



IUP Graduate Handbook

Counselor Education and Supervision

Department of Counseling

Handbook Updated August 2020

Counselor Education & Supervision

**Department of Counseling
Stuffer Hall, Room 206B**

1175 Maple St

Indiana, PA 15705

Phone 724.357.2306

Fax 724.357.7821

Program Website <http://iupedi/Counselinghd>

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INTRODUCTION

Dear Doctoral Student,

We are pleased to welcome you to the doctoral program for Counselor Education and Supervision at Indiana University of Pennsylvania. The Department of Counseling is committed to successfully preparing PhD students in the areas of teaching, supervision, research, scholarship, and professional service. The Counselor Education and Supervision Student Handbook is intended to highlight policies and procedures that will help to guide you throughout the program; however, this handbook is not meant to replace the student advisement process. We encourage you to review the contents of this handbook and refer to it often to ensure your adherence to departmental procedures and regulations. In addition to utilizing this handbook effectively, we encourage you to familiarize yourself with the Graduate School Catalog for the overall policies of the Graduate School (<http://www.iup.edu/graduatestudies/catalog/>), as well as contact the Department of Counseling with any further questions. Using this handbook effectively will enhance the advisement process and enable you to take an active role in attaining your personal and professional goals. If you cannot locate information you need in this handbook, please contact your advisor or the doctoral coordinator. We hope that this is a rewarding and enjoyable experience and we look forward to working with you.

Sincerely,

The Department of Counseling Faculty and Staff

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has a history rich in accomplishment. The first building named John Sutton Hall in the honor of the first president of the Board of Trustees, was opened for students on May 17, 1875. Since that year, when IUP served only 25 students in a single building, the university has experienced continuous growth, becoming the largest Midwestern liberal arts college in the United States.

experience, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is the largest member of the PA State System of Higher Education (PASSHE) and the only one authorized to confer PhD doctoral degrees.

IUP's Civility Statement

~~As a university, we are committed to providing a safe and respectful environment for all members of our community. We strive to create a culture of civility and respect, where all individuals are treated with dignity and fairness. We encourage all members of our community to engage in respectful dialogue and to resolve any conflicts through peaceful means. We do not tolerate any form of harassment, discrimination, or violence. We are committed to the highest standards of academic integrity and ethical conduct. We are committed to the well-being of our students, faculty, and staff. We are committed to the advancement of knowledge and the betterment of society. We are committed to the values of honesty, integrity, and respect. We are committed to the principles of democracy and the rule of law. We are committed to the pursuit of excellence in all that we do.~~

Department of Counseling

The Department of Guidance and Counseling was founded in 1986 with only three faculty members. Since then, the Department of Counseling has grown to include ten graduate-level faculty members that instruct students working towards their MEd in School Counseling, MA in Clinical Mental Health Counseling, and PhD in Counselor Education and Supervision. The doctoral program in Counselor Education and Supervision allows graduates to enter academia and positions of leadership with specialization in counseling, supervision, scholarship, teaching, and leadership and advocacy. The doctoral curriculum has been designed to meet the 2016 CACREP standards.

Mission Statement and Program Objectives

Mission Statement

evaluated annually through the student review process (see section 1 of Student Review Rubric) related to clinical competence

- 4 **Facilitate attainment of clinical assessment and conceptualization skills, as well as the ability to use relevant literature/research to inform counseling work with students and clients**

Evaluation Method All courses have a culminating assignment or Summative Assignment with corresponding rubric. Performance on the assignment is tracked across courses through LiveText. Every student is also evaluated annually through the student review process (see section 1 of Student Review Rubric) related to clinical competence

- 5 **Develop a supportive departmental culture with high expectations for professional/ethical behavior; academic performance; multicultural awareness; and sound clinical judgment in helping relationships for all counselors in training**

Evaluation Method All accepted students will meet or exceed the published admissions criteria for their respective counseling program. Students are evaluated annually related to their clinical competence, personal maturity, interpersonal skills, and academic performance/ coursework

