., Associate Professor</b></p> <p><i>Coordinator, Rehabilitation Counseling.</i> <u>Education:</u> Ph.D., University of Wisconsin – Madison, Rehabilitation Psychology, 1989. <u>Memberships in Professional Organizations:</u> Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Licensed Psychologist, State of Florida. <u>Professional Organizations:</u> American Psychological Association, American Counseling Association, American Rehabilitation Counseling Association. <u>Areas of Interest:</u> Rehabilitation psychology, Psychosocial aspects of disability across the life span, substance abuse, humor and coping, diversity, and aging.</p>
	<p style="text-align: center;"><b>Georgios Lampropoulos, Ph.D., Assistant Professor</b></p> <p><i>Coordinator, Mental Health Counseling Major.</i> <u>Education:</u> Ph.D., Ball State University, Counseling Psychology, 2006. <u>Memberships in Professional Organizations:</u> American Psychological Association, Hellenic Psychological Society, Society for Psychotherapy Research, Society for the Exploration of Psychotherapy Integration. <u>Areas of Interest:</u> Counseling process and outcome, eclecticism and psychotherapy integration, use of homework in psychotherapy, self-change and adjuncts to therapy, counselor training and development, scientist-practitioner model, international counseling psychology.</p>
	<p style="text-align: center;"><b>Janet G. Lenz, Ph.D., Assistant-In</b></p> <p><i>Coordinator, Career Counseling Major; Program Director for Instruction, Research, &amp; Evaluation; Career Center; Florida State University; Co-Director, Center for the Study of Technology in Counseling and Career Development.</i> <u>Education:</u> Ph.D., Florida State University, Counselor Education, 1990. <u>Professional Qualifications:</u> Master Career Counselor (MCC), National Certified Counselor (NBCC). <u>Memberships in Professional Organizations:</u> American Counseling Association; National Career Development Association; American Psychological Association, Association for Counselor Education &amp; Supervision. <u>Areas of Interest:</u> Design and delivery of career services in higher education and organizational settings; intersection of career and mental health issues; application of cognitive information processing (CIP) theory and Holland-based theory in career services.</p>



### **Steven I. Pfeiffer, Ph.D., Professor**

*Director of Clinical Training.* Education: PhD, University of North Carolina at Chapel Hill, School Psychology, 1977. Professional Qualifications: Diplomate, American Board of Professional Psychology; National Register of Health Service Providers in Psychology; Licensed Psychologist, Florida, North Carolina; Fellow, APA. Memberships in Professional Organizations: APA (School; Counseling; Psychotherapy; Child, Youth & Family Divisions); National Association of Gifted Children. Areas of Interest: Academic motivation, test development, social and emotional issues of the gifted; gifted identification and talent development.



### **Frances Prevatt, Ph.D., Professor**

*Program Coordinator, Psychological Services in Education (PSE); Co-director – Adult Learning Evaluation Center.* Education: Ph.D., University of Virginia, Clinical Psychology, 1985. Professional Qualifications: Licensed Psychologist and Licensed Specialist in School Psychology, State of Texas. Membership in Professional Organizations: American Psychological Association; National Association of School Psychology; Florida Association of School Psychology; Association of Higher Education and Disability. Areas of Interest: Academic success in college students, with an emphasis on motivational theories. Assessment and intervention for Attention Deficit Hyperactivity Disorder in college students. Personality assessment in adults.



### **Briley E. Proctor, Ph.D., Associate Professor**

*Coordinator, School Psychology MS/EdS program; Co-director, Adult Learning Evaluation Center.* Education: Ph.D., University of Florida, School Psychology, 1999. Memberships in Professional Organizations: American Psychological Association (Division of School Psychology), National Association of School Psychologists, Florida Association of School Psychologists. Areas of Interest: Assessment of learning disabilities (LD) and ADHD; academic and behavioral interventions for individuals with LD and ADHD; educational policy related to school psychological services.



### **James P. Sampson, Jr., Ph.D., Professor**

*Mode L. Stone Distinguished Professor of Counseling and Career Development; Associate Dean for Faculty Development and Administration, College of Education; Co-Director, Center for the Study of Technology in Counseling and Career Development.* Education: Ph.D., University of Florida, Counselor Education, 1977. Professional Qualifications: National Certified Counselor (NBCC); National Certified Career Counselor (NCCC); Licensed Psychologist, State of Florida. Memberships in Professional Organizations: American Counseling Association; Association for Assessment in Counseling; Association for Counselor Education and Supervision; International Association for Educational & Vocational Guidance, National Career Development Association; American Psychological Association (Div. of Counseling Psychology); Society of Vocational Psychology, Psychologists Interested in Religious Issues (Div. 36). Areas of Interest: Computer applications in counseling and human services; and career decision making and the delivery of career services.