- 6 **Create curricular and co-curricular experiences that promote and encourage student involvement in scholarship, community engagement, and leadership throughout their career**

Evaluation Method All students attend program orientation and are given a Department of Counseling

Admission

Admission Criteria

The doctoral coordinator, after consulting with the department steering committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:

All official college/university transcripts

Two letters of academic or professional recommendation

Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a Ph.D. in Counselor Education and Supervision (career goals); reasons interested in IUPUI

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog www.iup.edu/gacatalog

specialized community agencies, rehabilitation programs, correctional institutions, healthcare settings, and business and industry. The MEd program in School Counseling prepares students to obtain their pre-K-12 commonwealth certification and is based on the developmental approach to school counseling. Both programs are 60 credits and provide opportunities for self-growth and awareness.

Doctoral Program

The PhD program in Counselor Education and Supervision prepares students for leadership positions in

***COUN 80* Advanced Counseling 3:01-3r**

Explores major counseling theories in depth and through analysis of their utility within multiple contexts. Lesser known ones and contemporary applications are also covered. Content includes critical evaluation of applicability to multicultural populations, evidence-based practices, and integration of theories. Use of theories in measuring counselor effectiveness, and the professional development of students is emphasized.

***COUN 880* Preparation for the Professoriate: Leadership, Advocacy, and Service 3:01-3r**
in the Counseling Profession

Prepares students for entering the professoriate through study and application of the principles and practices of leadership, advocacy, and service in professional counseling. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession and faculty role. Students use contemporary research to analyze the current trends and issues of the counseling profession. The course also includes practice in developing leadership and advocacy skills.

***COUN 880* Quantitative Research and Statistical Analysis in Counselor Education 3:01-3r**

Prepares students for basic quantitative research in counseling. Research design, statistics, data analysis, and institutional review board preparation for doctoral-level research projects, scholarly publications and grant proposals in Counselor Education and Supervision will be emphasized.

***COUN 900* Preparation for the Professoriate: Teaching in Counseling 3:01-3r**

Focuses on the development of university-level teaching in counselor education. Course development, syllabi construction, course evaluation, and class implementation will be highlighted. Students will explore multiple strategies for classroom teaching to create interactive learning environments for students. Students will also develop teaching philosophies that will be demonstrated in constructing teaching and evaluating at least 3 graduate counseling courses. Ethical guidelines for teaching in counselor education will also be covered in this course.

COUN 910

Written comprehensive exams will be identified and a team of Department of Counseling faculty will evaluate the responses using a faculty approved rubric. Outcomes for each of the four written exam

The student will work with the chair and committee to develop the protocols for the Institutional Review Board for the Protection of Human Subjects (IRB) and/or Institutional Animal Care and Use Committee (IACUC).

Please note that if the project requires review by either the university's Institutional Review Board for the Protection of Human Subjects (IRB) or the Institutional Animal Care and Use Committee (IACUC), final approval of the Research Topic Approval Form will not be forthcoming from the Assistant Dean for Research until either the IRB or IACUC has reviewed and approved the research project.

Students should work with the dissertation chair and committee members to develop the first three chapters of the dissertation. After the first three chapters are completed, a proposal defense must be scheduled to outline the purpose and procedure of the intended research study.

Conceptualizes the topic and situates it broadly within the existing literature; outlines an argument based on the need for the study and presents specific research questions. Also reviews the next chapter for the reader.

This section includes references and details that summarize professional literature and research to understand the problem under investigation.

This section includes detailed discussion of specific steps that were involved to conduct the study and can vary depending on the design (i.e., quantitative, qualitative, or mixed methods study).

Prior to scheduling the Proposal Defense, students must submit RIAF and IRB approval to all committee members. Once the committee agrees that the first three chapters are near completion, a Proposal Defense date is scheduled, and room is reserved. The proposal defense is closed to individuals other than the student and committee members.

The Dissertation Chairperson will conduct the defense. Students are encouraged to work with the dissertation chairperson to understand how the defense will be directed.

The following is an example of a possible defense process. The Committee Pre-Meeting (typically 10 minutes) will begin with committee members while the student is out of the room. The committee will discuss their perspectives on the chapters and what requires further clarification. The student will

Grade Appeal Policy
www.iupedi/gadatalog

Graduate Fresh Start Policy
www.iupedi/gadatalog

Graduate Residency Requirement
www.iupedi/gadatalog

Leave of Absence Policy
www.iupedi/gadatalog

Time Limitations
www.iupedi/gadatalog

Time to Degree Masters/ Doctoral Dismissal Appeal Policy
www.iupedi/gadatalog

Time to Degree Extension for Master's Thesis and Doctoral Dissertation
www.iupedi/gadatalog

Transfer of Credits Policy
www.iupedi/gadatalog

Departmental Policies & Procedures

Student Conduct

While enrolled in their counseling program, students are expected to maintain high standards of integrity and practice the highest ethical standards. Special attention shall be given to confidentiality, rights and work attribution (i.e., plagiarism), as well as copyright laws and conventions.

Unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or university. See the 2014 ACA Ethical Standards for further guidelines pertaining to addressing student behavior. In addition, the IUP Student Handbook Policies and Procedures provide more information on academic integrity and the section on student review process and remediation plans in this handbook.

Student Remediation

The American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) require counselor educators to serve as gatekeepers for the counseling profession. As gatekeepers, faculty are ethically bound to monitor student development to make sure that they are meeting the standards of the profession.

- Volunteer work to gain experience**
- Suspension from program**
- Recommendation for Dismissal from program**
- Referral to writing center**
- Referral to the University Judicial Board**
- Decrease in course load**
- Increased supervision**
- Prescribed courses**

Professional Orientation and Responsibilities

One of the most important learning experiences for students enrolled in a counseling program is the development of a professional identity as a counselor and clinical mental health professional. The Department of Counseling faculty are committed to helping you

professional credentialing processes when those supervisors are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisors for assistance. They ensure that supervisors are aware of options available to them to address such decisions.

F.9 Evaluation and Remediation

F.9a Evaluation of Students. Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselors provide students with ongoing feedback regarding their performance throughout the training program. **F.9b Limitations.** Counselors, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselors do the following: 1. assist students in securing general assistance when needed; 2. seek professional consultation and document their decision to dismiss or refer students for assistance; and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

The second professional issue relevant to students is personal well-being. Counselors must be able to monitor their emotional, mental, and physical health to maximize their professional effectiveness and competence. The 2014 ACA Code of Ethics dictates that counselors refrain from offering services if they are impaired in any way. Given this professional obligation, it is imperative that the counseling faculty help students increase their self-awareness in this regard and facilitate the process of self-exploration and self-understanding. In many classes, students are asked to engage in activities to help them become more self-aware and to grow personally and interpersonally. Examples of such activities are journaling, role playing (role plays in which the situation being discussed has a personal meaning), small interpersonal groups, and self-reflection papers. Faculty focus is on helping students in positive ways to appreciate their own personal wellness. However, it is important that students understand that while the faculty do their best to honor students' confidentiality, there may be issues/disclosures which bring to faculty members' attention students' limitations (as noted above) or impairments (as defined below). This could result in a faculty member being obligated by the ACA Code of Ethics to address these issues.

Section- F.5b Impairment. Students and supervisors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to hamper them or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment; and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Section- F.8c Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselors are mindful of ethical principles when they require students to engage in self-growth experiences. Counselors and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8d Addressing Personal Concerns. Counselors may require students to address any personal concerns that have the potential to affect professional competency. (See also handbook section on Student Review and Remediation).

Research

For more information, visit the website of the School of Graduate Studies and Research, click on Research www.iup.edu/graduatestudies/
www.iup.edu/gadatalog
www.iup.edu/research/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

https://iupui.qualtrics.com/jfe/form/SV_eKfEhGCGd6EMR

Submit to Doctoral Coordinator – 206 Stuffer Hall

The Department of Counseling will keep this signed document on file.