### **Susan M. Smedema, Ph.D., Assistant Professor**

Education: Ph.D., University of Wisconsin – Madison, Rehabilitation Psychology, 2005. Memberships in Professional Organizations: American Counseling Association, American Rehabilitation Counseling Association, National Council on Rehabilitation Education. Areas of Interest: Psychosocial aspects of disability, substance abuse, technology applications in rehabilitation counseling, rehabilitation psychology, and evidence-based rehabilitation counseling practice.

## **Courtesy Faculty**



### **Jeff Garis, Ph.D.**

*Director, The Career Center; Research Associate, Center for the Study of Technology in Counseling and Career Development., Florida State University.* Education: Ph.D., Pennsylvania State University, Counselor Education, 1983. Professional Qualifications: Licensed Psychologist, State of Pennsylvania. Membership in Professional Organizations: American Counseling Association; Association for Assessment in Counseling; Association for Counselor Education and Supervision; National Career Development Association; American Psychological Association (Div. of Counseling Psychology). Areas of Interest: Computer applications in counseling and human services; career decision making; and models for the delivery of career services.

## **Retired Faculty**



### **F. Donald Kelly, Professor Emeritus**

Education: Ph.D., University of Florida, Counselor Education, 1970. Professional Qualifications: Licensed Psychologist, States of Florida and Nebraska; Licensed Marriage and Family Therapist, State of Florida. Membership in Professional Organizations: American Psychological Association, North American Society of Adlerian Psychology; Areas of Interest: Classroom management; Behavioral and emotional disorders of children and adolescents; Psychological Assessment; Forensic Psychology.



### **Gary W. Peterson, Ph.D., Professor Emeritus**

*Senior Research Associate, Center for the Study of Technology in Counseling & Career Development.* Education: Ph.D., Duke University, Counseling, 1970. Professional Qualifications: Licensed Psychologist (retired), State of Florida. Memberships in Professional Organizations: American Psychological Association (Div. of Counseling Psychology); National Career Development Association. Areas of Interest: Career problem solving and decision making; personality assessment; organizational development.

**Robert C. Reardon, Professor Emeritus**

*Senior Research Associate, Center for the Study of Technology in Counseling and Career Development.* Education: Ph.D., Florida State University, Counselor Education, 1968. Professional Qualifications: National Certified Counselor (NBCC); National Certified Career Counselor (NCCC). Memberships in Professional Organizations: American Counseling Association; National Career Development Association; American Psychological Association (Div. of Counseling Psychology); National Association of Colleges and Employers. Areas of Interest: Development and evaluation of life career planning programs for youth and adults.

## **Appendix**

## Appendix A

## ANNUAL EVALUATION OF PSE M.S./Ed.S STUDENTS

In accordance with program policy, all Masters/Ed.S. students will be evaluated once per year, in the Spring semester. Additional evaluations will occur (a) if requested by any professor or (b) the semester following any evaluation in which "Official Concern" was checked for any item in Part A. This form will be filled out by the coordinator for the student's major area. After review by the PSE program faculty, one copy will be given to the student and one will remain in the student's file. Faculty will implement a remediation plan for any student who receives an "Official Concern" for any item in part A.

Name: \_\_\_\_\_  
 FSU ID: \_\_\_\_\_  
 Supervisory  
 Committee Chair: \_\_\_\_\_  
 Entry date: \_\_\_\_\_  
 Date of current  
 evaluation: \_\_\_\_\_

**A. Summary of Academic Progress:**

- |  |   |                                     |
|--|---|-------------------------------------|
| <b>1. Counseling interventions (therapy, consultation)</b>   | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>2. Assessment (testing and evaluation)</b>  | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>3. Professional and ethical conduct</b>   | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness)</b> | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>5. Writing skills</b>   | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>6. Progress toward graduation</b>   | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |
| <b>7. Appropriate GPA</b>  | <input type="checkbox"/> Official Concern | <input type="checkbox"/> Acceptable |

**B. Comments and a remediation plan (if official concern):****Signatures**

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student: \_\_\_\_\_ Date: \_\_\_\_\_